High School Longitudinal Study of 2009 (HSLS:09) Base-Year Field Test Report

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Institute of Education Sciences

High School Longitudinal Study of 2009 (HSLS:09) Base-Year Field Test Report

Working Paper Series

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NCES 2011-01

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Foreword

In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results and presentations of technical, methodological, and statistical evaluation issues.

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Summary of Recommendations

This report examines the results of the field test for the base year of the High School Longitudinal Study of 2009 (HSLS:09). The general purposes of the field test were, in anticipation of the base-year full-scale effort, to test instruments, forms, and procedures; to experiment with different approaches to questionnaire content and survey methodology; and to evaluate the overall study design.

The HSLS:09 field test faced a number of challenges. In varying degrees, these challenges will require further strategies and efforts be applied in the main study. Five challenges are especially notable.

One field test challenge will almost certainly be as daunting an obstacle for the main study—obtaining the cooperation of schools. School recruitment must meet two distinct goals: (a) sample realization, that is, obtaining the needed number of schools, stratum by stratum, so that different geographies, locales, and school sectors are represented as well as the nation as a whole; and (b) meeting response rate targets that conform to the NCES statistical standards and guidelines. While school recruiting is always a difficult and arduous task in voluntary school surveys, HSLS:09 comes at a time of increased within-school testing. For this reason, issues of burden are even more salient and difficult to resolve than they were in the past.

A second major challenge pertains to the mechanics and logistics of pre-data collection and data collection activities with the school. Here, too, there are important lessons for the main study. One facet of this challenge is obtaining—with minimal extra burden to schools—timely and accurate lists beyond the student roster, and in particular, lists of parents and teachers. Another facet of this challenge is minimizing, to the extent possible, the condition of active (explicit) parental consent to the survey, by maximizing the instances in which passive (implied) consent is chosen by the school—form of consent has a direct relationship both to student participation rates and survey costs. A further problematic facet of pre-data collection and data collection efforts concerns basic procedures and personnel, such as the possible value of in-person visits prior to survey day, personal prompting of teachers and other staff, providing an honorarium to the school's information technology (IT) coordinator, and use of an assistant in administering the survey and assessment.

A third major challenge faced by the HSLS:09 field test was implementing a fully computerized assessment and questionnaire session for students in the school setting, through either the school's computers or computers brought to the school if school resources were unavailable or unusable. In-school administrations in the prior secondary longitudinal cohort studies had used paper-and-pencil methods. All questionnaires—student, parent, teacher,

administrator, and counselor—had to have wording equally suitable for computer-assisted telephone interviewing (CATI) or electronic self-administration via the web.

The fourth major challenge confronting the HSLS:09 field test was to test an assessment and questionnaires that contained substantial amounts of material not previously used in the study series. For example, of the 264 mathematics assessment items tested, 234 were new, generated specifically to support the HSLS:09 objective of measuring the various dimensions of algebraic reasoning. Likewise, using matrix sampling to assign various forms and support experiments, the student questionnaire offered many options and alternative choices, and many items new to the study series. The school counselor questionnaire was a new component, compared with the immediately prior studies, and the other questionnaires were extensively revamped from historical versions to align with HSLS:09's fall ninth-grade starting point and mathematics and science emphasis.

A fifth major challenge (at least compared to the predecessor high school longitudinal studies, which collected data in the spring) was the early autumn timing of HSLS:09. This shift in timing presents two main challenges. First, in the fall, student rosters are often unstable and class assignments subject to change. Second, later in the calendar year, Thanksgiving and winter holidays limit the time available for surveys.

The field test met these challenges to varying degrees, drawing important lessons for the main study. Specific recommendations are summarized below, challenge by challenge.

1. Recommendations for Main Study Recruiting

To reach target response rates, it is clear that RTI must be able to recruit a higher percentage of sampled schools to participate in the main study. RTI's principal recommendations for school recruitment are (1) beginning school recruitment a year prior to the scheduled data collection, (2) fully addressing district/school concerns, and (3) increasing schools' perceived benefits for participation.

Timing of Recruitment

The recruitment period for the HSLS:09 field test was highly compressed. School recruitment for the field test began in March 2008, just 6 months before the scheduled start of data collection. RTI recommends commencing the main study recruitment efforts about 1 year prior to the start of data collection to help schools find room for the study on their calendars.

Addressing District/School Concerns

With the increase of high-stakes testing, many public schools expressed two primary reasons preventing their participation: (1) loss of instructional time for the study and (2) overtested students. To the first issue, it is important that RTI continues to communicate willingness to schedule test days to fit the schools' schedules and times that minimize the loss of instructional time. With an increased time frame to recruit schools and schedule test dates, RTI

will have more flexibility to schedule test days earlier in the semester, when schools tend to be less overtaxed. RTI will communicate to schools that NCES took steps to avoid having schools be selected for multiple NCES studies being conducted in the same school year (PISA:09, NAEP:10).

To the second issue, schools will be informed that, unlike other types of testing, the HSLS:09 study requires no advance preparation of students. This limits their lost instructional time to just 90 minutes on test day. RTI also offered accommodations to minimize loss of instructional time, such as breaking the 90-minute session into two 45-minute sessions or conducting a student session after school hours. RTI further recommends that, in limited cases, RTI offer to drop study components if this is an obstacle to participation.

Catholic and other private schools had more concerns about being too understaffed to take on the survey. RTI will be in a position to send staff to schools to assist with activities, such as the preparation of enrollment lists. Other concerns of private schools included a mistrust of the government and difficulty in understanding how they would benefit from the study. RTI will emphasize the need for information from private schools for the study to be representative of all types of schools.

Giving HSLS:09 Results to Some Schools

During the field test recruitment period, many schools asked about the direct benefit to the school district or school. While it is helpful to be able to promise national findings (as will appear in the "First Look" and subsequent reports), school-specific results are also of interest to some schools. It is recommended that—consistent with statistical standards (which may require a certain minimum cluster size for each school that wishes to be a data recipient) and confidentiality concerns—a means be found to report results, especially assessment results, back to HSLS:09 schools.

2. Recommendations for Main Study Data Collection

During the field test, RTI learned that the level of complexity in data collection is such that several changes are recommended to facilitate a more successful administration of the main study:

1. Consolidate the list collections into a single request of the school.
2. Promote the use of passive parental consent whenever possible.
3. Encourage each school to schedule a pretest day visit to test the computer equipment and review the logistical arrangements.
4. Allow for an assistant to accompany the survey administrator to each session at each school.
5. Enlist the support of an IT coordinator at each school to ensure that all technical components of the study are in place and fully functional.

6. Contact school respondents directly rather than enlisting the support of the school coordinator for staff prompting.

Consolidate list collections. Data collection activities commenced with the collection of the student list, from which the students were sampled. The parent list, teacher list, and eighth-grade records were requested after the students were sampled from the original enrollment list. School staff felt overburdened with multiple list requests, often resulting in major delays in receiving the second set of information from schools. These delays had a negative impact on the staff and parent data collections, which had a compressed data collection window and a firm end date. For the main study, RTI recommends a single unified list collection. RTI will request a ninth-grade enrollment list with each student's parent contact information and ninth-grade math and science teacher and course information. A single list collection will reduce the burden on the school coordinator.

In addition, many field test school coordinators indicated that it would be easier for them to provide the detailed information, up front, for everyone on the roster, than to provide it later for a subset of the students. For the subset of schools that can more easily respond with a totally inclusive list, RTI will accept such augmented lists and will discard contact, teacher, and course information for any student not later selected for the HSLS:09 sample.

Encourage passive consent. In an effort to improve student response rates within schools, RTI also needs to encourage as many schools as possible to allow passive consent. RTI's recruitment staff will be trained to explain to schools the reasons passive consent is preferred.

In-person visits prior to test day. RTI learned that schools that were visited in person prior to test day were better prepared for the session and generally had higher student participation rates than those that were not visited prior to the session. RTI recommends asking schools to schedule a visit prior to the scheduled session to test the computer equipment; review logistics; and, when possible, work with the students to encourage student participation in the scheduled session.

Assistants for session administrators. RTI also learned that setting up the computer equipment takes time and that the RTI-provided equipment can be quite heavy. RTI recommends having an assistant onsite at each session to assist with the computerized administration. An assistant also can help monitor the room when students have a considerable number of questions.

Engage an IT coordinator. During the field test, RTI found it invaluable to enlist the support of an IT person onsite at the school to test the computer capabilities and help the session administrator troubleshoot computer problems in the school computer lab on test day. Three of the schools that backed out of the study did so because of problems with the computer labs. Often, the person designated as the school coordinator is not technically savvy and is unable to troubleshoot technical issues that may be encountered in the testing of equipment either prior to the session or on test day. Based on the field test experience, RTI recommends designating an IT coordinator at each school, in addition to the school coordinator, and offering a small honorarium

to the IT coordinator. Many spend time working with RTI programmers, making changes to their computer lab or providing assistance during the session. The session administrators strongly recommended that IT coordinators be compensated for these efforts.

Contact staff directly. Once the student session was completed, RTI found that the school coordinators felt their role had been completed and they were not overly helpful in prompting school staff to complete their questionnaires. For the main study, RTI recommends contacting and prompting staff respondents individually and directly. By collecting parent and staff information earlier, RTI would be able to initiate parent and staff questionnaires earlier. This would enable the session administrators to prompt school staff in person while they are at the school to conduct the student session. It would also allow ample time for follow-up by telephone interviewers, thus improving response rates for the staff and parent questionnaires.

The main study data collection for parents and school staff will extend 2 months beyond the student data collection, ending February 11, 2010. This extra time, and the additional effort this time allows, should result in higher response rates for parents and school staff.

3. Recommendations for Computerized Mathematics Assessment and Student Questionnaire

All instruments in the HSLS:09 field test were electronically administered (web or web and CATI); however, this was a novel feature of data capture primarily from the point of view of the student in-school session. In prior secondary longitudinal studies, the student questionnaire and the test battery were completed in a group administration by paper- and-pencil methods. The move to a computerized form is a benefit not just for the assessment, but for the student questionnaire as well. An electronic instrument will provide a basis for automatically prompting the respondent in instances of inter-item inconsistency or skipping of an item deemed critical, and although most of the questionnaire items are transparent, a few will benefit from help text, which can readily be supplied to the respondent as part of a computerized administration.

The pilot test showed that students were able to navigate the computerized mathematics assessment successfully and that students generally enjoyed taking a computerized test. The field test, however, expanded the scope of electronic data collection to a larger number of schools and included the student questionnaire.

While there were occasional technical problems to be solved, computerized administration worked well—both for the questionnaire and for the assessment—and can be deemed a success.

4. Recommendations for Administrative Records and Instrumentation

Eighth-Grade Records Recommendations for Main Study

RTI recommends eliminating the eighth-grade administrative records collection. Ninth-grade schools varied widely on what information they had available from their feeder schools, and the format in which it was available. Many high school staff complained that it was time consuming to pull the requested information together from the feeder schools. The lists that RTI received were inconsistent between schools, or even within ninth-grade schools, since a given high school may have many public and private feeder schools, with many different course titles and grading schemes. For course titles, some schools were able to report that students took specific courses such as Algebra I, but many schools reported relatively opaque course titles such as "Math 8" or "eighth-grade math." The lack of standardization among grading systems between eighth-grade schools was also problematic. Schools varied in providing numeric grades, letter grades (some including +/- and others not), and indicators of pass/fail. The best opportunity (although still imperfect) to create an accurate eighth-grade math and science variable will come from the questionnaire self-reports of students, supplemented, eventually, by high school transcripts (these sometimes give eighth-grade course information, but even when the transcript includes information only for ninth grade, certain eighth-grade prerequisites can be inferred). Also, eighth-grade coursetaking information can potentially be drawn from state administrative records to supplement HSLS:09 data, for state users with longitudinal records systems.

Computerized Mathematics Assessment

The field test assessment was not a two-stage test. The main study test will comprise a first-stage router and second-stage high-, middle-, or low-difficulty form. Item statistics from the field test provide a basis for choosing items for each stage and form. While a two-stage test was administered in ELS:2002, an electronic version will offer several advantages: (1) it will be scored almost instantaneously and with efficiency and accuracy; (2) assignment of the second form need not reflect a simple number-right score with cutpoints (as in ELS:2002), but will reflect the entire pattern of response and be grounded in item response theory (IRT) methods. Timing data from the field test provide solid information for projecting to the length of the main study assessment. It was determined that the online calculator function was used reasonably by students, and therefore recommended that the calculator be retained for the main study assessment.

The remaining tasks constitute assembling the final two-stage version, on the basis of the classical and IRT statistics gathered in the field test, and programming the test instrument. In addition, we recommend that there be extensive simulation and testing of the assignment algorithm between the two stages.

Student, Parent, Administrator, Teacher, and Counselor Questionnaires

While in general the field test instruments performed well, the field test report contains many data-based specific recommendations concerning which scales to keep intact, which scales to trim in terms of number of items, and which to drop (based on reliability information and item-to-total correlations). Recommendations concerning response options have also been made, based mostly on item distributional properties, as seen in the response frequencies. Further recommendations are based on use of "other (please specify)" fields to close response options for the main study, timing analyses, and evaluation of the implications of alternative ways of gathering information (for example, 4-point versus 5-point Likert scales).

Further details may be found in the chapters that follow.

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A field test such as this is built first and foremost upon the students, school administrators, school counselors, teachers, and parents who so generously provided its basic data. We are grateful for the generous cooperation of students, their parents, and school personnel, and grateful for their efforts to make the HSLS:09 base-year field test a resounding success.

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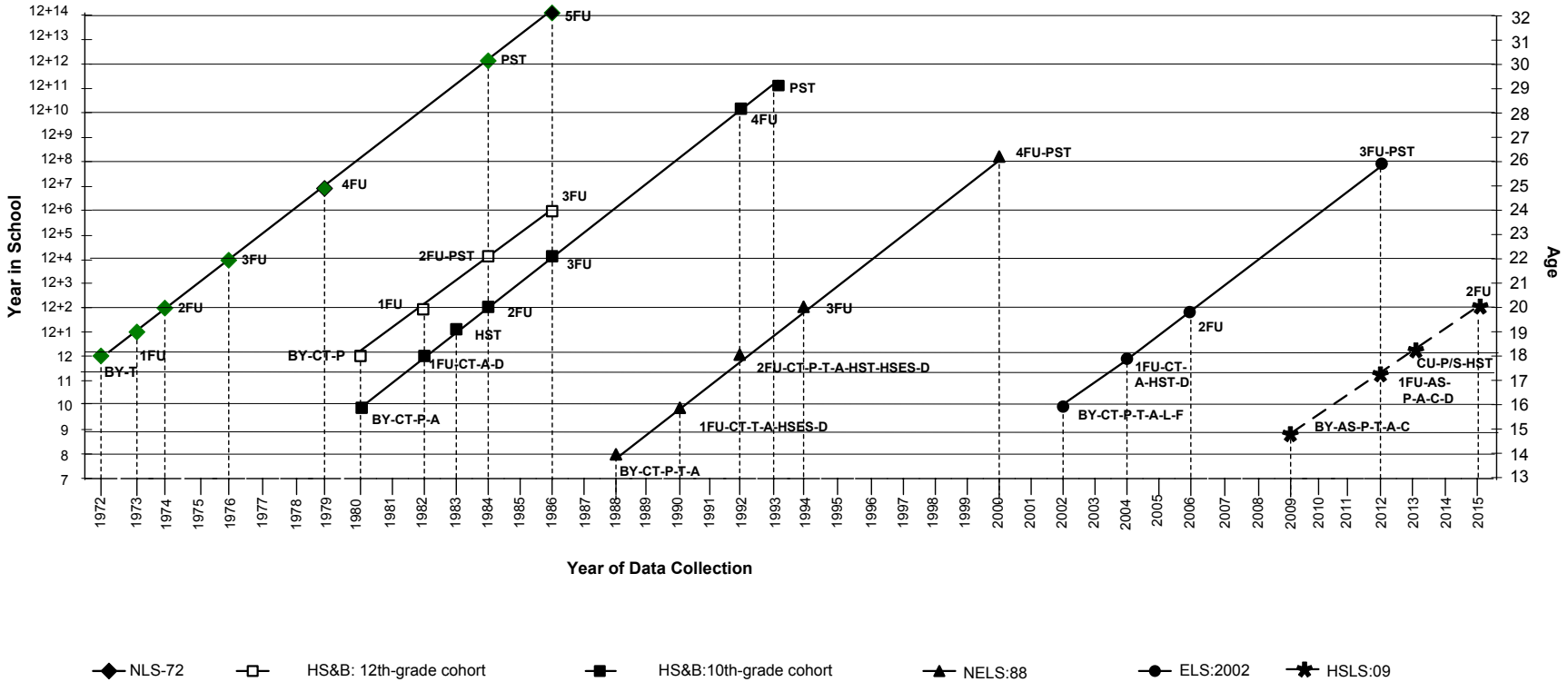
Chapter 1.
Introduction

1.1 Historical Background: The NCES High School Longitudinal Studies Program

In response to its mandate to "collect and disseminate statistics and other data related to education in the United States" and the need for policy-relevant, nationally representative longitudinal samples of elementary and secondary students, the National Center for Education Statistics (NCES) instituted the Secondary Longitudinal Studies program. The aim of this continuing program is to study the educational, vocational, and personal development of students at various stages in their educational careers and the personal, familial, social, institutional, and cultural factors that may affect that development.

The secondary longitudinal studies program consists of three completed studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72), High School and Beyond (HS&B), and the National Education Longitudinal Study of 1988 (NELS:88). In addition, base-year and first and second follow-up data for the Education Longitudinal Study of 2002 (ELS:2002), the fourth longitudinal study in the series, are now available. Taken together, these studies describe the educational experiences of students from four decades—the 1970s, 1980s, 1990s, and 2000s—and also provide bases for further understanding of the correlates of educational success in the United States. Figure 1 includes a temporal presentation of these four longitudinal education studies in relation to the expected design for the High School Longitudinal Study of 2009 (HSLS:09) (at least through 2015), and highlights study components and comparison points.

Figure 1. Longitudinal design for the NCES high school cohorts: 1972–2015



NLS-72 | HS&B: 12th-grade cohort | HS&B:10th-grade cohort | NELS:88 | ELS:2002 | HSLS:09

NLS-72=National Longitudinal Study of the High School Class of 1972
HS&B=High School and Beyond: 1980
NELS:88=National Education Longitudinal Study of 1988
ELS:2002=Education Longitudinal Study of 2002
HSLS:09=High School Longitudinal Study 2009

BY=Base-year data collection
1FU=1st follow-up data collection
2FU=2nd follow-up data collection
3FU=3rd follow-up data collection
4FU=4th follow-up data collection
5FU=5th follow-up data collection
AS=Assessment

P=Parent survey
T=Teacher survey
A=Administrator survey
L=Library/media center survey
F=Facilities checklist
CU=College update
HST=High school transcript

PST=Post-secondary transcript
C=Counselor questionnaire
P/S=Parent or student
HSES=HS effectiveness study
D=Dropout survey

1.1.1 National Longitudinal Study of the High School Class of 1972

The Education Longitudinal Studies program began more than 35 years ago with the implementation of NLS-72.[1] NLS-72 was launched with a survey of a national probability sample of 19,001 seniors from 1,061 public and private schools. The sample was designed to be representative of the approximately 3 million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, and information about the school's programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, were completed, including collection of postsecondary transcripts.

1.1.2 High School and Beyond

HS&B—the second in the series of NCES longitudinal studies—was launched in 1980.[2] HS&B included one cohort of high school seniors comparable to the NLS-72 sample; however, the study also extended the age span and analytical range of NLS-72 by surveying a sample of high school sophomores. Base-year data collection took place in the spring term of the 1979–80 academic year with a two-stage probability sample. Some 1,015 schools served as the first-stage units, and 35,723 sophomores and 34,981 seniors within these schools were the second-stage units and eligible to participate (of whom about 58,000 total participated in the base year). Subsamples of both cohorts of HS&B were resurveyed in 1982, 1984, and 1986; the sophomore cohort was also surveyed in 1992. High school transcripts were collected for a subsample of approximately 15,941 sophomore cohort members in the 1982 first follow-up, when most were seniors. As in NLS-72, postsecondary transcripts were collected for both HS&B cohorts.

With the study design expanded to include a sophomore cohort, HS&B provided critical data on the relationships between early high school experiences and students' subsequent educational experiences in high school. For the first time, national data were available that showed students' academic growth over time and how family, community, school, and classroom factors were associated with student learning. Researchers were able to use data from

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[1] For documentation of NLS-72, see Riccobono et al. (1981) and Tourangeau et al. (1987). Although recent NCES reports and user documentation may be found on the NCES Web site (http://nces.ed.gov), older documentation (e.g., from the 1980s) is sometimes not available there. HS&B manuals may be downloaded from the International Archive of Education Data at the Inter-university Consortium for Political and Social Research at the University of Michigan (http://www.icpsr.umich.edu). Materials may also be obtained in microfiche or photocopy format from the Education Resources Information Center (ERIC) database (http://www.eric.ed.gov).

[2] For a summation of the HS&B sophomore cohort study, see Zahs et al. (1995). For more information on HS&B in the high school years, with a focus on the sophomore cohort, see Jones et al. (1983). For further information on HS&B, see the NCES website (http://www.nces.ed.gov/surveys/hsb/).

the extensive battery of achievement tests within the longitudinal study to assess growth in subject-specific concepts and skills over time. Moreover, data were then available to analyze the school experiences of students who later dropped out of high school and, eventually, to investigate their later educational and occupational outcomes.

1.1.3 National Education Longitudinal Study of 1988

Data collection for NELS:88 was initiated with the eighth-grade class of 1988 in the spring term of the 1987–88 school year. The first follow-up took place when most sample members were high school sophomores and the second follow-up when most were seniors. The sample was also surveyed after scheduled high school graduation, in 1994 and 2000.[3]

The NELS:88 base year (1988) successfully surveyed 24,599 students, out of some 26,432 selected eighth-graders, across 1,052 public, Catholic, and other private schools. In addition to filling out a questionnaire, students also completed assessments in reading, mathematics, science, and social studies. The base year also surveyed one parent, two teachers, and the principal of each selected student. A first follow-up took place in 1990. At that time, student cohort members, their teachers, and their principals were resurveyed, and the 10th-grade sample freshened for representativeness.

The second follow-up took place in the spring term of the 1991–92 school year, when most sample members were in their final semester of high school. There were 21,188 participants, of whom slightly more than 16,000 were spring 1992 seniors. The remaining sample members included dropouts, early graduates, and students who fell behind the modal grade progression of their cohort. As in the first follow-up, the sample was freshened, this time to provide a nationally representative sample of the high school senior class of 1992.

The third follow-up took place in 1994 when participants were 2 years beyond the intended high school graduation date. The fourth follow-up took place in 2000, when many sample members who attended college and technical schools had completed their postsecondary education. In fall 2000 and early 2001, postsecondary transcripts were collected.

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[3] The entire compass of NELS:88, from its baseline through its final follow-up in 2000, is described in Curtin et al. (2002). More detailed information about the school surveys of NELS:88 can be found in Ingels et al. (1994) and about academic transcript collection and processing in Ingels et al. (1995). The quality of NELS:88 data in the in-school rounds is examined in McLaughlin and Cohen (1997). The sample design is documented in Spencer et al. (1990). Eligibility and exclusion issues are addressed in Ingels (1996). NCES maintains an updated version of the NELS:88 bibliography on its website. The bibliography encompasses project documentation as well as research articles, monographs, dissertations, and paper presentations employing NELS:88 data (see http://nces.ed.gov/surveys/nels88/Bibliography.asp).

1.1.4 Education Longitudinal Study of 2002

ELS:2002 is designed to monitor the transition of a national sample of young people as they progress from 10th grade through high school and on to postsecondary education and/or the world of work. In the first year of data collection (the 2002 base year), ELS:2002 measured students' tested achievement in reading and mathematics. ELS:2002 also obtained information from students about their attitudes and experiences. These same students (including those who dropped out of school) were tested and surveyed again in the spring of 2004 (and the sample freshened to provide a nationally representative sample of high school seniors), and reinterviewed in 2006. High school transcripts were obtained in the fall of 2004.

The fifth study in the series—the High School Longitudinal Study of 2009—is described in section 1.2 below.

1.2 Overview of the HSLS:09 Design and Objectives

The core research questions for HSLS:09 are to explore secondary to postsecondary transition plans and the evolution of those plans; the paths into and out of science, technology, engineering, and mathematics; and the educational and social experiences that affect these shifts.

HSLS:09 has both deep affinities with and important differences from the prior studies, both of which will be highlighted in the discussion of study design below. Distinctive and innovative features of HSLS:09 include the following:

- use of a *computer-administered* assessment and student questionnaire in a school setting;
- a focus on algebraic reasoning;
- use of *computerized-only* (web/computer-assisted telephone interview) versions of the parent, teacher, administrator, and counselor questionnaires;
- inclusion of a counselor survey to document school course and program assignment policies and procedures;
- starting point in the fall of ninth grade, the traditional beginning of high school;
- enhanced emphasis on the dynamics of educational and occupational decisionmaking;
- enhanced emphasis on science, technology, engineering, and math trajectories;
- follow-up in spring of 11th grade, including follow-up math assessment;
- concern with general trends in youth transition, not grade-based specific comparisons with prior spring cohorts of eighth-graders, sophomores, and seniors;
- extraction of eighth-grade administrative records in selected states; and
- linkage to selected state administrative data systems and augmentation of selected state public school samples to render them state-representative.

At the same time, there are major points of continuity with all or several of the past studies:

- commitment to collecting high school transcripts as in HS&B, NELS:88, and ELS:2002;
- nationally representative sample with an oversample of private schools and student numbers that are sufficient for subgroup reporting by major race/ethnicity categories, including Asians;
- commitment to following the cohort beyond high school;
- commitment to identifying and following high school dropouts;
- contextual samples of parents as in HS&B, NELS:88, and ELS:2002;
- contextual samples of teachers as in HS&B, NELS:88, and ELS:2002;
- school administrator survey as in HS&B, NELS:88, and ELS:2002;
- ability-adaptive assessment battery as in NELS:88 and ELS:2002; and
- like the earlier cohort studies, HSLS:09 will produce a general-purpose dataset that will support a broad range of descriptive and interpretive reporting.

1.3 Relationship Between Field Test and Main Study

The purpose of the HSLS:09 field test was to test and revise instruments, forms, and procedures, including

- items needed to create a two-stage main study longitudinal mathematics assessment;
- questionnaire content for the main study, across student, parent, administrator, teacher (mathematics and science), and counselor instruments;
- new approaches to data capture, in particular computer-based tests and questionnaires;
- school recruitment and data collection methods; and
- overall study design.

In particular, it was important to test new materials and procedures, to reflect the ways in which HSLS:09 may differ from its predecessors. HSLS:09 marks, for the study series, a transition from paper-and-pencil to electronic student questionnaires and tests. It also represents a fall ninth-grade starting point that differs from that of the spring-based 8th-, 10th-, and 12th-grade cohorts of the earlier high school longitudinal studies. HSLS:09's deeper emphasis on understanding choice behaviors and their timing, moreover, must be achieved within reduced student questionnaire time—a 35-minute questionnaire with 30 minutes of substantive and 5 minutes of contact information. Compared with prior studies, HSLS:09 encountered much more severe problems in recruiting schools because schools today feel that they are already overtested and instructional time is correspondingly more limited. This issue pervasively affects the study, from school recruitment to the amount of time given to student tests and questionnaires, and must be viewed as a central constraint that affected the form and content of the field test as a trial run for the main study.

The field test was primarily a trial of the main study procedures, methods, and content, but there are important respects in which the field test and main study will differ. One major difference is that the field test included 12th- and 9th-grade students. To select assessment items that are likely to show gain and support the vertical scaling of the tests, it was necessary to assess both 9th-graders and 12th-graders, using the initial mathematics item pool. This doubled the size of the field test sample in each school, which required more computers to administer HSLS:09 in the same time frame, and which posed more challenges in recruiting schools to participate in the field test.

The fall 12th-graders are in fact a proxy for the spring-term 11th-graders who will comprise the sample for the HSLS:09 first follow-up in 2012. Another important difference between the field test and the main study is that only the main study sample will be nationally representative. Analyses of the field test data are purely methodological in their character and intent, and the field test data are not suitable for producing population estimates. Consequently, the data have not been edited, composite variables have not been constructed, and sample weights have not been generated—in contrast to what will be done with the main study data that will be released to analysts.

1.4 Organization of This Report

Chapter 2 discusses the field test design and sampling procedures, beginning at the school level, then encompassing the sampling of students within schools, and finally, selection of parents and teachers as providers of contextual information on the student. Administrator and counselor data constitute both student contextual data, and data to support school-level analyses. Chapter 2 also discusses the development of a data security plan.

Chapter 3 focuses on another aspect of field test preparation—securing the cooperation of schools, often at multiple levels (for example, public school district or Catholic diocese and the specific school) and enlisting in the study all other HSLS:09 respondent populations—students, parents, administrators, teachers, and school counselors.

The subject of *chapter 4* is data collection. It provides information about the recruitment and training of data collection staff, the data collection procedures used in and outside of schools, and the results—in terms of participation rates—of the various field test surveys.

Chapter 5 takes as its subject the various student data collections—the mathematics assessment, the student questionnaire, and the collection of student eighth-grade administrative data. The results for the assessment item pool are reported on the basis of both classical and item response theory (IRT) methods. *Chapter 6*, in contrast, examines and analyzes the data collected in the teacher, school administrator, and counselor surveys. Attention is given to questionnaire

experiments, scale reliabilities, closing of open-ended response options, and interview timing—topics that are also examined in the analysis of the student questionnaire.

Chapter 7 takes the parent questionnaire data as its focus (including the parent reliability reinterview), while *chapter 8* evaluates coding procedures, *chapter 9* provides information about the survey control system and data processing, and *chapter 10* concisely states conclusions.

There are also 10 appendixes. These provide a sampling plan document (appendix A), a codebook of field test survey responses (appendix B), and a report on pilot testing the computerized test (appendix C). Additional appendixes, which are further described within the text, provide information about the study's Technical Review Panel and the panel's deliberations and recommendations, examples of mailout materials and forms, debriefings, specifications for the mathematics assessment, classical and IRT statistics for the math assessment, reliability data for scales, and a paper facsimile of the field test questionnaires.

Chapter 2.
Field Test Preparation

2.1 Sample Design and Selection

RTI International implemented the High School Longitudinal Study of 2009 (HSLS:09) field test to evaluate the major features of the sample design and sample selection for the main study in a realistic operational setting. The following sections describe and evaluate field test sampling procedures.

2.1.1 Selection of the Field Test States

RTI identified five states in which to sample schools for the HSLS:09 field test: California, Florida, Illinois, New York, and Texas. These states were purposively chosen because they include some of the largest and most politically important school systems in the country. In addition, this mix of states represents regional variations that may be important in a national study, and offers access to schools with considerable levels of sociodemographic heterogeneity. For example, Texas was specifically chosen because of the large number of schools and its relatively large high school-age Hispanic population. Texas, along with Florida, Illinois, and New York, also were field test states in High School and Beyond (HS&B), the National Education Longitudinal Study of 1988 (NELS:88), and the Education Longitudinal Study of 2002 (ELS:02).

2.1.2 School Sampling

2.1.2.1 Objectives and General Procedures

The survey population for the HSLS:09 field test consisted of 9th- and 12th-graders enrolled in the following types of schools within the five field test states:

- regular public schools, including state Department of Education and charter schools;
- Catholic private schools; and
- other (non-Catholic) private schools.

The random sample of public schools was selected from the 2005–2006 NCES Common Core of Data (CCD); the Catholic and non-Catholic private school sample was randomly selected from the 2005–2006 NCES Private School Survey (PSS).

As much as possible, all ineligible schools were identified and excluded from the field test sampling frames. Schools classified as ineligible for the HSLS:09 field test included the following:

- schools located in states other than California, Florida, Illinois, New York, and Texas;
- schools that did not have both 9th *and* 12th grades;
- ungraded schools;
- Bureau of Indian Affairs (BIA) schools;
- special education schools;
- career and technical education schools that did not enroll students directly;
- Department of Defense (DoD) overseas schools; and
- closed public schools (e.g., schools with zero student enrollment counts for 9th *and* 12th grades).

Additionally, to eliminate the possibility that schools would be tasked with both the field test and main study samples, the main study sample was selected first and excluded from the frame prior to the selection of the field test sample selection.

If frame enrollment information was missing for either the 9th or 12th grades, but not both, RTI imputed the missing counts using the median enrollment value by race/ethnicity for the particular grade within the sampling strata defined below.

RTI selected a stratified, simple random sample of schools for the HSLS:09 field test from within the processed sampling frames. The field test sampling strata were defined by cross-classifying *state* with *school type* (public, Catholic, and other private) and a four-level *urbanicity* variable. Note that these stratification variables were also used in some capacity for the main study. The levels of urbanicity were as follows:[4]

- Urban: the school is in a large or mid-size central city;
- Suburban: the school is on the urban fringe of a large or mid-size city;
- Town: the school is in a large town or a small town; and
- Rural: the school is in a rural area.

As shown in table 1, RTI selected 72 public, 10 Catholic, and 10 other private schools for the HSLS:09 field test with the goal of obtaining 55 participating schools (i.e., schools providing student lists for sample selection). Most field test sample schools were located in urban (34.78 percent) or suburban (36.96 percent) areas.

RTI matched the sample of field test schools with the most recent database from Quality Education Data, Inc. (QED) to obtain address and other contact information for the schools, and any associated governing organizations. For example, the QED database contained names and addresses for school principals, superintendents for the districts of the sampled public schools, and Catholic dioceses.

[4] Please refer to the Geographic Areas Reference Manual (http://www.census.gov/geo/www/garm.html) from the U.S. Census Bureau for more complete definitions of these urbanicity classifications.

Table 1. Number and percent distribution of sampled, eligible, and participating schools by school type, urbanicity, and state: HSLS:09 field test

School sampling stratum	Sampled schools		Eligible schools		Provided lists	
	Number	Percent[1]	Number	Percent[2]	Number	Percent[3]
Total	**92**	**100.00**	**90**	**97.82**	**41**	**44.57**
Public	72	78.26	70	97.22	33	45.83
Catholic	10	10.87	10	100.00	6	60.00
Other private	10	10.87	10	100.00	2	20.00
Urban	32	34.78	31	96.88	18	56.25
Suburban	34	36.96	34	100.00	16	47.06
Town	8	8.70	8	100.00	5	62.50
Rural	18	19.57	17	94.44	6	33.33
California	19	20.65	18	94.74	7	36.84
Florida	18	19.57	18	100.00	13	72.22
Illinois	18	19.57	18	100.00	8	44.44
New York	19	20.65	18	94.74	7	36.84
Texas	18	19.57	18	100.00	7	38.89

[1]Percent is based on overall total within column. Details may not sum to 100 percent due to rounding.
[2]Percent is based on number sampled within row.
[3]Percent is based on number eligible within row.
SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

2.1.2.2 Participating Schools

Ninety-two schools were sampled for the HSLS:09 field test in approximately equal numbers within the five states (table 1). Two of the 72 public schools (2.78 percent) were found to be ineligible based on the criteria discussed above, leaving a total of 90 eligible schools for the field test. Electronic lists were obtained from 41 field test schools; unweighted response rates were highest among the Catholic school sample (60.0 percent), schools located in areas classified as towns (62.5 percent), and sample schools in Florida (72.2 percent). Additional information on school participation is provided in chapter 3.

2.1.3 Student Sampling

2.1.3.1 Objectives and Procedures

RTI selected stratified, systematic samples of 9th- and 12th-graders within four race/ethnicity groups (Hispanic, Asian, Black, and Other Race) from school enrollment lists. To begin the student sampling process, RTI requested from the school representatives at the 41 participating schools an electronic list containing the following information for all enrolled 9th- and 12th-grade students:

- student ID number;
- full name;
- sex;

- race/ethnicity (Hispanic, White, Black, Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, other); and
- whether an Individualized Education Program (IEP) was filed for the student.

RTI asked that the electronic file be formatted as either a column-formatted or comma-delimited ASCII file or a Microsoft Excel file to expedite processing of the within-school sampling frames. Additionally, schools were strongly encouraged to upload their lists directly to the HSLS:09 website, and 39 of 41 schools did so. Enrollment lists encrypted using FIPS 140-2 verified encryption software were accepted via e-mail; five schools sent information via e-mail. This process was vetted and approved by the NCES Disclosure Review Board/Data Review Board, and RTI provided schools with instructions to download and use approved encryption software when needed. Even though the enrollment-list protocol was emphasized, RTI accepted from the schools whatever sampling information was available for the students to minimize burden of participation.

In general, RTI sampling staff processed the lists within the first 24 hours of receiving the information to ensure no delays in the in-school data collection. Most important, the list processing included a series of quality assurance (QA) checks. Lists that failed the QA checks were reviewed internally with project staff and externally with the school representative. Three checks were of particular importance for sampling: (1) Any school that sent a list of only 9th-graders or only 12th-graders failed the QA checks. (2) Lists that did not include race/ethnicity, the within-school stratification variable, failed the QA checks. (3) RTI also compared the school counts of 9th- and 12th-grade students, overall and by race/ethnicity, against the NCES sampling frame information to verify that the school provided a complete list of eligible students. An absolute difference in the school and frame counts of fewer than 100 students was deemed acceptable. Larger differences—those that exceeded 25 percent of the frame counts—were flagged for additional review.

Schools with lists that failed the QA check were recontacted by the school recruiter to resolve the discrepancies. Study protocols were reviewed with the school representative who prepared the student lists to ensure a clear understanding of the study's purpose. For most schools, the representatives either confirmed the correctness of the current list or provided a replacement roster of students. In a small number of cases, the representative was unable to provide additional information such as race/ethnicity; students for these schools were sampled as having a race other than Hispanic, Asian, or Black. (Two schools did not give any race/ethnicity information; one school gave race/ethnicity information for the 9th-graders but not for the 12th-graders, and one school gave race/ethnicity information for the 12th-graders but not the 9th-graders.)

RTI randomly selected a stratified systematic sample of approximately 30 9th-graders and 30 12th-graders from each of the 41 participating schools (see table 1) by the four-category race/ethnicity strata within grade. Note that more student participants were requested from the field test schools than will be requested for the main study schools because (a) students from two

grades were assessed in the field test in comparison to only ninth-graders in the main study; and (b) lower participation rates among the field test schools resulted in higher student-level sampling rates to achieve sufficient sizes for the analyses.

For each school, students were sampled using overall sampling rates specific to their race/ethnicity category to minimize the variation in the student sampling weights, as required for the main study, while attaining the overall desired number of students by race/ethnicity for the analysis task. However, fluctuations in the size of the schools introduced variability in the number of student participants, and in the workload for the schools and project team. Therefore, the sampling rates were adjusted so that no more than 40 students per grade would be selected for the study. This number was set to facilitate the group administration within a single classroom. Additionally, a minimum size of 10 was selected for small schools.

2.1.3.2 Eligibility and Exclusion

RTI requested information for all 9th- and 12th-grade students enrolled at the school except for foreign-exchange students. Once the sample was selected, students were identified as ineligible for the study if the school determined that they could not participate because of either a language issue or a disability.

Students whose native language was not English and whose English language proficiency was limited were deemed eligible to participate in HSLS:09 if either (a) they had received academic instruction primarily in English for at least 3 years, or (b) school administrators determined that the student could meaningfully respond to the questionnaire and to the assessment.

For students with an IEP whose mental or physical disabilities constituted a potential barrier to participation, the following guidelines were used: (a) If a student's IEP indicated that the student should not be tested, the student was excused from the HSLS:09 assessment battery. (b) If the student's IEP indicated that the student could be tested *with accommodations* that were feasible to implement, then the student was included in the HSLS:09 participant pool. The following accommodations were used in prior studies and were made available to the HSLS:09 field test participants:

- extra time;
- instruments administered in multiple sessions (split session);
- instructions in sign language for students with hearing impairments; and
- one-on-one session (if the student could not participate in group settings).

In the field test, 94.2 percent of 9th-graders and 95.2 percent of 12th-graders sampled for the HSLS:09 were classified as eligible.

2.1.3.3 Participating Students

The expected number of sample students shown in table 2 by grade, school type, and race/ethnicity (i.e., student sampling strata) is a function of the race-specific sampling rates set for the analytic purposes for the main study and the student counts listed on the sampling frame. Changes over time in the size and composition of the schools, as well as differential response rates, result in a difference between the expected and achieved numbers above. A discussion of characteristics for the student participants is given in chapter 3.

Table 2. Expected and achieved student sample sizes by grade, school type, and race/ethnicity

	Students sampled											
	Number expected				Number achieved				Percent of number expected[1]			
School stratum	Hispanic	Asian	Black	Other	Hispanic	Asian	Black	Other	Hispanic	Asian	Black	Other
9th grade (total)	274	59	260	892	229	77	153	995	83.58	130.51	58.85	111.55
Public	215	48	212	713	174	41	129	724	80.93	85.42	60.85	101.54
Catholic	32	6	26	98	50	7	20	205	156.25	116.67	76.92	209.18
Other private	27	5	22	81	5	29	4	66	18.52	580.00	18.18	81.48
12th grade (total)	274	59	260	892	238	69	171	990	86.86	116.95	65.77	110.99
Public	215	48	212	713	183	35	146	721	85.12	72.92	68.87	101.12
Catholic	32	6	26	98	51	4	20	205	159.38	66.67	76.92	209.18
Other private	27	5	22	81	4	20	5	64	14.81	400.00	22.73	79.01

[1] The percentage of the expected number is greater than 100 percent when (a) the students within a particular stratum are oversampled, as with Asian and Hispanic students, or (b) the increases in the frame counts are somewhat large.
SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

2.1.4 Parent Sampling

One parent of each sampled ninth-grade student was asked to complete a parent questionnaire. RTI followed the ELS:2002 and NELS:88 procedures of identifying the sample parent by asking parents or guardians to determine which parent, in two-parent households, was more knowledgeable about the student's educational situation. For one-parent households, that parent was in the sample. Only parents of sampled 9th-graders were asked to participate; parents of 12th-grade students were not asked to complete a questionnaire.

2.1.4.1 Eligibility

For the field test, to maximize the number of analyzable cases, one parent of each sampled ninth-grade student was asked to participate *regardless of the student's participation status*. Main study parent eligibility will be limited to the more knowledgeable parent of each *participating* student.

2.1.4.2 Obtaining Contact Information

After the student sample was selected at each school, the school was asked to provide contact information for the sample ninth-grade students' parents. Parent contact information was requested in conjunction with the request for the teacher and course information (described in

section 2.1.5) and the eighth-grade administrative records collection (described in section 5.3). Schools were asked to provide all three pieces of information within 1 week of receiving the request. The 1-week deadline was too short for most schools to provide this information, with just two schools submitting the list within 8 days. On average, schools needed 30.5 days from the date of receiving the request to prepare parent contact information for sampled students. Parent contact information was received from 35 schools, although one of those schools submitted its lists too close to the end of data collection to be loaded into the system and used. Parent contact information was also obtained from the student questionnaire to supplement the school-provided information or in lieu of school-provided information when parent lists were not received in a timely manner.

2.1.5 Sampling Teachers

The field test included a teacher survey that gathered teacher reports on students' classroom learning experiences, textbook usage in the classroom, and teacher background and experience. Teacher data contribute to the understanding of school influences on student development and decisionmaking.

2.1.5.1 Eligibility

The current mathematics teacher and science teacher of each sampled ninth-grade student were eligible to participate. Teachers were in the sample only if they taught math or science to ninth-grade students who were sampled for HSLS. Some sampled students may have had more than one math or science teacher or even no math or science teacher during the 2008 fall term.

2.1.5.2 Obtaining and Evaluating Teacher Lists

After the student sample was selected at each school, the school was asked to provide the mathematics and science course title and teacher name for the sample ninth-grade students. Schools were asked to supply teacher and course information within 1 week of receiving the request. Teacher and course information were requested at the same time as the request for parent contact information (section 2.1.4) and eighth-grade administrative data (section 5.3). The 1-week deadline was too short for schools to provide the lists and no school was able to provide the requested teacher and related course information in the timeframe allotted. Teacher lists were received from 39 schools. One school provided a teacher list without linking it to the students, and this school's list could not be used. Schools provided teacher lists in a range of 10 to 83 days from the date of the list request, with an average of 30 days between the date of the list request and receipt of the list. Six of the lists were received too close to the end of data collection to be processed and used for teacher data collection. It was intended that the teacher list would be loaded into the student questionnaire so students could select their teacher from a dropdown box in the questionnaire. Unfortunately, most lists were received too late to be preloaded into the student instrument. Analysis of teacher-student linkages was conducted after data collection concluded.

When a teacher list was received it was checked for the following items to determine whether it would pass a quality check:

- first and last name of teacher;
- current math or science course; and
- period of the course.

If a list came in with only the teacher's last name, an Internet search was done for the school to determine first names. If there were sampled students who had all of their teacher information missing, the recruiters were asked to confirm that the student was no longer at the school.

2.1.5.3 Teacher-Student-Classroom Linkages

Schools were asked to supply the class period in which the sampled student was taking the math and science course listed on the teacher form. Teachers were asked to provide information about the textbooks used in each class. Information about class period was loaded into the teacher questionnaire to help teachers identify the specific class for which they were being asked to report. For confidentiality reasons, teachers were not informed of the names of students from their classes who were sampled for HSLS:09.

2.1.6 Sampling Administrators and Counselors

For each sample school, the principal and lead school counselor were asked to complete the school administrator and counselor questionnaire, respectively. These individuals were named and their contacting information collected during the recruitment phase.

2.1.7 Recommendations for Main Study

Many schools reported difficulty preparing the parent and teacher lists for a subset of the ninth-grade population. The list collection process for the field test involved first collecting a student enrollment list, then sampling the students from this initial list, and subsequently requesting a second list containing the parent and teacher information for sample students, as well as eighth-grade administrative data. School staff felt overburdened with multiple list requests, often resulting in major delays in receiving the parent, teacher, and eighth-grade information from schools. These delays had a negative impact on the staff and parent data collections, which had a compressed data collection window and a firm end date.

RTI recommends consolidating the list collection for the main study and requesting the parent and teacher information in the initial list. A single list collection would reduce the burden on the school. Schools would still have the option to provide the information separately if they choose to do so. RTI would discard contact, teacher, and course information for any student not selected for the HSLS:09 sample. Other NCES studies, such as the National Postsecondary Student Aid Study (NPSAS), have had success collecting parent contact information on a student enrollment list, and HSLS:09 is prepared to follow this model.

2.2 Instrumentation Development: Guiding Principles

Several general principles were followed in developing the questionnaires. *First*, the development and review process for each questionnaire consisted of the following steps:

1. *Meetings of Experts.* Prior to and immediately following contract award, NCES convened meetings of experts on a variety of assessment and instrumentation and study design topics, including computerized assessment and the construction of student interest and decisionmaking inventories that could capture both the internal attributes of students and external influences. These materials were drawn on in instrument development.
2. *Technical Review Panel (TRP) Review.* The TRP, a specially appointed, independent group of substantive, methodological, and technical experts, reviewed the questionnaires, in a role advisory to the contractor. Two TRP reviews took place before the field test, to evaluate proposed field test content, and one, to examine results, took place after the field test.
3. *Questionnaire Revision.* The draft survey instruments were revised based on TRP, NCES, and other reviewer comments.
4. *Office of Management and Budget (OMB) Review*. OMB reviewed the instruments and the study design, as a condition of approval for the field test.
5. *Field Testing and Revision.* The instruments were field tested and revised based on field test results. A second OMB review will occur post-field test.

Second, a number of content and design considerations influenced the development process. These considerations include the following:

- severe time and burden constraints;
- need to balance breadth of coverage with more intensive focus on STEM issues;
- need to work within a longitudinal design;
- opportunity to employ some number of new constructs and items;
- desirability of adhering to a larger theoretical framework;
- stress on student as the primary unit of analysis;
- need to cognitively pretest new items;
- need to ensure articulation across the different questionnaires;
- administrative records and external data should be used to limit respondent burden; and
- desirability of experimenting with a large student questionnaire item pool in the field test.

Each of these content and design issues merits further discussion.

Time constraints. The number of questionnaire and test items that could be asked was severely limited. All questionnaires (student, parent, teacher, administrator, counselor) and the test were limited to about 30 minutes in length. This constraint affected both the number of items that could be asked and the formats of items (for example, using multiple choice rather than constructed response test items, use of “mark all that apply” [rather than yes/no] survey formats).

Breadth of coverage and content focus. HSLS:09 will be a general-purpose dataset. It is designed to serve a broad constituency and to fulfill a variety of needs, but will place special stress on STEM antecedents and outcomes. An important aspect of the instrument development process was therefore balancing depth and breadth of topical coverage.

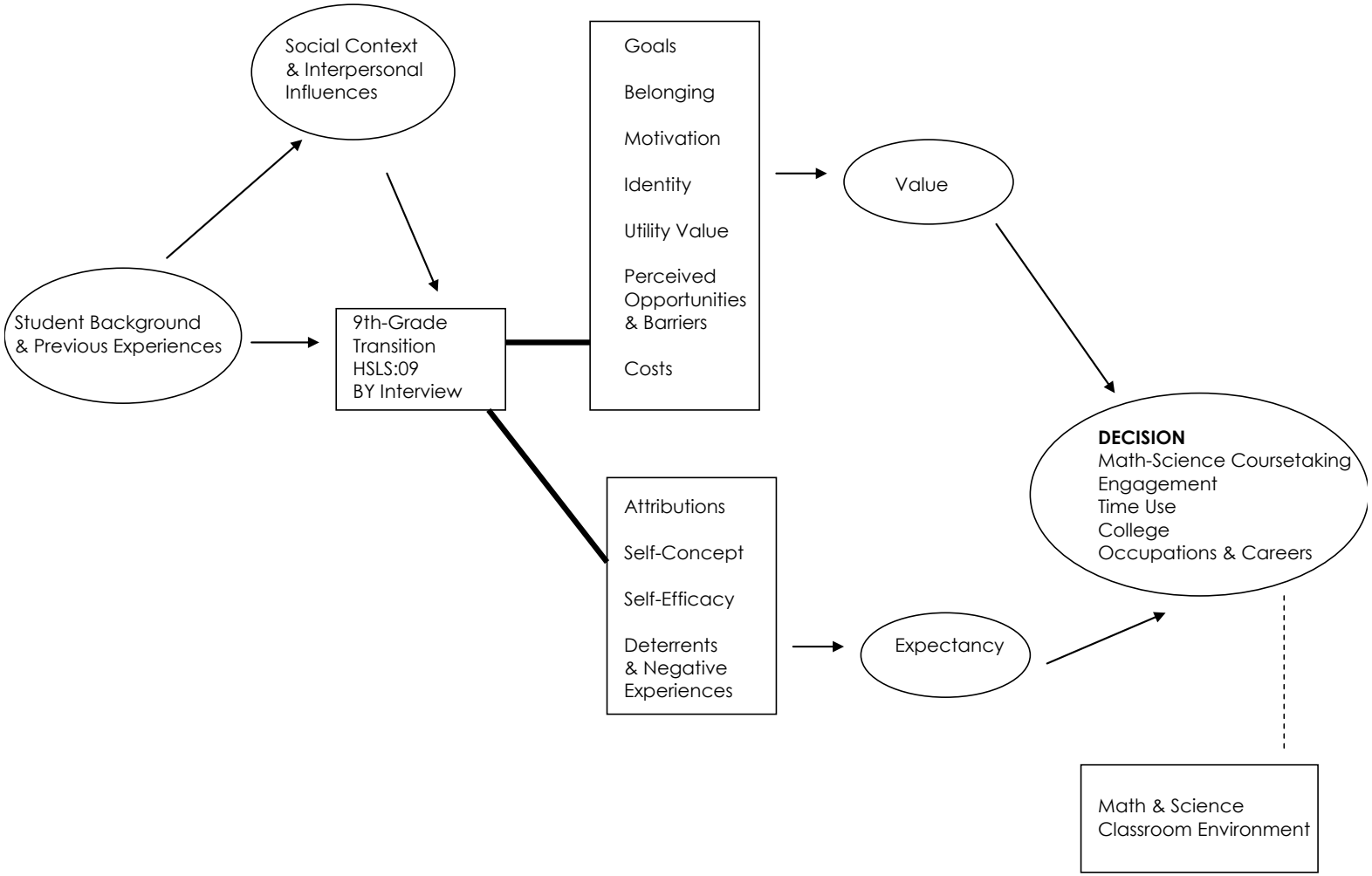
Longitudinal design. The primary research objectives of HSLS:09 are longitudinal in nature—cross-sectional findings (including time series data across cohorts) will have value, but the design must give priority to longitudinal research. The baseline antecedents to be collected should in large measure be determined by the ultimate outcomes that will be measured in later rounds.

New constructs. Precise cross-cohort comparisons with prior studies are a low priority: HSLS:09 will not give overriding priority to the goal of maximizing comparability with the item-level content of the earlier studies (NLS-72, HS&B, NELS:88, ELS:2002). The study will collect data at new time points as defined by student's grade, and seeks to ask new questions. Nonetheless, it will capture the general transition out of high school in a largely comparable way.

Theoretic framework. The starting point for sources of constructs to be measured was a general framework for the student survey (figure 2). From this framework broad research domains were identified as relevant, and from each domain, key constructs were drawn. Items to measure the constructs were subsequently sought as well. For example, student background/ demographic characteristics is a research domain, nested in it is the construct of English language status, which in turn is tapped by specific items (e.g., items asking about whether a language other than English is spoken in the home).

Unit of analysis. The individual student is the fundamental analytic unit for HSLS:09, although the base year will also provide a representative sample of schools, that can also be reexamined 3 years later, in pursuit of school effects on learning over the first 3 years of high school. In general, the nonstudent components—parent, school administrator, teacher, and school counselor—provide data for understanding students in their school and social context.

Figure 2. HSLS:09 base-year student survey conceptual map



Item selection and new items. Preference was given to items with known measurement properties, especially those used in large-scale national surveys, particularly NCES studies. However, where items were dictated by the framework or key constructs that were unavailable from national studies, items were taken from smaller, more local studies, and in a few instances, it was necessary to write new items. For new items, the evaluation process involved, first, cognitive interviews, and second, the field test to which all HSLS:09 candidate items were subjected.

Articulation between data sources. Articulation between the various questionnaires is a key issue for HSLS:09. First, some redundancy across contents is desirable to permit analyses of item validities, perceptual differences, etc.—in the tradition of "triangulation." Second, redundancy should be minimized to limit burden and permit more topics to be explored—for any given item, the best source should be identified. In some instances, one may have to wait for the best source (e.g., archival transcripts of coursetaking and grades are of higher quality than student self-reports, but will not be collected until fall 2013).

Use of ancillary data. Burden to respondents can be minimized and a broad ecological perspective achieved by merging in records from available sources such as academic transcripts, state administrative data systems, and later to student loan records, SAT and ACT scores, and postsecondary transcripts. High school transcripts will help fill gaps and achieve cross-wave articulation by providing term-by-term continuous information for grades 9–12. While most of these are future measures, the 2008 field test did attempt to obtain eighth-grade course and grades records from high schools, and the main study will include several state supplements that will link HSLS:09 data and state longitudinal records. But eighth-grade records often proved difficult to collect from the field test schools, and the data collected were sometimes of questionable utility (see section 5.3 for details).

Testing a large pool of student survey items. Field test sample sizes were driven by item response theory (IRT) requirements for analysis of the assessment item pool. Given, therefore, the comparatively large sample sizes (more than a thousand ninth-graders), some matrix sampling of questionnaire items was possible to increase the number of items that could be evaluated. This opportunity was utilized in the field test so that many more student survey items, and in particular scales whose reliability could be assessed, could be tested, than could have been included in a single main study version of the questionnaire. In addition, split-sample experiments were identified and embedded in the questionnaire (to allow different versions of Likert scales, certain gender items, and time estimation items).

2.3 Developing the Data Security Plan

HSLS:09 has been designated moderate risk according to Federal Information Processing Standards (FIPS) as set by the National Institute of Standards and Technology (NIST). The FIPS-moderate designation brings a set of data security requirements to protect any personally

identifiable information (PII) collected as part of the study. The PII collected on HSLS:09 includes names of sampled schools, names of sample members within schools, contacting information for sample members, and questionnaire response data.

RTI developed a data security plan to document the procedures to be used to secure PII on HSLS:09. The data security plan is a living document that is updated periodically as changes occur in the project or project procedures. The table of contents for the HSLS:09 data security plan is presented in figure 3.

Figure 3. Data security plan table of contents

Data Security Plan Table of Contents

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Figure 3. Data security plan table of contents—Continued

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Chapter 3.
Securing School Cooperation

Securing school cooperation for the High School Longitudinal Study of 2009 (HSLS:09) is a hierarchical process rife with challenges at each phase. Endorsements from national organizations are requested to enlist support for the study and legitimize the research. States are then notified that schools in their state will be contacted. Formal recruitment commences at the district level and often requires the completion of a formal application process to conduct research with sample schools in the district. Securing district cooperation typically opens the door to contacting schools although school staff make the final decisions about school participation. This chapter details the recruitment process and its challenges, presents the results, and discusses reasons schools declined to participate in HSLS:09 and school reactions to the field test incentives and study burden. Recommendations for the main study are also included.

3.1 Securing Endorsements

Endorsements from nationally recognized organizations are often instrumental in legitimizing research studies to district and school staffs and encouraging their participation. Schools are barraged with requests for research studies each year, so RTI felt that endorsements would increase the chances of being allowed into the schools. Prior to the start of the field test, RTI identified organizations likely to be influential in the eyes of the various entities being asked to participate in the study (school administrators, counselors, teachers, students, and parents). Each organization was contacted to seek endorsement for the study. In most cases, organizations received study information via mail and a follow-up telephone call. HSLS:09 is endorsed by the following organizations:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Association of Boarding Schools
- Association of Christian Schools International
- Association of Christian Teachers and Schools
- Council for American Private Education
- Council of Chief State School Officers
- Evangelical Lutheran Church in America
- Islamic School League of America
- Jesuit Secondary Education Association

- Jewish Education Service of North America
- Lutheran Church-Missouri Synod
- National Association of Independent Schools
- National Association of Secondary School Principals
- National Catholic Educational Association, Department of Secondary Schools
- National Center for Improving Science Education/WestED
- National Christian School Association
- National Coalition of Girls' Schools
- National Council for Private School Accreditation
- National Council of Teachers of Mathematics
- National Education Association
- National Independent Private Schools Association
- National PTA
- National School Board Association
- National Science Teachers Association
- North American Division of Seventh-Day Adventists
- Solomon Schechter Day School Association/United Synagogue of Conservative Judaism
- United States Conference of Catholic Bishops
- Wisconsin Evangelical Lutheran Synod

A subset of the endorsing organizations was listed in the packet of recruiting materials that was sent at both the district and school levels. Organizations that are more relevant to a smaller population of schools were not included in the study materials but were discussed with schools as appropriate.

3.2 Notification of States

In March 2008, notification materials were sent to each of the five Chief State School Officers (CSSOs) from states selected for the field test (California, Florida, Illinois, New York, and Texas). The notification materials contained a letter signed by Mark Schneider, then Commissioner of the National Center for Education Statistics (NCES), and a study brochure. The packages were sent by Federal Express so that RTI could track receipt.

RTI staff did not formally follow up with state CSSOs. One state contacted RTI and asked for the list of schools that were sampled for HSLS:09. After collecting nondisclosure agreements for the state staff requesting the list, RTI submitted the list of sampled school districts and schools via the secure NCES server.

3.3 Hiring and Training School Recruiters

To build the strongest possible recruitment team, RTI assembled a blend of in-house recruitment specialists, off-site experienced recruiters, and institutional contactors from RTI's Call Center to serve as recruiters for HSLS:09. The recruitment team was charged with securing the cooperation of districts, dioceses, and schools, and to coordinate the logistics of test day. The team received 3 days of training to learn the recruitment process. The training agenda is shown in figure 4.

3.4 Securing District, Diocese, and School Cooperation

Recruitment also commenced in March 2008. An information package was sent to each district/diocese that had sampled schools. The package was addressed to the superintendent and contained a lead letter from former NCES Commissioner Mark Schneider and a study brochure. Within 1 week after sending the information package, a member of the recruiting team contacted the superintendents by telephone. The purpose of this call was to confirm receipt of the package and determine who had been given responsibility for approving the study for the district/diocese. The recruiter then contacted that person to answer any questions and discuss permission to contact the schools. Research proposals were prepared for districts upon request.

Figure 4. Field test recruitment training agenda

High School Longitudinal Study (HSLS):09

Field Test: Recruitment Training Agenda
September 28–29, 2008

DAY 1

8:00–8:30 a.m.	**Continental breakfast**
8:30–8:45 a.m.	**Introduction** Welcome
8:45–9:30 a.m.	**Field test versus main study** Explanation of the study goals, study design, and how the data will be used
9:30–10:00 a.m.	**Confidentiality** Enhanced Security Network key fobs, sign confidentiality agreements
10:00–10:15 a.m.	**Break**
10:15–11:30 a.m.	**Recruitment overview** Timeline for field test; state recruitment (passive); district recruitment; school recruitment.
11:30–12:00 p.m.	**Communication approach** Methods for developing a personal, open and informative relationship with participating district and school personnel
12:00–1:00 p.m.	**Lunch**
1:00–1:30 p.m.	**Key Fob Activation**
1:30–3:00 p.m.	**Burden on district and school personnel** District Research Applications, reviewing data collection schedule & methodology, review instruments or content sheets, parental consent, student lists, parent address lists, administrative records, equipment for computerized assessment (school computers with bootable CD versus RTI-supplied laptops)
3:00–3:15 p.m.	**Break**
3:15–5:00 p.m.	**Data Collection Logistics** Identifying data collection dates, obtaining student roster, identifying adult respondents, verifying use of school computer lab, obtain info relevant to parental consent procedures (i.e., distribution method at school).

Figure 4. Field test recruitment training agenda—Continued

DAY 2	
8:00–8:30 a.m.	**Continental breakfast**
8:30–9:00 a.m.	**Recap from Day 1**
9:00–10:15 a.m.	**Control System overview**
10:15–10:30 a.m.	**Break**
10:30–12:00 p.m.	**Control System overview**
12:00–1:00 p.m.	**Lunch**
1:30–2:45 p.m.	**Mock** Mock recruitment call utilizing control system; Q & A session
2:45–3:00 p.m.	**Break**
3:00–4:00 p.m.	**Paired Mocks to certify recruiters** Monitor recruiters as they participate in paired mocks, utilizing phone system, control system, and enhanced data security (key fobs)
4:00–4:30 p.m.	**Policy review** Review RTI staff policies and procedures; timesheets, etc.
4:30–5:00 p.m.	**Wrap-up**

For public and Catholic schools, RTI began school-level contact immediately following receipt of district/diocese approval. Private non-Catholic schools were contacted directly. Schools received an informational package followed by a phone call within a week of receipt. After determining the appropriate person with whom to speak, the recruiter discussed details about the study, answered any questions, and determined the requirements for securing the cooperation of the school. Once the school agreed to participate, RTI asked the school contact to identify a school coordinator. This person served as a point of contact at the school and was responsible for handling logistical arrangements. RTI also scheduled a date for the test day and obtained the names of the staff who should receive the school administrator and counselor questionnaires.

3.5 School-Level Response Results

3.5.1 District-Level Response Rates—Analysis of Refusals

The HSLS:09 field test school sample represented 76 school districts or dioceses. One district had a single school sampled for the field test and that school was later ruled ineligible to participate, leaving 75 school districts from which to obtain permission to contact schools. RTI recruited a total of 64 districts/dioceses, for a response rate of 85 percent. Eleven districts refused to participate on behalf of their sampled schools. Among the most common reasons cited for

refusal were lack of time, overtesting of students, too many other initiatives, and not meeting Adequate Yearly Progress (AYPs).

3.5.2 School Response Rates—Analysis of Refusals

RTI began the field test school recruitment effort with a sample of 92 schools. Two of the public schools were determined to be ineligible (one school was a temporary school for juvenile offenders and another did not have ninth-grade students). Therefore, the total pool of eligible schools to recruit at the school level was 90. Forty-one of the eligible schools participated, for a disappointingly low participation rate of around 46 percent. The distribution of the 41 sampled schools that participated by state, school type, and locale is shown in table 3.

Table 3. Field test school participation by state, school sector, and locale

Participation by state		Participation by sector		Participation by locale	
State	Number of participating schools	Sector	Number of participating schools	Locale	Number of participating schools
Total	**41**		**41**		**41**
CA	7	Catholic	6	City	18
FL	12	Private-Other	2	Rural	6
IL	8	Public	33	Suburban	12
NY	7			Town	5
TX	7				

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Initially, 48 of the 90 eligible sampled schools agreed to participate. Seven of those schools declined participation after initial agreement. Reasons for "backsliding" included the following:

- School staff are too busy—2
- Study burden was too great—2
- Difficulty making the CD work at the school—2
- Loss of instructional time because of Hurricane Ike—1

Including those that backslid, 49 schools refused to participate. Twelve of these were district refusals on behalf of the schools while the remaining 37 were at the school level. Reasons for refusal are shown in table 4. Issues encountered with using the Live-CD are discussed in greater detail in section 4.2.3. Eleven schools provided a single reason for not participating and the remaining 38 reported 2 or more reasons for not participating.

Table 4. Reasons given by eligible sample schools for refusal to participate in field test

Reason	Number of districts	Number of schools
Time; school too busy	7	15
No reason given/Don't want to participate	0	6
Overtested	3	3
Loss of instructional time	1	3
School not meeting AYPs	3	1
Short staffed	2	1
Missed days due to Hurricane Ike	0	2
School construction	0	2
Issues with using school computers	0	2
Budget issues	1	1
No benefit to school or district	0	1
Study too burdensome	1	1
Voluntary	1	0
Not willing to provide list information	0	1

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

To increase the number of field test assessments, RTI recruited 11 supplemental schools in which students participated in the test only. This ensured that sufficient response was achieved to conduct item performance analyses by IRT methods on all of the assessment items.

3.5.3 School Responses to Incentives and Burden

An incentive experiment was conducted at the school level for the field test to help offset some of the challenges associated with obtaining school cooperation. The field test experiment compared the effect of a $500 technology allowance against no incentive. The technology allowance was in the form of a check written to the school to be used at the school's discretion, although HSLS:09 field staff recommended that it be used toward technology for the school to align with the focus of the study.

RTI determined that the technology allowance did not have an impact on the schools' decisionmaking process. Some school staff reported that the $500 allowance did not offset their concerns about available time, other high-stakes assessments, and meeting AYPs. Anecdotally, based on several refusal conversion contacts, it can be said that some schools reported that the allowance was simply too small, while others reported that no amount of money would suffice. Of the 41 participating sample field test schools, 20 were offered the $500 technology allowance and 21 were not offered the technology allowance. The equal distribution of schools receiving and not receiving the technology allowance leads to the conclusion that this was not an effective tool in gaining cooperation.

In addition, a student incentive of $10 was offered to participating students. The student incentive was paid in cash to the student upon completion of the questionnaire, although a $10

gift card to Barnes & Noble was offered to students in schools that did not permit the distribution of cash to students. Barnes & Noble was selected because it is an educational vendor with numerous stores across the country and an online shopping option. Fifteen schools allowed their students to receive the cash incentive and 21 schools allowed the provision of gift cards. Another six schools required that we donate the money to a school fund such as a class trip or student council. The remaining six requested a custom option for the student incentive.

The most common objections voiced during the recruitment process were concern about lack of time to devote to HSLS:09, overtesting of students, and not meeting AYPs. Six schools refused to provide a reason for not participating, other than to say "we are not doing this." While attempting to address district and school concerns, RTI emphasized that the school coordinator and the session administrator would coordinate the majority of the logistics for the session so that a minimum amount of time would be required of school staff. RTI offered a tiered school coordinator honorarium based on student response rates, a procedure that was successfully used in ELS:2002 and NELS:88. The procedure provides higher honoraria for higher response rates. RTI also offered flexibility in scheduling to the schools. The field test was conducted from September through the middle of December so schools could choose a date that was most convenient for their schedules.

3.6 Recommendations for the Main Study

To reach target response rates, it is clear that RTI must be able to recruit a higher percentage of sampled schools to participate in the main study. RTI's main recommendations for school recruitment are commencing school recruitment a year prior to the scheduled data collection, addressing district/school concerns, and increasing the schools' perceived benefits for participation.

The recruitment period for the HSLS:09 field test was particularly compressed given the complexities of the study. School recruitment for the field test began in March 2008. RTI recommends commencing the main study recruitment efforts about 1 year prior to the start of data collection to help schools find room for the study on their calendars.

During the field test recruitment period, many schools asked about the direct benefit to the school district or school. In response to this inquiry, RTI recommends providing school-level test results to main study schools. Because of the nature of the field test, we were unable to provide school-specific results. There were eight districts and five schools whose participation hinged on the receipt of school-specific results. These school districts and schools participated but explicitly requested that they receive a copy of the First Look report, which will be available in late 2010. As a mechanism for protecting student confidentiality, school-level results would be provided in aggregate form and only to schools that achieve a high student participation rate within the school. School-level test results also would offer a tangible response to schools' concerns about the benefits of their participation.

Although it is appealing to provide school-level estimates that would be representative of all ninth-graders in a given school, further analysis shows that school-level representative results would not be very precise in the majority of the schools because of minimum participating sample size requirements: If we assume that the sample within a school is composed of independent observations, *alpha* = .05 (2-tailed test), *power* = .80, and the *minimum detectable effect size* equal to .50, then the *required minimum sample size* to report school results is n = 32. If we change the *alpha* criterion to alpha = .10 (2-tailed test) then the *required minimum sample size* per school is n = 26. Our average expected sample size within school is 25, which falls below either threshold although it approaches the more liberal requirement.

It is quite feasible, though, to provide reports to schools that would represent the participating students at the given school. Even though the results would not represent all students in the grade, results would provide interesting information to schools that would be a help in convincing some additional schools and school districts to agree to participate in the study.

An alternative plan for delivering data to schools would be to deliver weighted school-level test estimates only, with confidence intervals for the estimates, and extensive caveats concerning the limits of generalizability and precision. Essentially, this is the strategy used successfully in ELS:2002. In employing this strategy in HSLS:09, we could make the following stipulations: if schools have a participating sample of some minimum (to be determined in simulations from ELS:2002 data, but provisionally set at 25) and a minimum response rate (85 percent unweighted), the schools could receive a report with 3 data points (assessment mean above, at, or below national averages), weighted results, along with confidence intervals and explanation of data limits.

With the increase of high-stakes testing, many public schools communicated a reluctance to have students lose any more instructional time for the study. Some also voiced concern that the students were being overtested. It is important that RTI continue to communicate willingness to schedule test days to fit the schools' schedules and times that minimize the loss of instructional time. With an increased time frame to recruit schools and schedule test dates, RTI will have more flexibility to schedule test days earlier in the semester when schools tend to be less overtaxed. RTI will empathize with schools and communicate to schools that NCES took steps to avoid having schools be selected for multiple NCES studies being conducted in the same school year (PISA:09, NAEP:10). Schools will be informed that, unlike other types of testing, the HSLS:09 study requires no advance preparation of students. This limits their lost instructional time to just 90 minutes on test day. RTI would also offer accommodations to minimize loss of instructional time, such as breaking the 90-minute session into two 45-minute sessions or conducting a student session after school hours. RTI further recommends that, in limited cases, RTI offers to drop study components if this is an obstacle to participation.

Catholic and other private schools had more concerns about being too understaffed to take on the survey. RTI will be in a position to send staff to schools to assist with activities such as the preparation of enrollment lists. Other concerns of private schools included a mistrust of the government and difficulty in understanding how they would benefit from the study. The provision of school-level results will address the question of benefit, assuming that the school produces a large enough sample for results to be provided. In addition, RTI will emphasize the need for information from private schools for the study to be representative of all types of schools.

It is crucial to the response rate that as many schools as possible be encouraged to allow passive parental consent. The field test clearly demonstrated that active consent is more labor-intensive and results in a lower student response rate. To encourage schools to allow passive consent, RTI will reiterate the high standards of confidentiality and the strict data security procedures for HSLS:09.

Chapter 4. Data Collection

Data collection for the High School Longitudinal Study of 2009 (HSLS:09) field test comprised an in-school administration for students and a web or telephone interview for parents and school staff. This chapter details the training process and data collection procedures for in-school sessions for students and the help desk and telephone interviewing for the parent and school staff data collections. Response rates and recommendations for the main study are also provided.

4.1 Recruitment and Training of Data Collection Staff

4.1.1 Session Administrators

To conduct the student sessions in the schools, RTI hired one field supervisor (FS) who then hired 14 session administrators (SAs). SAs were hired based on their proximity to participating schools, experience working on school-based studies, knowledge of computer-based assessments, and flexibility to adapt to school schedules. The FS and SAs were brought to Research Triangle Park, NC, in August 2008 for a 3.5-day training session. During the training, SAs learned about the study, the processes involved in recruiting school districts and schools, how to work effectively with the school coordinator, and how to conduct the student sessions. The agenda for the field test training is presented in figure 5.

Figure 5. Session administrator training agenda

Tuesday, August 12, 2008

8:30 am–5:00 pm

Welcome and Introductions
Purpose, Background and Overview
Confidentiality and Data Security
Respondent's Rights
BREAK
Recruiting Schools and Enrollment List Collection
School Assignments
Consent Types
Session Administration Logistics
LUNCH
Working with the school coordinator
BREAK
Introduction to Laptop
Laptop Security
Case Management System (CMS)

Wednesday, August 13, 2008

8:30 am–5:00 pm

Q&A
School Computers versus Laptops
Bootable CD
Eligibility and Exclusions
BREAK
Student Tracking Form (STF)
Entering STF Data into CMS
LUNCH
Student Script
Student Questionnaire (with round robin demo)
Student Assessment (with prototype demo)
Reporting to Field Supervisor (FS) calling in results
BREAK
Contacting Parents
Parent and Staff Questionnaires
Nonresponse Follow-up

Continued

Figure 5. Session administrator training agenda—Continued

Thursday, August 14, 2008
8:00 am–5:00 pm
Q&A
Dealing with Disruptive students and Problems at school
Honoraria and Incentives, discussion and exercises
BREAK
E-mail
Transmission
LUNCH
Reporting to FS—weekly call and group call
Administrative Procedures
BREAK
Review: Start to Finish
Friday, August 15, 2008
8:30 am–Noon
Q&A
Certification
Training Evaluation
Distribution of Assignments

4.1.2 Telephone Interviewers and Help Desk Staff

Parent interview help desk agents. In September 2008, RTI trained 10 telephone interviewers (TIs) to staff the parent interview help desk and to conduct computer-assisted telephone interviews (CATI) with parents who did not complete the web-based interview. Two of these interviewers were bilingual interviewers who were also able to conduct interviews in Spanish. All of the interviewers had worked previously on National Center for Education Statistics studies at the RTI Call Center. The interviewers were scheduled to work either the day shift or night and weekend shifts. Eight of the interviewers were scheduled for the night and weekend shifts because of an anticipated greater likelihood that parents could be contacted during these times.

TIs were trained over three evenings for a total of 12 hours. The agenda for TI training is displayed in figure 6. In addition to learning about their specific roles on the High School Longitudinal Study, they received an overview of the entire project, the implications of the increased security requirements, and answers to frequently asked questions. The interviewers spent a significant portion of the training sessions becoming familiar with the parent questionnaire and learning how to conduct the interview. Additionally, telephone interviewers were trained to use a help desk application, which was a web-based application that allowed interviewers to log all incoming contacts from sample members which did not result in an interview, such as questions about the study, password/ID requests, and problems completing the

self-administered interview. Prior to their first shift, interviewers were paired with a Quality Control Supervisor to conduct a mock interview to determine whether they were ready to begin working on HSLS:09.

Figure 6. Telephone interviewer/help desk agent training schedule

HSLS 2009 Help Desk Agent /Telephone Interviewer Parent Questionnaire Training Agenda September 16–18, 2008	
Night 1	***6:00 p.m.–10:00 p.m.***
Overview of study, sample, and manual Confidentiality Demonstration Interview Frequently Asked Questions *Break* Q x Q Review Key Fob Setup and Access Wrap-Up/Questions	
Night 2	***6:00 p.m.–10:00 p.m.***
Welcome/Help Desk FAQ review Your Role as a Help Desk Agent Introduction to Help Desk Application Round Robin Mock *Break* Paired Mocks FAQ Review Wrap-Up/Questions	
Night 3	***6:00 p.m.–10:00 p.m.***
HSLS/Help Desk Quiz HD Practice Additional Front End Practice Quiz Review *Break* Certification Interviews/FAQ Certification Wrap-up	
Additional Training (first shift after training)	
Interviews CATI-CMS Help desk	

School-staff help-desk agents. The institutional contactor (IC) staff working on the recruitment task were also charged with serving as help desk agents for the staff surveys. The ICs received 1 day of training following the recruiter training discussed in section 3.3 to perform three additional roles. First, ICs were trained to conduct verification and prompting calls to school coordinators (SCs). Verification calls were designed to follow up with SCs after in-school

testing had been completed and to ask the SCs to remind nonresponding school staff members to complete their interview. After the initial verification call, ICs continued to prompt school staff members as needed. Initial prompting contacts were conducted through the SC. However, SCs were somewhat unreceptive and often tardy in prompting on our behalf while IC prompts, in contrast, were timely and effective.

Second, ICs were trained to help school staff members troubleshoot and resolve problems that prevented them from completing their interview. The ICs were trained to use a help desk application within the Institutional Contacting System that allowed them to track all contacts with school staff members. The help desk also served as a gateway to the informed consent text and to each sample member's instrument. This allowed help desk agents to quickly obtain informed consent over the phone and conduct the interview by phone upon request of the sample member. During the training, ICs were instructed on resolving many of the common problems RTI has seen while conducting other web-based studies.

Finally, ICs were trained to administer interviews when requested by staff members. In addition to receiving overviews for each of the three instruments, ICs learned CATI "best practices" such as administering informed consent, using active listening techniques, probing, and maintaining neutrality. At the end of the training each IC was certified on each of the three instruments. The training agenda for the third day of the IC training can be found in figure 7.

Figure 7. Institutional contactor training schedule

2009 High School Longitudinal Study
Help Desk Agent Training Agenda

8:30 a.m.–4:00 p.m.

8:30–8:40	Your Other Roles as an IC
8:40–9: 30	Making Verification Calls
9:30–9:50	Assisting Callers
9:50–10:30	Overview of the ICS Help Desk
10:30–11:30	Help Desk Practice
11:30–12:15	*Lunch*
12:15–12:45	Administering Interviews (Informed Consent, Active Listening, Probing, Neutrality, etc)
12:45–1:15	Overview of Three Instruments
1:15–3:45	Paired Mocks (4)
3:45–4:00	Wrap-Up/Questions

4.2 In-School Student Survey/Assessment Procedures and Results

After successfully completing SA training, the SAs received their assignment of schools and information about the logistics that had been arranged for the test sessions. Logistical information included consent type (active versus passive), dates for the student sessions, mode of data collection (school computers versus RTI-provided laptops), and any special accommodations or arrangements that had been discussed with the school during the recruitment process. Data collection activities for each school began about 3 weeks prior to the scheduled student sessions in the schools. Activities included distributing and processing parental consent materials, finalizing data collection logistics, identifying and testing the mode of data collection in the schools (school computers versus RTI-provided laptops), and conducting of the student sessions. This section discusses each of these activities in greater detail.

4.2.1 Obtaining Parental Consent: Active Consent, Passive Consent

During the recruitment process, the recruiters discussed the parental permission process with the schools. Schools could choose between active (explicit) consent, in which a written consent from a parent or guardian must be returned for the student to be permitted to participate,

or passive (implicit) consent in which a form is only returned if the student is not permitted to participate. Schools were encouraged to use the passive consent form when possible because it presents a lesser burden for the school and results in higher student participation rates. Sixteen of the field test schools (39 percent) required active parental consent. This percentage is considerably higher than in years past.

4.2.1.1 Active Consent

For schools that required active parental consent, RTI sent information packets to the school for the coordinator to distribute to sampled students. Each packet contained a letter about the study, a consent form, a brochure about the study, a flyer to inform the parent and student about the $10 incentive, and an envelope bearing the school coordinator's name so parents could return the consent form approving or refusing permission for their child to participate. The packets were sent 4 weeks prior to each school's scheduled test day when lists were received in time. If list receipt was delayed, consent packets were sent within 24 hours of list collection.

It was planned that parent contact information would be supplied to session administrators to be used for calling parents to encourage the return of consent forms. Delays in receiving the parent contact information from schools made it not possible to get the information to session administrators in advance of the session for the majority of schools. Prior to test day, the session administrators checked with the coordinators to obtain the names of parents who had not yet sent back a consent form. If they were given telephone numbers, the session administrators telephoned the parents to prompt them to return the forms and answer questions about the study.

Very few parents returned forms expressing their refusal to let the student take part. However, many parents did not return the form at all. As a result, only 347 of the 515 eligible ninth-grade students (67.4 percent) sampled at schools requiring active permission took part in the study. At the 12th-grade level, the participation rate was even poorer. Only 304 of the 530 eligible students (57.4 percent) participated.

4.2.1.2 Passive Consent

For schools that allowed passive parental consent, RTI sent the parental packets to the school for the coordinator to distribute. The packets contained a letter about the study, a consent form, a brochure about the study, and a flyer to inform the parent and student about the incentive. These letters were sent 3 to 4 weeks prior to the scheduled test day when lists were received in time. If list collection was delayed, consent forms were sent within 24 hours of list receipt. Session administrators contacted the school coordinators prior to test day to determine whether any parents had sent back forms that refused consent. For those parents, the session administrators attempted refusal conversion if the school was willing to provide telephone numbers.

As with the active consent schools, very few parents returned forms expressing refusal to let their students take part in the study. As a result, 688 of the 761 eligible 9th-grade students (90.4 percent) and 642 of the 761 eligible 12th-grade students (84.4 percent) from passive consent schools participated in the study.

4.2.2 Finalizing the Data Collection Logistics

The school recruitment team arranged all of the session logistics prior to transferring the school to the session administrator. The session administrator began contacting the school coordinator within 48 hours of the school receiving its package containing the parental consent forms. This typically occurred about 3 weeks prior to the scheduled student session. At that time, the session administrator contacted the school coordinator to confirm that the consent materials had been distributed, answer questions that the school coordinator may have, and confirm the logistical arrangements agreed on by the school.

Cooperation levels of school coordinators varied greatly. Where there were concerns about preparations in advance of the student session, the session administrator arranged for an in-person visit to the school in advance of the session. An in-person visit was attempted when the session administrator experienced difficulty in reaching or working with the SC, when the school requested that the session administrator assist with presession activities, or when overnight travel was required to get to the school.

Pretest day visits were conducted in 11 schools. During the visit, the SA would check on the status of parental consent forms, distribute additional forms and reminders as needed, meet with the sampled students if possible to encourage participation, and test the computer equipment in preparation for the session. Each of the session administrators who conducted at least one presession visit to a school reported that the student sessions seemed to proceed more smoothly after a visit had taken place, compared with schools that were not visited in person in advance of the student session.

Prior to the student session, the session administrator worked with the school coordinator to determine the eligibility of the students sampled to participate in the study. Student eligibility criteria are discussed in section 2.1.3.3. Some students were eligible to participate but had Individualized Education Plans (IEPs) which require that they receive particular accommodations. When accommodations were necessary, RTI made every effort to comply. In the field test, the only accommodation required was to provide extra time on the assessment. However, none of the students who required the extra time as part of their IEP needed or used the extra time in practice. As a result, no accommodations were made for students during the administration of the HSLS:09 field test.

4.2.3 Mode of Testing for Student Sessions

Of particular importance was the mode of testing. HSLS:09 includes a computerized assessment of students conducted on school computers when possible. When school computers

were not compatible with RTI's computerized assessment, RTI-provided laptops were used in their place. When school computers were compatible and a computer lab at the school was available, RTI used a custom Linux distribution called Sojourn to launch the survey and math assessment software. Using Sojourn allows for a high degree of interoperability with hardware based on i486 compatible processors, creates a controlled testing environment, and secures the computer against key loggers, viruses, or other malicious code. This ensures that any sensitive information entered by the student is not compromised.

Prior to conducting the session at a school, a test copy of Sojourn was sent to the school coordinator, who was asked to test the CD in a computer in the school's computer lab that would be used for the student session. School coordinators enlisted the assistance of an IT person at the school who spent considerable time and effort to ensure that the Sojourn CD was operational in the school and that the computers were set up in time for the students' arrival on test day. This proved to be a critical role in the field test, because ensuring the compatibility of the equipment with the Sojourn bootable CD prior to test day was fundamentally crucial to the success of the in-school sessions.

When it was not possible to use school computers, either because school computer systems were incompatible or because facilities were unavailable at the school, some schools used RTI-provided laptops to administer the session. Each session administrator brought five laptop computers to the school, resulting in the need for multiple small group sessions to administer the session to each sampled student.

As discussed in section 2.1.3, larger numbers of students were sampled at each school for the field test than is planned for the main study. As a result, some schools did not have enough computers in the computer lab to allow all sampled students in a given grade to participate in the same session. In addition, more time was taken in the schools for the field test than will be realized for the main study because an average of 30 students from each of two grades (9th and 12th) participated in the field test while 9th-grade students will be the sole participants in the main study. To minimize the number of sessions required and the amount of time spent in each school, the session administrator used the laptop computers to supplement the school computers when needed. This maximized the number of students who could take part in a session simultaneously. The distribution of schools by test mode is shown in table 5. Thirty-six schools successfully used Sojourn in the school's computer labs for the administration of the student session. Of those 36 schools, 25 used a combination of school computers and laptops to accommodate more students in each session. Five schools were unable or unwilling to use Sojourn and conducted small group sessions on laptop computers provided by RTI.

Table 5. Number of sessions by mode in field test

Mode of conducting sessions	Number of sessions conducted
Total sessions completed	**41**
School computers only	11
Combined school computers and laptops	25
RTI laptop only	5

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

4.3 Conducting the Student Session

On the test day, session administrators checked in at the school, proceeded to the session location, set up for the session, and confirmed the status of parental consent forms before the students arrived for the session. As students arrived at the session, the session administrator took attendance and distributed login credentials for accessing the electronic questionnaire and assessment. Students also received a pencil and scratch paper.

In specific situations, session administrators were authorized to bring an assistant to the school. Situations that warranted an assistant included schools that required multiple sessions to be conducted simultaneously in different rooms, assistance required with the setup and supervision of computers, or a school mandate that school personnel were not to work on outside studies. An assistant was particularly paramount to helping to set up the school computer labs with Sojourn in time for the student session. The recruitment team attempted to schedule the computer lab starting 30 minutes prior to the start of the session. Loading Sojourn on each computer was a time-consuming process that required at least two people to ensure that the start time of the student session was not delayed. An assistant was also available to help monitor the classroom during the session, especially while the session administrator was answering student questions about the computerized questionnaire and assessment. Assistants were also charged with helping to locate students who did not show up for the scheduled session and encourage them to report to the computer lab for the session.

Once all the students had arrived, the SA would read a script (see appendix E) to all the students, which prompted students to log in and begin the test. There were two parts to the session: the background questionnaire and the math assessment. For the ninth-graders the background questionnaire was timed to take a maximum of 35 minutes. Twelfth-graders, who would not be followed longitudinally, were asked for their race, ethnicity, and sex before launching into the mathematics assessment. The mathematics assessment was timed at 40 minutes for both 9th- and 12th-graders. At the end of the session, both the 9th- and 12th-graders received a $10 incentive for their participation.

Make-up sessions were conducted if needed to ensure the highest response rates. Two of the 41 schools in the field test preferred not to forfeit additional instructional time and in consequence had no make-up day. Make-up sessions were conducted following the same procedures as were used for the initial session.

Session administrators recorded student participation information into the Case Management System on their laptop computer. Participation information was compared against data received from students at the school and discrepancies were resolved as appropriate. Once all student data were collected at the school and data discrepancies were resolved, the school was reassigned to the recruiter to begin the verification process.

Verification interviews were conducted by the recruitment team. Recruiters asked the school coordinator a series of questions to determine how the session went from the school's perspective and to resolve any outstanding issues. During the verification interview, the recruiters

- confirmed that data collection took place on its scheduled date;
- ensured that SAs behaved professionally in their dealings with both school administrators and students;
- confirmed that the coordinator was paid the honorarium;
- confirmed that the students received their incentives; and
- responded to any questions or concerns that the school coordinator had.

Of the 41 schools, 35 participated in verification interviews. Four schools were prompted for verification interviews but the recruiters were not able to contact the appropriate person before the end of the field test period. An additional two schools were never contacted because they completed sessions late in the data collection cycle.

4.4 Student Response Rates and Other Results

RTI collected data (background questionnaires, mathematics assessments, or both) from a total of 1,981 9th- and 12th-grade students from 41 high schools in 5 states: California, Florida, Illinois, New York, and Texas. From the ninth-grade sample, RTI collected 1,035 background questionnaires and 1,026 mathematics assessments (81.1 percent of eligible students sampled). From the 12th-grade sample, RTI collected 946 mathematics assessments (73.3 percent). Twelfth-grade participants only completed the math assessment, not the questionnaire, because RTI will not follow up with 12th-grade students in the 2011 follow-up. Overall, participation rates were 81.1 percent for 9th-grade students and 73.3 percent for 12th-grade students.

In addition to the primary 41 schools, RTI collected only mathematics assessment data from 11 supplemental schools. Supplemental data were collected to further validate the math assessment items. Table 6 gives a breakout of the number of completes based on primary and supplemental data collections.

Table 6. Student response rates by grade and eligibility

Grade level	Sampled	Number ineligible	Percent ineligible	Number eligible	Number of complete responses (questionnaire, assessment, or both)	Percent of eligible sample providing complete response
Total	**3,679**	**149**	**4.0**	**3,620**	**2,760**	**76.2**
Total without supplemental	2,710	143	5.0	2,567	1,981	77.2
Total supplemental	1,059	6	1.0	1,053	779	74.0
9th grade	1,354	78	6.0	1,276	1,035	81.1
9th grade supplemental	502	0	0.0	502	381	75.9
12th grade	1,356	65	5.0	1,291	946	73.3
12th grade supplemental	557	6	1.0	551	398	72.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

RTI offered a $10 incentive (cash or a Barnes & Noble gift card) to all students for their participation, subject to the approval of the school. Most schools allowed students to receive the cash or gift cards. Others, however, preferred that the incentive be given directly to the school at the end of data collection. Table 7 shows the number of completes, based on student incentives.

Table 7. Student participation by incentive type

Consent type	Number of students eligible	Number of students who participated	Response rate
Total	**2,567**	**1,981**	**77.2**
$10 cash	888	767	86.4
$10 gift card (Barnes & Noble)	1,124	816	72.6
$10 donation to school	320	244	76.2
Other	235	154	65.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Of the 41 schools, 15 (36.6 percent) required active consent and 26 (63.4 percent) required passive consent. The average participation was 59.6 percent for active consent schools and 81.3 percent for passive consent schools. Table 8 and table 9 break down student participation by consent type for grades 9 and 12.

Table 8. Ninth-grade student participation by consent type

Consent type	Number of schools	Number of eligible students	Number of participating students	Response rate
Total	**41**	**1,276**	**1,035**	**81.1**
Active	16	515	347	67.4
Passive	25	761	688	90.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 9. Twelfth-grade student participation by consent type

Consent type	Number of schools	Number of eligible students	Number of participating students	Response rate
Total	41	1,291	946	73.3
Active	16	530	504	57.4
Passive	25	761	642	84.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

4.5 Procedures and Results for Surveys of School Staff

As stated earlier, in addition to the student survey, one school administrator, one school counselor, and the math and science teacher of each sampled ninth-grade student was asked to complete a questionnaire. School staff data collection activities took place during the same time period as the student data collection, with a firm end date of December 19, 2008. Data collection for school staff and parents was initiated on a flow basis upon receipt of contacting information from the school. Delays in the receipt of contacting information from the schools resulted in delays in initiating questionnaires for these sample members.

Each sample member was sent a set of mailout materials (see appendix E) to inform them of their selection to participate in HSLS:09. Mailout materials were sent in bulk to each individual school and the school coordinator for each school. The letters were then distributed to the selected staff members. About midway through the data collection period, it was determined that the school coordinators were not delivering the materials in a timely manner, and the process was changed to send mailing materials to each individual staff member directly. Additionally, RTI project staff conducted online searches for missing e-mail addresses to facilitate e-mail prompting for nonresponse. Prompting for incomplete questionnaires commenced through the school coordinator but was also changed to individual prompting about midway through the data collection period.

ICs logged 31 calls at the help desk. Twenty-one of these were for password problems, which were most often remedied by disabling pop-up blockers on the staff member's computer. Staff members also contacted the help desk to ask questions about the study and to troubleshoot problems with their web browser. Among the staff members who called into the help desk, 1 was an administrator designee, 3 were school administrators, 6 were counselors, and 20 were teachers.[5] Response information for each respondent type is presented in the rest of this section.

4.5.1 Teachers

RTI sent mailout materials to 252 mathematics and 209 science teachers which solicited their participation based on the fact that they had at least 1 student who had been selected to

[5] The sum of incidents by staff type does not equal 31 because 1 school administrator had 2 entries.

participate in the student interview. Of the 187 participating mathematics teachers, 53 had two or more classes to report on. Of the 141 participating science teachers, 20 had two or more classes to report on. Included in each mailing was the promise to pay the teacher a base incentive of $25. If a teacher reported on more than one class, that teacher was paid an additional $5 for each class reported in the interview. Questionnaires were completed by 196 mathematics teachers (78 percent) and 150 science teachers (72 percent).

4.5.2 School Administrators

RTI sent mailout materials to the principal of each participating school. As available, RTI also sent e-mail reminders to administrators. Administrators were allowed to select a designee who would fill out the first four sections of the interview. The principal was required only to complete the last section. Of the 41 principals, 34 (83.0 percent) completed the administrator interview.

4.5.3 School Counselors

RTI sent mailout materials to a school counselor at each participating school with the exception of one school that refused to provide a contact person for the counselor interview. RTI received completed school counselor interviews from 36 of the 41 schools (87.8 percent).

4.6 Parent Survey Procedures and Results

The parent survey was initiated upon receipt of the parent contact information from the school or from the student questionnaire. Delays in receiving the parent lists and test days late in the data collection period resulted in low response rates from parents. Parent data collection will be extended 2 months beyond the student data collection in the main study, allowing for time to achieve higher parent response rates. Because the field test's large sample sizes are driven by IRT assessment needs, and a yield of 400–500 was deemed adequate for purposes of analyzing parent data in the field test, it would not have been a useful investment to pursue more parent cases.

Parents received a letter informing them that their ninth-grader had been selected to participate in HSLS:09 and that their participation would also be needed. Parents were invited to complete a self-administered web survey. Interviewers began calling sample members 10 days after the initial mailing was sent to initiate a telephone interview. Out of the 1,290 eligible parents, 656 (50.9 percent) completed an interview. As with staff data collection, parent data collection ended on December 19, 2009, just 2 days after the last school's data collection was conducted. Parent response rates by student response status is shown in table 10 and parent response rate by contact information loaded is shown in table 11. Again, the comparatively low parent response rate reflects the decision to not expend money collecting more cases, when a sufficient analytic sample had been achieved. As such, the parent response rate in the field test should not be reflective of the likely response rate in the main study.

Also, note that for the purpose of the field test, parent data were included regardless of whether a student participated. For the main study, parent participation will only count if a student questionnaire is also completed.

Table 10. Parent response rates by student response status

Student response status	Number (percent) of parent respondents—Eligible	Number (percent) of parent respondents—Total
Total	**1,290 (100)**	**656 (50.9)**
Student respondent	1,035 (80.2)	610 (58.9)
Student nonrespondent	241 (18.7)	44 (18.3)
Student questionnaire ineligible	14 (1.1)	2 (14.3)

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 11. Parent response rates by source of contacting data

Contact information source	Number (percent) of parent respondents—Eligible	Number (percent) of parent respondents—Total
Total	**1,290 (100)**	**656 (50.9)**
School list only	18 (24.7)	49 (15.4)
Student data only	371 (28.8)	170 (45.8)
Data from both	522 (40.5)	437 (83.7)
No data received	79 (6.1)	0 (0)

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Some households were not located at the telephone number which had been provided by their ninth-grader's school or by the student. These cases were first sent to Accurint.[6] Cases that did not yield new contacting information for the household were then sent to RTI's intensive tracing.

Seventy parents who completed an interview were also randomly selected to participate in a quality control reinterview. The reinterview included a small subset of substantive questions from the main interview and took approximately 5 minutes to complete. Of the 70 parents selected, 54 (77.1 percent) completed the reinterview.

4.7 Recommendations for Main Study

During the field test RTI learned that the level of complexity in data collection is such that several changes are recommended to facilitate a more successful administration of the main study:

1. Consolidate the lists collections into a single request of the school.
2. Promote the use of passive parental consent whenever possible.
3. Encourage each school to schedule a pretest day visit to test the computer equipment and review the logistical arrangements.

[6] Accurint is a batch tracing service. RTI sends the unlocated sample members' names, addresses, and telephone numbers to Accurint. Accurint then confirms this information or provides new information.

4. Allow for an assistant to accompany the SA to each session, at each school with 15 or more sampled students.
5. Enlist the support of an IT coordinator at each school to ensure that all technical components of the study are in place and fully functional.
6. Contact staff directly rather than enlisting the support of the SC for staff prompting.

Consolidate list collections. Data collection activities commenced with the collection of the student list, from which the students were sampled. The parent list, teacher list, and eighth-grade records were requested after the students were sampled from the original enrollment list. School staff felt overburdened with multiple list requests, often resulting in major delays in receiving the second set of information from schools. These delays had a negative impact on the staff and parent data collections which had a compressed data collection window and a firm end date. In addition, there were numerous issues with the availability, timing, and quality of the eighth-grade administrative records (see section 5.3 for details).

For the main study, RTI recommends a single unified list collection. RTI will request a ninth-grade enrollment list with each student's parent contact information and ninth-grade math and science teacher and course information. A single list collection will reduce the burden on the school coordinator.

In addition, many field test school coordinators indicated that it would be easier for them to provide the detailed information, up front, for everyone on the roster, than to provide it later for a subset of the students. For the subset of schools that can more easily respond with a totally inclusive list, RTI will accept such augmented lists and will discard contact, teacher, and course information for any student not later selected for the HSLS:09 sample.

Encourage passive consent. In an effort to improve student response rates within schools, RTI also needs to encourage as many schools as possible to allow passive consent. RTI's recruitment staff will be trained to explain to schools the four reasons passive consent is preferred:

- There is no risk to the participants. There is no known physical or psychological risk associated with students completing the assessment and questionnaire.
- Using implied consent will not affect the rights and welfare of the subjects. We will mail the parental consent forms to parents to ensure that parents are aware of the study and informed that they have the right to remove their child from the study at any time without penalty. Parents will be allowed to refuse their consent even after the teenager has participated by contacting RTI and requesting to have their teenager's information removed from the data file.
- Using explicit consent in schools requires the use of labor-intensive techniques to obtain written parental consent from each parent. Because school staff would be asked to distribute multiple forms and follow up with parents and students, this increases the burden on school staff. Our goal is to minimize the burden on school staff as much as possible.

- The potential knowledge from the study is important enough to justify the waiver. HSLS:09 will provide invaluable data to researchers and education policy makers.

In-person visits prior to test day. RTI learned that schools that were visited in person prior to test day were better prepared for the session and generally had higher student participation rates than those that were not visited prior to the session. RTI recommends asking schools to schedule a visit prior to the scheduled session to test the computer equipment, review logistics, and, when possible, work with the students to encourage high student participation in the scheduled session.

Assistants for session administrators. RTI also learned that setting up the computer equipment takes time and that the RTI-provided equipment can be quite heavy. For other than extremely small schools (<15 students in the session), RTI recommends having an assistant onsite at each session to assist with the computerized administration. An assistant also can help monitor the room when students have a considerable number of questions.

Engage an IT coordinator. During the field test, RTI found it invaluable to enlist the support of an IT person onsite at the school to test the computer capabilities and help the session administrator troubleshoot computer problems in the school computer lab on test day. Three of the schools that backed out of the study after initially agreeing to participate did so because of issues with getting the computerized assessment to work in the computer lab. Often, the person designated as the school coordinator is not technically savvy and is unable to troubleshoot technical issues that may be encountered either in the testing of equipment prior to the session or on test day. Based on the field test experience, RTI recommends designating an IT coordinator at each school, in addition to the school coordinator, and offering a small honorarium to the IT coordinator. Many spend time working with RTI programmers, making changes to their computer lab or providing assistance during the session. It was a strong recommendation of the session administrators that IT coordinators be compensated for these efforts.

Contact staff directly. Once the student session was completed, RTI found that the school coordinators felt their role had been completed and they were not overly helpful in prompting school staff to complete their questionnaires. For the main study, RTI recommends contacting and prompting staff respondents individually and directly. By collecting parent and staff information earlier, RTI would be able to initiate parent and staff questionnaires earlier. This would enable the session administrators to prompt school staff in person while they are at the school to conduct the student session. It would also allow ample time for follow-up by telephone interviewers, thus improving response rates for the staff and parent questionnaires.

The main study data collection for parents and school staff will extend 2 months beyond the student data collection, ending February 11, 2010. These additional 2 months will allow time to effectively work all of the cases, even when parent and staff lists are sent separately from students and are subsequently delayed from schools, resulting in anticipated higher response rates for parents and school staff.

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Chapter 5.
Analysis of Student Survey Results: Tests, Questionnaires, Records

5.1 Mathematics Assessment

There are important similarities and differences between the High School Longitudinal Study of 2009 (HSLS:09) assessment component and the assessments used in the prior studies in the series (National Longitudinal Study of the High School Class of 1972 [NLS-72], High School and Beyond [HS&B], National Education Longitudinal Study of 1988 [NELS:88], and Education Longitudinal Study of 2002 [ELS:2002]). All the assessments seek to be predictive of future outcomes. In addition, from HS&B forward an additional objective of the various assessments has been to measure achievement growth over time—specifically, gains in knowledge and skills over some span of the high school years. To minimize floor and ceiling effects which threaten to distort gain measurement, adaptive procedures have been built into the tests, starting with NELS:88, and including a two-stage testing strategy in ELS:2002 that has also been adopted for HSLS:09. The HSLS:09 assessment, however, differs from the prior test batteries in several critical respects. First, it is a computerized test. All the former assessments were in paper-and-pencil form. Second, its focus is narrower. Prior test batteries have tested in two to six areas or subjects. HSLS:09 tests only in mathematics, and within mathematics, it provides a focus solely on algebraic reasoning, a critical K–12 strand of the mathematics curriculum. Third, HSLS:09 does not share with the prior studies the objective of supplying a common scale with prior cohorts for purposes of inter-cohort comparison. No attempt is made to link via an equated score because of the comparatively narrower HSLS:09 content framework favoring algebraic reasoning and difference in testing times (spring 8th-, 10th-, and 12th-grade cohorts have been tested in prior studies; HSLS:09 will test in fall of 9th grade and spring of 11th grade). Two additional differences should be noted: while the prior studies borrow heavily from National Assessment of Educational Progress (NAEP) and Program for International Student Assessment (PISA), nearly all of the HSLS:09 items are newly written specifically for the study; and while the prior studies vertically scaled across a 2-year span, HSLS:09 must bridge a span of about 3 academic years.

5.1.1 Specifications and Development of Test Items and Field Test Forms

The item development process began with the development of a set of test and item specifications (see appendix F) that described the importance of algebra and defined the domain of algebraic reasoning for the Mathematics Assessment of the HSLS:09. This task entailed

designing an assessment of student understanding and growth of understanding of key algebraic knowledge and skills to measure mathematical preparation for study within the mathematical sciences and statistics and preparation for the requisite skills and expectations of the workplace. Accordingly, the test framework was designed to assess a cross-section of understandings representative of the major domains of algebra and the key processes of algebra.

The initial draft of these specifications was developed by staff at the American Institutes for Research (AIR) with the support and review of John Dossey, retired professor of mathematics at Illinois State University, who served as a project consultant. A Mathematics Advisory Panel was empanelled to review, refine, and validate these specifications. The panel consisted of the following:

- Hyman Bass, Professor of Mathematics, University of Michigan;
- Katherine Halvorsen, Professor of Mathematics and Statistics, Smith College;
- Joan Leitzel, President Emeritus, University of New Hampshire and Professor of Mathematics (retired), Ohio State University;
- Mark Saul, Mathematics Teacher (retired), Bronxville High School, NY; and
- Ann Shannon, Mathematics Education Consultant, Oakland, CA.

The test and item specifications describe six domains of algebraic content and four algebraic processes:

Algebraic Content Domains include

- the language of algebra;
- proportional relationships and change;
- linear equations, inequalities, and functions;
- nonlinear equations, inequalities, and functions;
- systems of equations; and
- sequences and recursive relationships.

Algebraic Processes include

- demonstrating algebraic skills;
- using representations of algebraic ideas;
- performing algebraic reasoning; and
- solving algebraic problems.

On the basis of these specifications, mathematics item development staff at AIR, with the assistance of John Dossey, created a pool of approximately 300 items. Each item was coded and allocated to one of the 24 cells that resulted from the content domain by process matrix.

Each item underwent a comprehensive review process including

- internal AIR group review of the item;

- internal AIR individual review and revision of each item to ensure alignment, clarity, appropriateness of distracters, and rationales for each distractor;
- editorial review to ensure accuracy, clarity, and grammatical correctness;
- senior content review to ensure that each item met all specifications; and
- Math Advisory Panel review to ensure that each item was properly aligned and of high quality.

After all necessary and recommended revisions were made, the entire pool was reviewed one final time by Steve Leinwand at AIR, by John Dossey, and by project staff at RTI. The outcome of this development, review, and revision process was a field test pool of 266 items, of which 264 unique items were selected to populate the field test forms. Of the 266 items, 234 were "new" items (106 developed by John Dossey and 128 developed by AIR) and 32 were released NAEP items selected to fill remaining gaps particularly for low-complexity items. It was decided to create new items after a review of existing released item pools (e.g., NAEP and Trends in International Mathematics and Science Study) were deemed inadequate in size or composition to meet the demands of HSLS:09.

As seen in figure 8, on the field test, each student was given 40 items. Each ninth-grader was assigned one of Forms A, B, C, or D consisting of

- 14 High items (that are also linked to forms E, F, G, and H);
- 13 Moderate items; and
- 13 Low items.
- Total items = 14 + 13 + 13 = 40.

Each 12th-grader was assigned one of Forms E, F, G, or H consisting of

- 14 Low items (that are also linked to forms A, B, C, and D);
- 18 Moderate items; and
- 8 High items.
- Total items = 14 + 18 + 8 = 40.

Figure 8. 2008 HSLS:09 field test—number of items per form and difficulty level

Number of items by form for grade 9					Number of items by form for grade 12				
Diff level	**Form A**	**Form B**	**Form C**	**Form D**	**Form E**	**Form F**	**Form G**	**Form H**	**Diff level**
	Items	**Items**	**Items**	**Items**	**Items**	**Items**	**Items**	**Items**	
					8	8	8	8	High
					18	18	18	18	Mod
High	14								Low
		14							
			14						
				14					
Mod	13	13	13	13					
Low	13	13	13	13					

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

The entire set of 264 unique field test items consisted of

- 32 Grade 11 high-complexity items;
- 72 Grade 11 moderate-complexity items;
- 56 Grade 11 low-/Grade 9 high-complexity items;
- 52 Grade 9 moderate-complexity items; and
- 52 Grade 9 low-complexity items.

Finally, to maximize student access to the items, each of the eight linked forms was cloned by reversing the order of the first half and second half of the items within the second and third block of items that consisted of each of the eight forms to ensure that there were sufficient responses to all items.

5.1.2 Field Test Population

Figure 9 shows the number of students who took each block of the field test. There were 332 to 351 students per form and no fewer than 310 students per unique item and 669 students for each linking item. Of the 2,751 students who took the field test, 1,407 or 51 percent were 9th-

graders and 1,344 or 49 percent were 12th-graders. Table 12 shows the sex and race/ethnicity distribution of field test takers and shows no significant differences between grades 9 and 12.

Figure 9. 2008 HSLS:09 field test—number students *obtained* per block and form

Sample sizes at grade 9					Sample sizes at grade 12				
Diff level	**Form A**	**Form B**	**Form C**	**Form D**	**Form E**	**Form F**	**Form G**	**Form H**	**Diff level**
					332	334	340	338	High
					332	334	340	338	Mod
High	684								Low
		686							
			690						
				691					
Mod	352	352	350	353					
Low	352	352	350	353					

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 12. Field test takers by sex, race/ethnicity, and grade

	Total		Grade 9		Grade 12	
Sex/Race	Number	Percent	Number	Percent	Number	Percent
Male	1,419	51.66	723	51.53	696	51.79
Female	1,344	48.34	680	48.47	648	48.21
White	1,610	58.70	809	57.70	797	59.75
Black	234	8.55	118	8.42	116	8.70
Hispanic	580	21.20	310	22.11	270	20.24
Asian	142	5.19	68	4.85	74	5.55
Native Hawaiian/ Pacific Islander	20	0.73	9	0.64	11	0.82
American Indian/ Alaska Native	19	0.69	9	0.64	10	0.75
More than one race	135	4.93	79	5.63	56	4.20

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

5.1.3 Timeliness, Completion Rates, Seriousness of Test-Takers, and Calculator Use

To determine whether students had sufficient time to complete the 40-item test and to remove from the pool any students who clearly took the test with no degree of seriousness, several analyses were conducted and several sets of data were reviewed. In addition, analyses

were completed to determine the degree to which students made appropriate use of the online calculator.

5.1.3.1 Timeliness

Students were provided 40 minutes to complete the 40-item assessment and an online clock provided students with a running count of how much time remained. The mean time for all students was 25.12 minutes. Grade 9 students spent an average of 22.63 minutes, while grade 12 students spent an average of 27.72 minutes on what was expected to be a somewhat more difficult set of items. Mean time spent on the 40 items by race/ethnicity is shown in table 13 and reveals that only Asian students spent significantly more time taking the test.

Table 13. Mean time (in minutes) for completion of assessment by grade and by race/ethnicity

Grade level and race/ethnicity	Mean	*SD*	Minimum	Maximum
Total	**25.12**	**9.41**	**1.27**	**40**
9th-graders	22.63	9.37	1.80	40
12th-graders	27.72	8.73	1.57	40
White	24.92	9.01	1.57	40
Black	23.28	10.48	1.80	40
Hispanic	25.40	9.43	2.53	40
Asian	30.05	7.67	7.27	40
Native Hawaiian/Pacific Islander	24.79	11.84	6.33	40
American Indian/Alaska Native	26.35	8.64	9.38	40
More than one race	23.80	9.72	5.03	40

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

5.1.3.2 Completion Rates and Skipped Items

Another analysis to determine timeliness is identifying the number of items students actually reached, including omitted and skipped items and identifying the number of items that students actually answered, regardless of correctness of the answer. Table 14 and table 15 show that 97 percent of the test-takers reached the 40th or last item (98 percent of 9th-graders and 96 percent of 12th-graders). Moreover, 71 percent of all test-takers answered all 40 items and 89 percent of all test-takers answered 35 or more of the 40 items.

Table 14. Number and percentage of students *reaching* items (includes omitted/skipped items)

	Number (percentage) of items reached						
Test-taker	0–9	10–19	20–29	30–34	35–38	39	40
All students	0	3	8	28	26	9	2,677
	(0.00)	(0.11)	(0.29)	(1.02)	(0.95)	(0.33)	(97.31)
9th-graders	0	2	1	10	10	0	1,384
	(0.00)	(0.14)	(0.07)	(0.71)	(0.71)	(0.00)	(98.37)
12th-graders	0	1	7	18	16	9	1,293
	(0.00)	(0.07)	(0.52)	(1.34)	(1.19)	(0.67)	(96.21)

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 15. Number and percentage of students *answering* items

	Number (percent) of items answered						
Test-taker	0–9	10–19	20–29	30–34	35–38	39	40
All students	7	17	123	158	301	188	1,957
	(0.25)	(0.62)	(4.47)	(5.74)	(10.94)	(6.83)	(71.14)
9th-graders	6	14	57	77	154	98	1,001
	(0.43)	(1.00)	(4.05)	(5.47)	(10.95)	(6.97)	(71.14)
12th-graders	1	3	66	81	147	90	956
	(0.07)	(0.22)	(4.91)	(6.03)	(10.94)	(6.70)	(71.13)

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

In addition, as for items skipped, 75 percent of test-takers skipped no items, 89 percent skipped 4 or fewer items, and only 4 percent skipped 10 or more items. Finally, 91 percent of test-takers marked no items for review.

5.1.3.3 Seriousness of Test-Takers

To determine whether students took the field test seriously, two rules were developed and applied:

- Long run rule: Any student whose paper has a run of more than 10 As, Bs, Cs, or Ds shall be deemed to have "blown off" the test and will be removed from the data.
- Attempted item rule: Any student who attempts (that is, provides an answer to) a total of seven or more items will be included. Any student who attempts five or fewer items will be excluded. Any student who attempts six items and gets them all correct will be excluded because this student will be deemed fully capable of completing the test, but chose not to. All other students attempting six items will be included.

As a result of applying these rules, a total of 12 students were excluded from the field test pool. Nine were 9th-graders and three were 12th-graders. Six were white, two were black, and four were Hispanic.

5.1.3.4 Calculator Use

An online scientific calculator was open and available on the screen while students were completing the test. An analysis of the item pool revealed that a calculator was essential for none of the field test items and would be helpful, but not essential, for only 20 of the 264 items. Accordingly, a wise use of the calculator would be "limited use"—that is, use on less than 25 percent of the items—and "culminated use"—that is, a calculation where the "=" or "answer" key was pressed. Analysis of calculator use showed that 601 students or 22 percent did not use the online calculator for any of the items. Another 1,217 students or 44 percent used the calculator with culmination on 1 to 5 items and 735 students or 27 percent used the calculator with culmination on 6 to 10 items. This represents relatively reasonable use of the calculator by 93 percent of the students.

5.1.4 Item Performance

The primary purpose of the field test was to gather item statistical data to ascertain the effectiveness of each item, to develop a pool of full-study items, and to inform the placement of items on the full-study routers, linking item blocks and stage 2 low, medium, and high difficulty blocks. Accordingly, both classical and item response theory (IRT) statistical analyses were conducted on the field test student response data. **Classical test theory** postulates that a test score can be decomposed into two parts—a true score and an error component; that the error component is random with a mean of zero and is uncorrelated with true scores; and that observed scores are linearly related to true scores and error components. **IRT** postulates that the probability of correct responses to a set of questions is a function of true proficiency and of one or more parameters specific to each test question.

5.1.4.1 Classical Item Analysis

To provide information about the quality of the items, traditional item statistics were calculated for each of the items by form. Item statistics include

- *p*-value, the proportion of students who obtained a correct answer to the item;
- adjusted item-test biserial correlations, correlation coefficient between the item score and the total test score with the item in question deleted;
- omit rate, the proportion of students with omitted (skipped) responses;
- proportion of students who selected each of the non-key options (distractors);
- adjusted biserial correlations for the distracters; and
- Differential Item Functioning (DIF) statistics.

DIF analyses were conducted to detect potential item bias across major racial/ethnic and gender groups. In DIF analyses, the performance on each item by subgroup members (black students, Hispanic students, and female students) was compared with the performance of the appropriate reference group (white students or male students), resulting in three sets of comparisons: black/white, Hispanic/white, and female/male. The purpose of these analyses was to identify items that may favor students in one group over those of similar ability in another.

The DIF analyses of the field test items were based on the Mantel-Haenszel chi-square procedure (Mantel and Haenszel 1959). The procedure tests the statistical hypothesis that the odds of correctly answering an item are the same for two groups of students with similar ability. For each item, an estimate of the Mantel-Haenszel common odds ratio, expressed as Δ_{MH}, was produced. Positive values indicate items that are differentially easier for the focal group than the reference group after making an adjustment for the overall level of proficiency in the two groups. Similarly, negative values indicate items that are differentially harder for the focal group than the reference group. It is common practice to categorize each item into one of three categories: “A” (items exhibiting no DIF), “B” (items exhibiting a weak indication of DIF), and “C” (items exhibiting a strong indication of DIF). Items in category “A” have Mantel-Haenszel common

odds ratios that do not differ significantly from 0 at the alpha = .05 level or less than 1.0 in absolute value. Category "C" items are those with Mantel-Haenszel values that are significantly greater than 1 and larger than 1.5 in absolute magnitude. Other items are categorized as "B" items. In RTI's analyses, items in the "C" category were flagged for additional fairness and sensitivity reviews.

Table 16 presents a summary of the *p*-value, adjusted biserial correlations, and omit rate for all students, 9th-grade students and 12th-grade students respectively. The mean percent correct for the item pool was 43 percent with a range of 11 percent correct on the most difficult item and 84 percent correct on the easiest item. The *p*-value, adjusted biserial correlations, omit rate, and DIF statistics for each of the field test items are presented in appendix G.

Table 16. *p*-values, adjusted biserial correlations, and omit rates for students participating in field test by grade

Grade level	Mean	Minimum	Maximum
All students			
Percent correct	0.43	0.11	0.84
Adjusted biserial	0.37	-0.22	0.86
Omit rate	0.03	0.00	0.14
Grade 9 students			
Percent correct	0.44	0.11	0.84
Adjusted biserial	0.37	-0.07	0.67
Omit rate	0.03	0.00	0.09
Grade 12 students			
Percent correct	0.41	0.11	0.79
Adjusted biserial	0.38	-0.22	0.86
Omit rate	0.03	0.00	0.14

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Based on the item statistics described above, items were flagged for review for the following reasons:

- *p*-value is less than .25 or greater than .95.
- Adjusted biserial correlation statistic is less than .10.
- Adjusted biserial correlations for distractors are greater than .05.
- Omit rate is greater than .15.
- The item falls into the C category for any DIF contrast. The C category indicates evidence of significant DIF and is defined as MHχ 2 is significant and $|\hat{\Delta}|_{MH} \geq 1.5$.

Table 17 shows the number of items that were flagged on the basis of each of the flagging criteria. Given items with multiple flags, a total of 68 unique items received one or more flags.

Table 17. Number of flagged items on Student Survey

	All students		Grade 9	Grade 12
Flagging criterion	Number	Percent	Number	Number
p-value < .25	47	14.69	24	23
Omit rates > 0.15	0	0.00	0	0
Negative adjusted biserial	7	0.02	4	3
Adjusted biserial < 0.10	23	7.19	9	14
"C" DIF for male vs. female	14	4.38	7	7
"C" DIF for white vs. black	6	1.88	4	2
"C" DIF for white vs. Hispanic	8	2.50	4	4

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Flagged items were first reviewed to ensure that the data were accurate, properly analyzed, had correct response keys, and had no obvious problems with the items. The items were further reviewed for content appropriateness and then for fairness and sensitivity reviews on the basis of DIF statistics.

5.1.4.2 Item Response Theory Scaling

Prior to the scaling procedures, the student response data were scored as follows:

- The correct key for the item were considered **Right**.
- Nonresponses *that were followed by valid responses to other items in the test* were considered **Omitted**. Items scored as **Omitted** were treated as though they were **Wrong**.
- Nonresponses *that occurred **after** the last item in the test with a valid response* were considered **Not Reached**. Items scored as **Not Reached** were treated as though they had never been presented to the respondent. This was done so as not to underestimate the proficiency of respondents who did not complete an entire test.

The three-parameter logistic (3PL) model from item response theory (Hambleton and Swaminathan 1985) was used to estimate item parameters for the HSLS:09 field test. The 3PL model is a mathematical model for estimating the probability that a person will respond correctly to an item. This probability is given as a function of a parameter characterizing the proficiency of a given person, and three parameters characterizing the properties of a given item. The model is as follows:

$$P\left(x_{ij} = 1 \mid \theta_j, a_i, b_i, c_i\right) = c_i + \frac{1 - c_i}{1 + e^{-1.7 a_i(\theta_j - b_i)}}$$

where

x_{ij} is the response of person j to item i, 1 if correct and 0 if incorrect;

θ_j is the proficiency of person j;

a_i is the slope/discrimination parameter of item i, characterizing its sensitivity to proficiency;

b_i is the locator parameter of item i, characterizing its difficulty; and

c_i is the lower asymptote parameter of item i, reflecting non-zero chances of correct response by guessing.

To place all items from the grades 9 and 12 tests on a single vertical scale, a joint calibration of all items was conducted using the AM (Cohen et al. 2000) software. The AM software produces IRT item parameters and uses maximum likelihood estimation (MLE) procedures to estimate examinee proficiency on the theta scale. In the joint calibration, grade 9 was used as the base grade, and separate, normal population distributions for each grade level were estimated so that achievement differences at the grade levels were clear in the item parameters and examinee proficiency means.

Table 18 shows the mean, minimum, and maximum values for each of the three IRT parameters for all students, 9th-grade students, and 12th-grade students, respectively.

Table 18. Three-paramater logistic (3PL) estimates for items on Student Survey

Student grade level	Mean	Minimum	Maximum
Grades 9 and 12 (total)			
A	1.38	0.18	4.87
B	1.33	-1.79	5.40
C	0.22	0.05	0.48
Grade 9			
A	1.25	0.18	3.85
B	0.85	-1.79	3.15
C	0.22	0.09	0.43
Grade 12			
A	1.49	0.32	4.87
B	1.85	0.11	5.40
C	0.23	0.05	0.48

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 19 shows the mean and variance of theta for grades 9 and 12 and reveals that, appropriately, the mean proficiency of grade 12 students was approximately one standard deviation higher than that of grade 9 students.

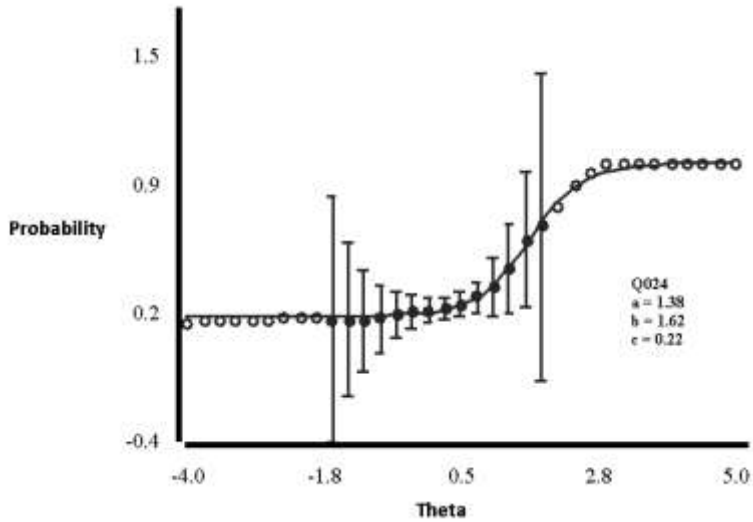
Table 19. Descriptive statistics for theta: Observed scores using maximum likelihood estimation (MLE), grades 9 and 12

Grade	Number	Mean	Variance
9	1,398	0.0268	1.1559
12	1,341	0.9659	1.0636

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Model fit for each item was evaluated by examining the AM fit statistics and by inspecting residuals from fitted item response curves from AM. The item response curves were visually examined by comparing the empirical item response functions with the theoretical curves. An example of item response curve is presented in figure 10.

Figure 10. Example of item response curve from the HSLS:09 field test



SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

After removing 7 items that had negative adjusted biserial correlations based on classical item analyses and an additional 20 items as a result of poor item-fit, 237 items were successfully calibrated. Item parameter estimates and model fit statistics for each of the 237 items are presented in appendix H.

5.1.4.3 Main Study Item Pool

After the item calibration procedures, item statistics were further reviewed and an additional five items were removed from the item pool on the basis of flags that could not be explained away.

An additional 20 items with one or more flags that upon further analysis did not appear significant, were placed in a reserve pool, and will only be used if absolutely necessary for content or psychometric balance. An additional 43 items with flags (e.g., a *p*-value of 23.5 percent or a white-Hispanic DIF for an entirely numeric item) were reviewed and kept in the pool for the main study. Accordingly, the primary outcome of the field test is the validation of 212 items for use in the main study.

5.1.5 Selecting Items for the Two-Stage Main Study

The two-stage Main Study Mathematics Achievement Test will consist, in both the fall of 2009 for 9th-graders and the spring of 2012 for 11th-graders, of a 15-item Stage 1 “router” and, based on student performance on the router, a 25-item Stage 2 test designated as Low, Moderate,

or High difficulty. Table 20 and table 21 show the unique and linking items for the two two-stage assessments. This design requires 73 items at each grade. There are 23 across-grade linking items and the total assessment (grades 9 and 11 combined) requires 123 unique items.

Table 20. Main study design for grade 9

Number of items at Stage 1		Number of items at Stage 2				Number of items per student		
Unique	Across grades	Difficulty level	Unique	Across grades	Across stages	Total	Stage 1	Stage 2
4	11	High	13	12		40	15	25
		Mod	8		5	40	15	25
		Low	20			40	15	25

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 21. Main study design for grade 11

Number of items at Stage 1		Number of items at Stage 2				Number of items per student		
Unique	Across grades	Difficulty level	Unique	Across grades	Across stages	Total	Stage 1	Stage 2
4	11	High	20		5	40	15	25
		Mod	8	12		40	15	25
		Low	13			40	15	25

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

The following criteria will be used to construct the two-stage grade 9 assessment:

- For Stage 1:
  - 15 items drawn from the grade 9, grades 9–11, and grade 11 pools;
  - high biserial correlations;
  - high IRT *a*-parameters;
  - an approximately rectangular distribution of *p*-values;
  - an approximately rectangular distribution of IRT *b*-parameters;
  - an average difficulty of .60; and
  - items arranged by order of IRT *b*-parameters.
- For Stage 2:
  - 25 items drawn from the grades 9 and grades 9–11 pools;
  - high biserial correlations;
  - high IRT *a*-parameters;
  - *high* stage 2 will have a mean *b*-parameter > 1.60;
  - *moderate* stage 2 will have a mean *b*-parameter = .60; and
  - *low* stage 2 will have a mean *b*-parameter < -.40.

- For routing to Stage 2:
  - the IRT theta estimate is obtained from the 15-item router;
  - use the 75th, 50th, and 25th percentile (based on field test data) as cut-scores
    - if theta > 75th, then use the *high* stage 2 test;
    - if theta ≤ 75th and ≥ 25th, then use *moderate* stage 2 test; and
    - if theta < 25th, then use *low* stage 2 test.

The following criteria will be used to construct the two-stage grade 11 assessment:

- For Stage 1:
  - 15 items drawn from the grade 9, grades 9–11, and grade 11 pools;
  - high biserial correlations;
  - high IRT *a*-parameters;
  - an approximately rectangular distribution of *p*-values;
  - an approximately rectangular distribution of IRT *b*-parameters;
  - an average difficulty of 1.60; and
  - items arranged by order of IRT *b*-parameters.
- For Stage 2:
  - 25 items drawn from the grades 9–11 and grade 11 pools;
  - high biserial correlations;
  - high IRT *a*-parameters;
  - *high* stage 2 will have a mean *b*-parameter > 2.60;
  - *moderate* stage 2 will have a mean *b*-parameter = 1.60; and
  - *low* stage 2 will have a mean *b*-parameter < .60.
- For routing to Stage 2:
  - the IRT theta estimate is obtained from the 15-item router;
  - use the 75th, 50th, and 25th percentile (based on field test data) as cut-scores:
    - if theta > 75th, then use the *high* stage 2 test;
    - if theta ≤ 75th and ≥ 25th, then use *moderate* stage 2 test; and
    - if theta < 25th, then use *low* stage-2 test.

5.1.6 The Main Study Items

Using the criteria discussed above, 123 items were selected for the 2 routers and the 6 Stage 2 assessments. These items represent 57 of the 62 algebra standards and reflect a balance among the algebraic content domains and algebraic processes as shown in table 22.

Table 22. Main study item distribution across algebraic content and process domains

Domain or process	Number of items	Percent of items
Algebraic content domains (total)	123	100
The language of algebra	28	23
Proportional relationships and change	20	16
Linear equations, inequalities, and functions	41	33
Nonlinear equations, inequalities, and functions	15	12
Systems of equations	11	9
Sequences and recursive relationships	8	7
Algebraic processes (total)	123	100
Demonstrating algebraic skills	47	38
Using representations of algebraic ideas	26	21
Performing algebraic reasoning	28	23
Solving algebraic problems	22	18

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 23 shows the *b*-parameters for the items selected for the routers and the Stage 2 assessments and shows the mean *b*-parameter for each component matches the criteria. Finally, 16 items are included in the Main Study that had DIF flags that, upon further review, were judged appropriate for inclusion in the main study. Among these 16 items, 2 had White-Black flags, 6 had White-Hispanic flags, and 8 had Male-Female flags. In each case, the items were carefully reviewed to ascertain whether they contained any chance of bias in language or context, and only after they were vetted successfully were the items then included in the study.

Table 23. "B" parameters for main study items and mean for each component

9 High	9 Low	9 Moderate	9 Router	11 High	11 Low	11 Moderate	11 Router
0.257217	-1.786793	-1.118359	-1.347647	1.250986	-1.235587	0.257217	0.106701
0.512424	-1.447138	-0.631600	-1.065353	1.916939	-0.396310	0.512424	0.283699
0.531995	-1.328408	-0.494981	-0.649890	2.018185	-0.230818	0.531995	0.564922
0.982928	-1.118359	-0.364963	0.085103	2.151567	-0.157709	0.982928	0.816815
0.997019	-1.123879	-0.274461	0.106701	2.284856	-0.107882	0.997019	1.015496
1.099880	-1.096878	-0.189468	0.283699	2.359468	0.003101	1.038755	1.134739
1.203286	-0.917281	0.253462	0.564922	2.382183	0.238280	1.203286	1.175838
1.351810	-0.650099	0.246740	0.816815	2.381549	0.257217	1.250986	1.491649
1.439049	-0.548309	0.257217	1.015496	2.525058	0.282482	1.351810	1.647226
2.183717	-0.509108	0.445077	1.134739	2.546735	0.344382	1.409096	1.714544
1.621899	-0.461779	0.462992	1.175838	2.552056	0.362695	1.436420	2.219073
1.702132	-0.478745	0.512424	1.491649	2.634534	0.377197	1.621899	2.324301
1.739091	-0.364963	0.531995	1.647226	2.631910	0.382445	1.739091	2.511029
1.862718	-0.246216	0.547735	1.714544	2.637911	0.457486	1.763119	2.982862
1.975649	-0.245289	0.722090	2.219073	2.753206	0.512424	1.816352	4.275732
1.905546	-0.236716	0.982928		2.764715	0.531995	1.905546	
1.861994	-0.209369	0.997019		2.784585	0.982928	2.018185	
2.109542	-0.129995	1.203286		2.843266	0.997019	2.109542	
2.140859	0.040651	1.351810		2.852887	1.203286	2.151567	
1.462711	0.151154	1.504175		2.901008	1.351810	2.180713	
2.223906	0.163672	1.621899		2.921127	1.621899	2.234615	
2.243148	0.166521	1.739091		2.928306	1.739091	2.306596	
2.255662	0.253462	1.905546		3.148442	1.905546	2.407744	
2.306596	0.722090	2.109542		3.256301	2.109542	2.546735	
3.019573	1.504175	2.306596		4.819257	2.306596	2.921127	
1.639	**-0.396**	**0.665**	**0.613**	**2.650**	**0.633**	**1.628**	**1.617**

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

5.2 Student Questionnaire

5.2.1 Timing and Item Distributional Properties

A major objective of the field test was to give trial to as many individual items and scales as might be practical. The large sample sizes required for assessment development also supplied more than a thousand ninth-grade student questionnaire observations. Some split ballot experimentation, and matrix sampling to increase the number of scales and individual items administered, were major opportunities to be exploited with this comparatively large sample. But because the main study design presupposed the administration of the same items to all students in the sample—and within severe time limits (35 minutes, 5 for locating data and 30 for substantive education issues—very substantial winnowing of field test items was required. An

analysis of the timing suggested that for 95 percent of students to reach the final items, the instrument (defined as the totality of field test items) needed to be cut by about 40 percent. Winnowing of items was therefore critical to instrument revision for the main study. Because the included items were tried-and-true questions from past major national data collections, problems such as poor levels of item response were neither expected nor seen. In the end, most cuts or deletions were made on conceptual rather than empirical grounds. Within the conceptual framework for the student questionnaire (as discussed and illustrated in chapter 2), choices had to be made about the most important constructs to measure. Nevertheless, empirical analysis of the field test data provided evidence of the overall quality of the questionnaires.

The minimum distributional criterion for any item is normally[7] that it exhibits non-zero variability. Additionally, response categories can be examined in relation to the frequency with which they are chosen so that the optimal categories for an array of response options can readily be identified. The codebooks were reviewed for distributional problems but, probably because the items had been used successfully before, distributional problems were but infrequently seen.

However, in most instances in which poor distribution was exhibited (BSMGIMP will serve as an example), the problem could not readily be repaired by revising the categories of the response option. The pair of items (importance of good grades in math class, importance in science class) is therefore recommended for deletion. On a three-point scale of not at all important, somewhat important, and very important, only 7 students out of more than a thousand chose the negative pole, with 800 indicating that good math grades were very important and 179 that they were somewhat important. The same uninformative pattern was seen in science on a similar item with a 4-point scale (BSSMTV7) worded similarly (in terms of wanting to "keep up my grades" in science class." There were 456 strongly agree, 399 agree, 11 disagree, and 7 strongly disagree. Likewise, on the item concerning why the student was taking his or her particular math or science course, there were excellent distributions for some items (e.g., for science, "It was assigned to you" split 466 "no" and 415 "yes" in BSSRSN12, with similar distribution for math), the item "You heard it was the easiest science class" (BSSRSN11) was dropped on the basis of its performance (only 26 "yes" and some 855 "no). The same pattern was observed in math.

5.2.2 Reliability of Scales, Item Scaling Properties

Some 13 scales were included on the student questionnaire. These scales are conceptualized, and analyzed, as simply the sum of the respondent's answers to a series of related questions. They provide a useful way to concatenate information about a particular

[7] We say "normally" because there can be exceptions, particularly in a longitudinal study. If one is looking for the appearance and growth of some phenomenon, it may be appropriate to draw a baseline prior to the expected appearance of the phenomenon, and to use the base-year questionnaire to confirm that this characteristic has not yet appeared in the population represented by the base-year sample. For all practical purposes within HSLS:09, however, non-zero variability is a legitimate minimum standard.

dimension of interest for analysis purposes. Indeed, the intent of these scales is to provide a more reliable measure than could be achieved through use of a single item.

For each scale, the following measures were computed: each item's correlation (Pearson's *r*) with the overall scale, each item's correlation with a scale computed without that item, and the overall reliability (i.e., internal consistency) of the scale (Cronbach's coefficient alpha; Cronbach 1951). The reliability coefficient, alpha (α), is the square of the correlation between the scale and underlying dimension or factor; α thus represents the expected correlation of the scale with a scale formed from the same number of alternative items. Although this chapter provides a concise summary of findings concerning scale reliability, a far more detailed statement of reliability data may be found in appendix I.

Scale reliabilities are displayed in table 24 below. An objective of the study was to have moderate to high reliability for all scales, and 0.80 or above was taken as the standard for high reliability, with reliabilities between 0.60 and 0.79 denoting moderate reliability (Nunnally and Bernstein 1994).[8] The range of reliabilities for the 13 scales extended from a high of 0.905 down to a low of 0.491. On the basis of the reliability criteria, of the 13 scales, 5 were highly reliable, another 6 were moderately reliable, and 2 failed to meet the standard even for moderate reliability.

[8] Nunnally and Bernstein (1994) suggest that an internal consistency coefficient of 0.80 is sufficient in research contexts where the purpose of scaling is group-level comparison and research. Where clinical decisions or individual judgments are the main focus, reliabilities of 0.90 and above may be required.

Table 24. Reliability analysis—standardized alpha for student questionnaire scales

Scale	Reliability
Science self-efficacy	0.905
Science identity	0.893
Math self-efficacy	0.874
Parental authority	0.850
Math identity	0.828
Science utility value	0.769
Schooling utility	0.757
Math utility value	0.736
School belonging	0.714
Engagement (#1)	0.700
Math self-concept	0.654
Costs/future orientation	0.548
Engagement (#2)	0.491

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

It was recommended that both of the low-reliability scales be dropped. In addition, some items within scales were recommended for deletion, based in part on item-to-total correlations—items were identified that made only a small positive (or even negative) contribution to the scale as a whole.

5.2.3 Results of Questionnaire Experiments

5.2.3.1 Time Budgets

Methodological work on the measurement of time use has shown that accurate reporting on time allocation to different activities is contingent on the span of recall and the type of activity. The most effective way to measure time use is to use a time diary approach, which for obvious reasons is not possible within the context of HSLS:09. Time use questions have been highly used in previous longitudinal studies, and there have been inconsistencies in student responses. In NELS:88, for example, high school sophomores were asked how much homework they did in total in all courses each week, then were asked to report homework time by subject. The sum of the subject-based answers considerably exceeds the initial total that 10th-graders reported. Likewise, open-ended continuous estimates in ELS:2002 seemed not always to blend well with category-based time estimation. It was therefore decided to use the HSLS:09 field test to experiment with how these questions are administered. To this end, two forms were created for the following question:

About how many hours do you spend in a typical 7-day week during the school year doing each of the following?

(asked in continuous format, fill in number of hours)

a. Working on homework and studying for all of your classes

b. Working on math homework and studying for math class

c. Working on science homework and studying for science class

d. Watching television/movies

e. Working for pay (not including chores or jobs you do around your house)

f. Chatting or surfing online

g. Hanging out/socializing with friends outside of school

h. Playing video games

i. Talking on the phone/text messaging

j. Spending time with family

k. Exercising

l. Sports and extracurriculars

The first form was asked as it appears above. The second form used a "running total" display, such that each time the respondent filled in a response for each item in the series, the total was displayed at the bottom of the screen. This was done as a visual cue to prevent respondents from overreporting time spent on each.

Responses from the two forms were compared overall and by subgroup. The subgroups employed were sex (male versus female), combined race-Hispanic ethnicity (Hispanic, Blacks, and Whites/other), educational attainment expectations (less than a BA degree, BA or higher), English language background (English mother tongue versus not), and whether the respondent completed the interview. The two formats supported 11 comparisons corresponding to the hourly estimate of time spent. Means and standard errors were computed, and the differences between the groups were examined for statistical significance through a *t* test procedure.

Looked at overall, there were no statistically significant differences between the two formats. This finding was largely repeated for subgroups, with no detectable mode differences for males or females. There were no detectable differences for non-Hispanic Blacks, for those who aspired to less than a bachelor's degree, for a BA or higher, or to those from an English-only language background. Partial exceptions to this generalization were encountered for a handful of comparisons: some borderline significance for Hispanics ($p = 0.07$ for 8 hours spent); borderline significance for Whites/other at 1 hour spent (0.052) and 2 hours spent (0.084), and a significant difference for Whites/other at 9 hours (0.049).

In addition to the student cases that were analyzed, a smaller set of cases ($n = 385$) was analyzed in which there was both a student report and a parent report. This was done so that parent education could be used as a subgroup category. However, there were no detectable differences based on having a parent with a BA or higher.

The "running total" format took about 20 seconds longer in mean completion time for the series. Given this fact, and the high degree of similarity in the estimates produced by the two formats, the "running total" display is not recommended for the main study. On the other hand, although not based on empirical analysis of the field test data but on anecdotal sources, continuing concern about the cognitive processing load of open-ended time questions suggests that closed categories might be used in the main study.

5.2.3.2 Likert Scales With Versus Without the Middle (Neutral) Position

Some of the scales borrowed for the HSLS:09 field test were originally 5-point Likert scales and others 4-point. Although sometimes different response formats are needed for questions that differ in subject and intent it is preferable to have as much consistency of response format as possible, within a given questionnaire, to minimize the cognitive demand on the respondent. (In a longitudinal study, consistency is also needed across rounds.) Prior NCES high school cohort studies such as NELS:88 and ELS:2002 have typically used a 4-point Likert scale in agree/disagree formats. Normally the scale has been arrayed from positive to negative: strongly agree, agree, disagree, strongly disagree. A specific rationale for avoiding a neutral or "middle position" for agree-disagree questions is provided by Converse and Presser's Sage monograph (*Survey Questions: Handcrafting the Standardized Questionnaire*, 1986) on how to write survey questions: "Do not explicitly provide the middle category, and thereby lose information about the direction in which some people lean."

However, this is a debatable issue, with no conclusive evidence that shows that a neutral or middle position leads to a loss of information or results in biases. Moreover, the advantages or disadvantages of the middle position may conceivably vary with question content and the maturity or education level of the target survey population. An argument against the 4-point scale with no neutral position is that limiting options diminishes variation. More response options produce more variability and a better distribution for analytical purposes.

An electronic administration allows for assigning a subset of alternatively scaled items to a random subset of survey completers so that comparisons of response formats can be undertaken in the field test analyses. This technological advantage was exploited in the field test instrumentation to test and compare 4-point versus 5-point response options.

The results of this experiment may readily be summarized. Because there is no validity criterion, direct comparison is not a promising technique. However, one could hypothesize that if some students were truly neutral, when asked to choose only from non-neutral alternatives, their response would be to omit an answer for that item. One reasonable point of comparison, then, is whether the 4-point scale had a substantially higher rate of item nonresponse. The answer to this is "no." Item nonresponse was low and for the two formats, comparable—a difference on the order of 1 percent. Moreover, as often as not the item nonresponse rate is higher for the 5-point scale, although only trivially so (for example, BSUTIL2X has item nonresponse of 23 out of 437 cases while BSUTIL2 has 18 illegitimate skips out of 411—thus item nonresponse is 5 percent

for the 5-point scale and 4 percent for the 4-point). Clearly the hypothesis that not offering a middle position will result in higher item nonresponse finds no evidence in the field test data.

Another criterion for judging the 4- versus 5-point scales has nothing to do with the intrinsic worth of either alternative in terms of analytic quality but rather reflects the practical time constraints on the survey and the penalty on how much can be asked that is imposed by questions that take longer to answer.

Timings were examined for two groups: the 4-point form (strongly agree, agree, disagree, strongly disagree) was taken by one set of randomly assigned students while the 5-point form (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree) was taken by the other. Table 25 compares completion time for the two forms. In all six cases the 4-point scale took less time to answer. Although sometimes the differences were trivially small, in one instance the extra time for the 5-point form approached 10 seconds.

Table 25. Likert scale analysis: Mean time in seconds for students to complete 4-point and 5-point forms

Four-point scale		Five-point scale	
Scale	Number of seconds	Scale	Number of seconds
BSBLG	34.53	BSBLGX	44.05
BSPAY	26.74	BSPAYX	28.21
BSFUTR	26.00	BSFUTRX	27.14
BSCOST	25.98	BSCOSTX	27.00
BSUTIL	21.58	BSUTILX	22.44
BSPRT	21.45	BSPRTX	25.60

NOTE: BSBLG = School Safety scale; BSPAY = Learning Activities Pay Off scale; BSFUTR = Orientation Toward Future scale; BSCOST = Cost of Forgone Opportunities if Applies Self in Math; BSUTIL = Utility Value of Schooling scale; BSPRT = Parents know where student is at all times.
SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

In the case of the 4- versus 5-point Likert scale, it is clear from the data that the 5-point scale takes slightly longer to answer. Very often time constraints influence or even outright dictate survey or assessment format. Given the severe time limit on the student survey—35 minutes, as opposed to about an hour in HS&B and NELS:88 and 45 minutes in ELS:2002—the timing data for the two forms may point to a preference, all other factors being equal. In HSLS:09, "mark all that apply" formats were therefore often used in the field test student instrument in preference to an explicit yes/no choice, to save time, even though the data quality argument would slightly favor the explicit yes-no format (*vide* the classic NELS:88 field test analysis, Rasinski, Mingay, and Bradburn 1994). Likewise, the mathematics assessment employs multiple choice items exclusively and avoids constructed response for the same reason—not because the format is superior, but because it is adequate, and quicker.

5.2.4 Recommendations for the Main Study

In addition to dropping scales that did not meet minimum reliability levels, and items within scales that made only marginal, or negative, contributions to overall reliabilities, it is recommended that the embedded experiments be used to determine the issue of best format for asking about time use, and whether the middle position should be used in Likert scales. In terms of the time use recommendations, the running total on the entry screen did not seem (although with certain minor qualifications at the subgroup level) to support statistically significant differences in estimation, but did have the undesirable characteristic of increasing completion time. In light of this, it is not recommended that the running total form be used, although concern about the cognitively taxing nature of open-ended time estimation across a wide array of activities does seem to suggest the prudence of switching from an open continuous format to a categorical format—an approach consonant with time use items on the prior high school cohort studies, except for the ELS:2002 base year. In terms of the Likert scale choice of whether to include or exclude a middle position, conclusively strong evidence was not uncovered, such that this issue could be settled definitively. However, the 4-point scale is recommended for three reasons: it was not associated with higher item nonresponse (as might be expected, if students were frustrated by the absence of a neutral value in the middle of the scale); it took longer to complete each scale in a 5-point format; and finally, the 4-point scale has been used successfully in the prior studies (not always used in NLS-72, but consistently used in HS&B, NELS:88, and ELS:2002).

5.3 Administrative Records (Eighth Grade)

During the collection of parent and teacher lists, discussed in section 2.1, schools were also asked to provide administrative records for eighth-grade coursetaking for sample ninth-grade students. Schools were specifically asked to provide the name of the mathematics and science course taken in the eighth grade and the grade earned in each grade. Eighth-grade administrative records were provided by 31 of the 41 participating schools.

5.3.1. Eighth-Grade Records Recommendations for Main Study

RTI recommends eliminating the eighth-grade administrative records collection. Ninth-grade schools varied widely on what information they had available from their feeder schools, and the format in which it was available. Many high school staff complained that it was time consuming to pull the requested information together from the feeder schools. The lists that RTI received were inconsistent between schools (or even within ninth-grade schools, since a given high school may have many public and private feeder schools) on the course titles and grading schemes. For course titles, some schools were able to report that students took specific courses such as Algebra I, but many schools reported relatively opaque course titles such as “Math 8” or “eighth-grade math.” The lack of standardization among grading systems between eighth-grade schools was also problematic. Schools varied in providing numeric grades, letter grades (some including +/- and others not), and indicators of pass/fail.

In the main study, RTI will be collecting administrative records data from the state for participating schools in 10 predetermined states, and recommends gathering this information as part of that records collection from the state. However, this only covers a subset of the schools, and provides a resource to states, not a national resource.

HSLS:09 should therefore attempt to collect eighth-grade administrative information from student transcripts at the end of high school for all sampled students. Although not all high school transcripts will have information about eighth grade, experience of past transcript studies (NELS:88, ELS:2002) suggests that many will. Although coverage from transcripts will be quite incomplete, at least some missing information can eventually be filled in from one of two additional sources: (1) inference from ninth-grade course, based on standard prerequisites that would normally have been completed in eighth grade; and (2) student questionnaire self-report (for both math and science, students were asked about eighth-grade course title and grades). Generation of a composite variable will thus eventually be possible that provides coverage on this item through all or almost all of the participating sample. The disadvantage of this is the long wait for the information from high school transcripts. However, in the meantime, questionnaire self-report data will be available.

Chapter 6.
Analysis of Teacher, School Administrator, and Counselor Survey Results

This section discusses results obtained from methodological analysis of the teacher, school administrator, and counselor questionnaires. Although there was some delay in receipt of teacher (and parent) lists from schools, the quality of the teacher information was high. The school administrator and counselor surveys were each administered to but a single individual in 36 of the 41 participating schools. Thus, the number of responses was low despite an acceptable response rate.

6.1 Teacher Survey Responses

6.1.1 Timing Analysis, Item Distributional Properties, Closing Open-Ended Responses

6.1.1.1 Timing Analysis

The following analysis is based on data from 328 teacher surveys. The overall average time for mathematics teachers to complete the field test survey was 29 minutes; the average time for science teachers was 28 minutes (table 26).

Table 26. Average time for mathematics and science teachers to complete field test survey

	Mathematics		Science	
Section of survey	Number of items	Average time in minutes	Number of items	Average time in minutes
Total survey	203	29.00	204	28.00
Introduction	7	0.12	7	0.12
Section A: Teacher Background	62	9.26	64	9.47
Section B/C: Mathematics/Science Instruction	77	12.24	76	11.03
Section D: School	57	7.38	57	7.38

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Based on their responses in the Introduction section of the survey, teachers were guided to sections A, B, and D if they taught mathematics, and to sections A, C, and D if they taught science. A few teachers taught both mathematics and science and were asked to respond to all four sections.

The Introduction section asked teachers to confirm the list of preloaded courses they taught and took respondents fewer than 10 seconds to complete. Indeed, the teacher course preloads worked well. Few teachers had a third (six cases) or fourth (two cases) math class with HSLS:09 students, and there were zero with five, so we report only on those who taught one or two classes. In mathematics, for the first preloaded class, about 4 percent (8) were disconfirmed and 96 percent (179) confirmed. For the second preloaded class, 7 percent (4) were disconfirmed and 53 (93 percent) confirmed. Results were similar in science: the first preloaded class was disconfirmed 2 times and confirmed in 139 instances; the second preloaded science class was disconfirmed 0 times and confirmed in 20 instances. There were only a total of four teachers in the three and four preloaded science classes category, and one teacher with five classes.

The items in section A focused on demographic data (e.g., sex, race/ethnicity), and education and professional background, including certification. The mathematics teachers who took the survey responded to 62 items in this section, with an average completion time of 9.26 minutes. The science teachers responded to 64 items and, on average, they took 9.47 minutes to complete this section.

Sections B and C focused on teachers' instruction in the targeted class(es) and their opinions about the mathematics or science departments in their schools. These two sections had almost the same number of items; mathematics teachers took an average of 12.24 minutes and science teachers took an average of 11.03 minutes to complete this section.

Section D was the final section, taking an average of 7.38 minutes across all respondents. This section asked teachers' opinions about their principal and fellow teachers in the school. Teachers were also asked how various factors influence their teaching.

6.1.1.2 Item Distributional Properties

Overall, respondents were well distributed across the response options presented in the field test teacher survey. However, there were two items where the distribution of responses indicated that some of the response options did not make sense for the target audience. The following is an analysis of these items.

BTMTHCRS: Which of the following best describes the content of [mathematics course title]? (a) Algebra I, (b) Algebra IA, (c), Algebra IB, (d) Algebra II, (e) Calculus, (f) Calculus Prep, (g) Calculus AP (AB), (h) Discrete Math, (i) Geometry, (j) Integrated Math I, (k) Integrated Math II, (l) Integrated Math III, (m) Integrated Math IV, (n) Statistics/Probability, (o) Statistics/Probability AP, (p) Review Math/Remedial Math/Pre-Algebra, (q) Other Math Course (specify).

Calculus, Calculus Prep, Calculus AP (AB), Discrete Math, Integrated Math III, Integrated Math IV, and Statistics/Probability AP were not chosen by the teachers in the sample. Given that the teacher survey will be completed by ninth-grade teachers, these results seem plausible. Accordingly, it is recommended that these choices be omitted from the survey.

BTSCICRS: Which of the following best describes the content of [science course title]? (a) Anatomy/Physiology, (b) Biology I, (c) Biology II, (d) Biology AP, (e) Chemistry I, (f) Chemistry II, (g) Chemistry AP, (h) Earth Science, (i) Environmental Science, (j) Integrated Science I, (k) Integrated Science II, (l) Integrated Science III, (m) Integrated Science IV, (n) Physical Science, (o) Physics I, (p) Physics II, (q) Physics AP, (r) Other Science Course (specify).

With the science counterpart, teachers did not select Biology AP, Chemistry AP, Integrated Science IV, Physics II, and Physics AP. The recommendation is that the number of response options be reduced, combining Chemistry II with AP Chemistry, Physics II with AP Physics, etc.

6.1.1.3 Closing Open-Ended Responses

There were eight questions on the field test survey that solicited an open-ended response. The following is an analysis of these items. Unless otherwise noted, the "Other (specify)" option should be removed from the list of choices because it was asked only for field testing purposes.

BTMTHCOL: Which of the following college math courses have you completed? (a) Calculus, (b) Abstract algebra, (c) Linear algebra, (d) Non-Euclidean geometry, (e) Statistics and probability, (f) Discrete or finite mathematics, (g) Other upper division math (specify).

Of the 90 teachers who selected "Other upper division math," 20 indicated taking Differential Equations, 14 completed History of Mathematics, 14 completed Geometry/Topology, 12 completed Advanced Calculus, 9 completed Number Theory, 9 finished Analysis, and 7 finished Trigonometry. There were 34 responses that did not cluster (for this variable a threshold of at least 7 responses was used to define clustering), for example: *"modeling," "methods," "special functions,"* and *"geometry for education."* Seven of the teachers left the open-ended field blank. These responses indicate that the original stem and response options were not capturing what was intended (e.g., teachers writing in "*advanced calculus*" should have simply selected Calculus).

Consequently, it is recommended that the item be changed to "In which of the following branches of mathematics have you taken one or more college-level courses?":

- Algebra (e.g., Abstract Algebra, Linear Algebra, Groups/Rings/Fields)
- Applied mathematics (e.g., Dynamical systems, Game theory, Information theory, Mathematical modeling, Mathematical physics)
- Calculus/Analysis/Differential equations
- Discrete mathematics/Combinatorics/Graph theory
- Foundations/Philosophy/History of mathematics/Logic
- Geometry/Trigonometry/Topology
- Number theory
- Probability/Statistics

BTSCICOL: Which of the following college science courses have you completed? (a) Chemistry, (b) Earth/space sciences, (c) Environmental sciences, (d) Life sciences, (e) Physics, (f) Other (specify).

Of the 46 teachers who selected "Other (specify)," 15 indicated they took Biology, and 7 took Anatomy/Physiology. Six teachers indicated each of the following courses: Organic Chemistry, Microbiology, or Botany; while four teachers indicated either Genetics or Geology. Three completed Kinesiology or Zoology, and two completed Ecology. One teacher left the open-ended field blank; there were 28 responses that did not cluster, for example: *"scientific methods," "engineering," "optics," "history of science and religion,"* and *"sociology."*

Similar to the mathematics counterpart, it is recommended that the stem and response options be clarified and changed to "In which of the following fields of science have you taken one or more college-level courses?":

- General/introductory chemistry (e.g., Analytical chemistry, Biochemistry, Organic chemistry, Physical chemistry)
- Earth/space sciences (e.g., Astronomy, Environmental science, Geology, Meteorology, Oceanography, Physical geography)
- Environmental sciences
- Life sciences, including general/introductory biology (e.g., Anatomy/physiology, Botany/plant physiology, Cell biology, Ecology, Entomology, Genetics/Evolution, Microbiology, Zoology/Animal behavior)
- General/introductory physics (e.g., Electricity and magnetism, Heat and thermodynamics, Mechanics, Modern/quantum physics, Nuclear physics, Optics)
- Physical Science
- Engineering

BTMTHCRS: Which of the following best describes the content of [mathematics course title]? (a) Algebra I, (b) Algebra IA, (c), Algebra IB, (d) Algebra II, (e) Calculus, (f) Calculus Prep, (g) Calculus AP (AB), (h) Discrete Math, (i) Geometry, (j) Integrated Math I, (k) Integrated Math II, (l) Integrated Math III, (m) Integrated Math IV, (n) Statistics/Probability, (o) Statistics/Probability AP, (p) Review Math/Remedial Math/Pre-Algebra, (q) Other Math Course (specify). Of the six teachers who chose "Other Math Course (specify)," four indicated *"Basic math"* or *"functional mathematics"* while the remaining two responses reflected courses that covered a mixture of mathematics topics (e.g., *"Alg 1, SAT Geom prep, stats"*).

The recommendation is to change "Review Math/Remedial Math/Pre-Algebra" to "Basic/Functional/Review/Remedial Math" and make "Pre-algebra" a separate choice. Consequently, the response options should be

a. Algebra I
b. Algebra IA

c. Algebra IB
d. Algebra II
e. Geometry
f. Integrated Math I
g. Integrated Math II
h. Pre-Algebra
i. Statistics/Probability
j. Basic/Functional/Review /Remedial Math
k. Other Advanced Math (e.g., pre-calculus, calculus)

BTSCICRS: Which of the following best describes the content of [science course title]? (a) Anatomy/Physiology, (b) Biology I, (c) Biology II, (d) Biology AP, (e) Chemistry I, (f) Chemistry II, (g) Chemistry AP, (h) Earth Science, (i) Environmental Science, (j) Integrated Science I, (k) Integrated Science II, (l) Integrated Science III, (m) Integrated Science IV, (n) Physical Science, (o) Physics I, (p) Physics II, (q) Physics AP, (r) Other Science Course (specify). Of the seven teachers who chose "Other Science Course (specify)," two indicated *"General science"* while the remaining five responses reflected courses that covered a mixture of science strands (e.g., *"Physics, geology, astronomy"*).

The recommendation is to add "General science," and reorganize the response options as follows:

a. Anatomy/ Physiology
b. Biology I
c. Advanced Biology (Biology II, AP, or IB)
d. Chemistry I
e. Advanced Chemistry (Chemistry II, AP, or IB)
f. Earth Science
g. Environmental Science
h. General Science
i. Integrated Science I
j. Integrated Science II or III
k. Physical Science, with or without Earth Science
l. Physics I
m. Advanced Physics (Physics II, AP, or IB)

BTMCLPCT: What percentage of the instructional time in [mathematics course title] will be based on … (a) primary math textbook or program, (b) other textbooks or programs, (c) other commercially available instructional materials, (d) materials obtained from professional development courses, (e) materials obtained from conferences or conventions (e.g., National Council of Teachers of Mathematics), (f) materials created by you, (g) other (specify).

There were 26 teachers who chose the "Other (specify)" option. Thirteen indicated they used materials developed by other teachers, four indicated they used materials from the Internet,

and nine indicated other sources such as release items from assessments and commercially published materials.

Based on these results, the following revisions to the item should be made:

- add response option: "materials developed by other teachers";
- add response option: "resources from the Internet"; and
- keep the "other" option, but remove the open-ended "specify" field.

BTSCLPCT: What percentage of the instructional time in [science course title] will be based on … (a) primary science textbook or program, (b) other textbooks or programs, (c) other commercially available instructional materials, (d) materials from professional development courses, (e) materials obtained from conferences or conventions (e.g., National Science Teachers Association), (f) materials created by you, (g) other (specify).

There were 21 open-ended responses. Nine teachers indicated they used materials from the Internet, six used materials developed by other teachers, and the remaining six indicated various sources such as "*labs*," "*NSTA*," and "*guest speakers*."

Based on these results, the following recommendations are made:

- add response option: "materials developed by other teachers";
- add response option: "resources from the Internet"; and
- keep the "other" option, but remove the open-ended "specify" field.

BTMGRPCT: For [mathematics course title], what percentage of test items you use … (a) come from primary textbook or program, (b) come from other commercially available materials, (c) come from professional development courses, (d) were developed by the school/district, (e) were developed by you, (f) come from another source (specify). Of the 31 teachers who responded, 12 indicated using test items from other teachers, 5 used past exams/tests, 4 used the Internet, 4 used commercial test generators and test prep materials, and 3 used ancillary materials from textbooks/programs.

Based on these results, the following revisions to the item are recommended:

- add response option: "were developed by other teachers";
- add response option: "come from state/national assessments released items";
- add response option: "come from the Internet";
- change option (a) to: "from primary textbook/program, including ancillary materials";
- change option (b) to: "come from other commercially available materials, including test generators, and test prep materials"; and
- keep the "other" option, but remove the open-ended "specify" field.

BTSGRPCT: For [science course title], what percentage of test items you use … (a) come from primary textbook or program, (b) come from other commercially available materials, (c) come from professional development courses, (d) were developed by the school/district, (e)

were developed by you, (f) come from another source (specify). Of the 30 teachers who responded, 13 indicated using past exams/tests, 9 used the Internet, 4 used items from other teachers, 2 used commercial test generators and test prep materials, and 2 gave responses that were not applicable to the question.

Based on these results, the following is recommended:

- add response option: "were developed by other teachers";
- add response option: "come from state/national assessments released items";
- add response option: "come from the Internet";
- change option (b) to: "come from other commercially available materials, including test generators, and test prep materials"; and
- keep the "other" option, but remove the open-ended "specify" field.

BTMTHXT, **BTSTHXT**. Teachers were asked to report on the textbook used in each class with HSLS:09 students that they instructed. Class by class, they provided textbook publisher, followed by text title and edition, and answered a series of related questions on textbook use. Although such a question series is relatively burdensome, it should elicit valuable information in many contexts. Nonetheless, within the HSLS:09 design, one may question the value of textbook information. Because the study takes a measurement early in the fall ninth-grade term, questions about use, percentage of the book to be used, and so on, tap plans, hopes, and expectations, rather than reports on a stable historical reality. In addition, the longitudinal character of HSLS:09 would seem to militate against a textbook information collection at the start of ninth grade. This is the case because to relate textbook use to mathematics achievement growth and other outcomes would require term-by-term textbook data up to the testing point in first follow-up. Given the high burden and limited value of a cross-sectional elicitation of textbook name and use, it may be prudent to drop the textbook questions for the main study.

6.1.2 Reliability of Scales, Item Scaling Properties

6.1.2.1 Reliability of Scales

The survey included items that were intended to form five scales: Perceptions of Teacher Expectations; Perceptions of a Professional Learning Community; Teacher Self-Efficacy; Perceptions of Principal Support; and Perceptions of Collective Responsibility. The scale for each of these items was a 4-point agreement scale (strongly agree, agree, disagree, strongly disagree).

The Cronbach's alpha reliabilities of the scales were acceptable; the lowest was 0.735 and the highest was 0.911 (table 27).

Table 27. Cronbach's alpha reliabilities

Scale	Number of items	Cronbach's alpha
Perceptions of teacher expectations		
Mathematics	8	0.816
Science	8	0.875
Perceptions of a professional learning community		
Mathematics	12	0.909
Science	12	0.911
Teacher self-efficacy	9	0.735
Perceptions of principal support	7	0.894
Perceptions of collective responsibility	7	0.909

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

6.1.2.2 Item Scaling Properties

All of the items associated with the seven scales had reasonable item-scale correlations. For the Perceptions of Teacher Expectations scales, the item-scale correlations ranged from 0.442 to 0.641 for Mathematics and from 0.409 to 0.733 for Science. For the Perceptions of a Professional Learning Community scales, the item-scale correlations ranged from 0.466 to 0.753 for Mathematics and from 0.550 to 0.757 for Science. The item-scale correlations ranged from 0.275 to 0.514 for the Teacher Self-Efficacy scale, from 0.670 to 0.767 for the Perceptions of Collective Responsibility scale, and from 0.481 to 0.827 for the Perceptions of Principal Support scale.

6.1.3 Recommendations for Main Study

Based on the field test results (or, in the case of the textbook question, design considerations), BTMTHCOL and BTSCICOL will be edited, as described above, to prevent any teachers misunderstanding the questions. For BTMTHCRS and BTSCICRS, upper-level course options will be dropped and remaining options, especially in mathematics offerings, will be clarified. Two response options will be added to BTMCLPCT and BTSCLPCT: "materials developed by other teachers" and "resources from the Internet."

Finally, for **BTMGRPCT**, and **BTSGRPCT** (the percentage of test items from various sources), the recommendation is to add the most frequent responses reported in the open-ended analysis: "were developed by other teachers," "come from state/national assessments released items" and "come from the Internet." The current wording of option (b) on both items should be changed to "come from other commercially available materials, including test generators, and test prep materials"; while option (a) on **BTSGRPCT** is to be changed to "from primary textbook/program, including ancillary materials" to clarify what the item is requiring.

6.2 School Administrator Survey Responses

A number of analyses were conducted to evaluate the performance of items on the HSLS:09 school administrator survey and inform the survey's final content and wording for the main study.

In terms of timing, the school administrator instrument fielded 372 items (68 whole questions comprising sub-items) and averaged 42 minutes in length, 12 minutes longer than the time desired for the main study. Timings by section were section A, 9.17 minutes; section B, 11.5 minutes; section C, 6.43 minutes; section D, 6.16 minutes; and section E, 9.09 minutes.

Results of the analyses were used to improve and winnow items. Poorly performing items were candidates for deletion. Other criteria used to winnow items were the recommendations of HSLS:09 Technical Review Panel (TRP) members and the decision that the school counselor is a better respondent for an item than the school principal. The primary analyses performed were an analysis of item nonresponse and an analysis of scale reliability. The school administrator survey included one scale on school climate. A principal component factor analysis was performed to confirm the scale's underlying structure followed by a reliability analysis (i.e., Cronbach's Coefficient Alpha) with item-total statistics. The results of all analyses are presented below.

It is important to keep in mind when interpreting the results of the field test and recommendations for the main study that 36 school administrators (out of 41 schools that agreed to participate) from 5 field test states responded in the field test. Table 28 shows the characteristics of responding schools. Although participating schools represented a range of school types and locations, the field test sample was purposive and small, and thus may not indicate problematic items well. When it was difficult to interpret why items performed poorly, when possible, comparisons were made to how similar items from other National Center for Education Statistics (NCES) studies with nationally representative samples performed. Many of the HSLS:09 field test items were taken from previous NCES and other large-scale nationally representative surveys.

Table 28. Distribution of participating field test schools by selected school characteristics

Characteristics	*n* of participating schools
State	
CA	7
FL	12
IL	8
NY	7
TX	7
School type	
Public	33
Catholic	6
Other private	2
School size	
100–500 students	8
501–1,000 students	11
1,001–2,000 students	12
More than 2,000 students	5
Locale	
City	18
Rural	6
Suburban	12
Town	5
Percentage of students receiving free or reduced-price lunch	
0	7
1–25	7
26–50	13
51–75	5
More than 75	3

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

6.2.1 Item Nonresponse Analysis

This section examines item nonresponse for the HSLS:09 school administrator survey. A total of 36 school administrator surveys were completed online. Two respondents terminated their online session approximately one third and two thirds, respectively, of the way through the survey. Additionally, only two surveys were completed by someone other than the school principal.

Item nonresponse was calculated by dividing the number of administrators who inappropriately skipped a question by the number of administrators who were eligible for that question. Skips are legitimate if the respondent was routed around the question, for example, through a gate or filter question. Skips are illegitimate if the respondent fails to answer a question addressed to the respondent. “Don’t know” is treated as a legitimate response, when an explicit option is offered. The following formula was used:

$$\frac{\text{Number of illegitimate skips}}{(\text{\# of questionnaire respondents - \# of legitimate skips})}$$

Each case missing data has a relatively large impact on the overall nonresponse rate because there are only 36 completed questionnaires. Nonetheless, NCES deems an item nonresponse rate greater than 15 percent as "high." All "high" nonresponse items are required to undergo an item nonresponse bias analysis (Seastrom 2002; Standard 4-4). Based on NCES Statistical Standard 4-4, all field test items that registered greater than 15 percent nonresponse (*n* = 6) were flagged as problematic and considered for revision or deletion. Table 29 presents all field test items that registered an item nonresponse rate of greater than 15 percent.

Overall, item nonresponse ranged from 2.8 percent (*n* = 1) to 66.7 percent (*n* = 24 unit). Of the 372 items on the school administrator survey, 13.4 percent (*n* = 50) had a nonresponse rate over 15 percent. These 50 items comprised only 9 survey questions; that is, all problematic items were subparts (i.e., sub-items) of a single, whole, question and if one of the subparts showed problems, chances were fairly high that other subparts also showed problems. The results of the item nonresponse analysis are presented for each question.

Table 29. HSLS:09 field test school administrator survey items registering greater than 15 percent nonresponse

Item name	Item subpart name	Variable label	*n* of non-responses	Percent of non-responses
BATYPA/B	BATYP2A	What type of school is this. . .Public magnet	12	33.3
	BATYP3A	Public magnet school with specialized academic/career/ technical theme	13	36.1
	BATYP4A	Public school of choice	11	30.6
	BATYP5A	Catholic school	12	33.3
	BATYP6A	Other private school with religious affiliation	15	41.7
	BATYP7A	Private school with no religious affiliation	13	36.1
	BATYP8A	High school served by an area or regional vocational school/center	13	36.1
	BATYP9A	Full-time technical or vocational school	13	36.1
	BATYP10A	Other technical or vocational school	13	36.1
	BATYP1B	School-within-school sharing principal but not a career academy	11	30.6
	BATYP2B	Alternative/stay-in-school/dropout prevention/continuation school	12	33.3
	BATYP3B	Early college high school	13	36.1
	BATYP4B	Military academy	12	33.3
	BATYP5B	Indian reservation school	12	33.3
	BATYP6B	Boarding school	12	33.3
	BATYP7B	Year-round school	12	33.3
	BATYP8B	Single sex school-all female	14	38.9
	BATYP9B	Single sex school-all male	12	33.3
	BATYP10B	Autonomous small school with own principal	9	25.0
	BATYP11B	Autonomous small school sharing a principal	12	33.3

(Continued)

Table 29. HSLS:09 field test school administrator survey items registering greater than 15 percent nonresponse—Continued

Item name	Item subpart name	Variable label	*n* of non-responses	Percent of non-responses
BARACE	BAASIAN	Percent student body is Asian	6	16.7
	BANATPAC	Percent student body is Native Hawaiian or Pacific Islander	11	30.6
	BAAMIND	Percent student body is American Indian or Alaska Native	11	30.6
BA12LAST	BA122YR	Percent of 07-08 12th-graders went on to 2-year institution	6	16.7
	BA12TECH	Percent of 07-08 12th-graders went on to technical/trade school	11	30.6
	BA12WORK	Percent of 07-08 12th-graders entered the workforce	10	27.8
	BA12MIL	Percent of 07-08 12th-graders joined military	9	25.0
ANUMTCH	BAMATHPT	Number of part-time math teachers	17	47.2
	BASCIPT	Number of part-time science teachers	19	52.8
	BAARTPT	Number of part-time art teachers	20	55.6
	BAMUCPT	Number of part-time music teachers	17	47.2
	BAENGPT	Number of part-time English teachers	18	50.0
	BAFLPT	Number of part-time foreign language teachers	16	44.4
	BASSPT	Number of part-time social science or social studies teachers	16	44.4
	BAHISFT	Number of full-time history teachers	11	30.6
	BAHISPT	Number of part-time history teachers	22	61.1
	BAVOCPT	Number of part-time vocational or technical education teachers	15	41.7
	BAPEPT	Number of part-time physical education teachers	13	36.1
	BASEPT	Number of part-time special education teachers	17	47.2
	BAOTHFT	Number of full-time teachers of all other subject areas	9	25.0
	BAOTHPT	Number of part-time teachers of all other subject areas	18	50.0
BADEGREE	BAUPR2MA	Principal's undergraduate second major	19	52.8
BAGRAD	BAGPRMIN	Principal's graduate minor	23	63.9
	BAGPRMA	Principal's graduate second major	24	66.7
EXPTCH	BAPRTEL	Years of elementary teaching experience prior to becoming principal	16	44.4
	BAPRTMI	Years of middle school experience prior to becoming principal	12	33.3
BAPRTCH	BAPRSELE	Years of elementary teaching experience since becoming principal	12	33.3
	BAPRSMIS	Years of middle school teaching experience since becoming a principal	10	27.8
BASPENT	BAPRPTEA	Hours spent on principal's own teaching assignment	7	19.4
	BASPTOTH	Hours spent on other activities	24	66.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

BATYPA/B asked "*What type of school is this: Would you say. . .*" and followed with 21 school characteristics that were presented to respondents on two screens (A/B) in the online field test survey. Of the 21 school-characteristic sub-items that principals could select to describe their school, 20 registered a nonresponse rate of over 15 percent, ranging from a low of 25.0 percent (n = 9) to a high of 41.7 percent (n = 15) with the majority of nonresponse rates hovering around 33 to 36 percent. Although this was a long and tedious question, and no doubt should be

shortened, the difficulty may not primarily be a matter of length. This item was taken with minor modification from the Education Longitudinal Study of 2002 (ELS:2002) base-year school administrator questionnaire. In that nationally representative survey, nonresponse for this item averaged 2 percent. Therefore, it was surprising to find item nonresponse so high in the HSLS:09 field test. Indeed, there is a format-based explanation for the high nonresponse.

Closer scrutiny of the nonresponse rates across all 21 sub-items suggested that a solid block of 13 principals engaged in a response pattern of "clicking" only "Yes" when a characteristic applied rather than "Yes" when a characteristic applied and "No" when it did not. An array of the responses of all 36 principals to all sub-items confirmed this hypothesis. Thirteen principals consistently responded only "Yes" when a characteristic applied and did not respond "No" when a characteristic did not apply. Further comparison of the ELS:2002 question, which was administered primarily through a self-administered questionnaire, with the HSLS:09 online survey question revealed that the HSLS:09 question did not include the respondent instruction to "Mark one response—Yes or No—for each characteristic listed." The high nonresponse for all 21 sub-items is attributed to absence of this respondent instruction. Assuming reduction in length of the main study questionnaire, instructions should be added to mark one response (yes or no) for each listed characteristic. Alternatively, if the final length is at the high end of the acceptable range it may be prudent to let administrators check the "yes" option only; that is, to effectively change the format to "mark all that apply." Finally, reduction of the number of subitems—to preserve only the school type variables that have actually been used in analysis in prior studies such as ELS:2002, or that are thought to have sufficient numbers to be analytically useful—should also be considered. Winnowing of these items will be important regardless of the final decision about "mark all that apply" versus "explicit yes/no" formats.

BARACE asked "*What percentage of the total student body in your school are members of the following groups? Count each student only once. Do not count students for whom race is unknown. Round to the nearest whole number*." Information was sought for five racial categories: White, Black, Asian, Native Hawaiian or Pacific Islander, and American Indian or Alaska Native. Three of the five sub-items that comprised this question registered a nonresponse rate over 15 percent. A similar question was asked in the National Education Longitudinal Study of 1988 (NELS:88) first follow-up school administrator questionnaire, for which item nonresponse averaged 2.6 percent for the same three sub-items. As with BATYPA/B, the NELS:88 question included the instruction to respondents to "Enter 000, if none." No such instruction was provided to HSLS:09 online survey respondents. Additional challenges in answering this question may derive from administrators' not knowing the ethnicity or mixed ethnicity of their students, especially when asked to "count each student only once" and from the concentration of these students in particular areas or schools; a large proportion of schools probably do not have Asian, Native Hawaiian or Pacific Islander, and American Indian or Alaska Native students in attendance. The high nonresponse for the three sub-items is attributed to the absence of the instruction to "Enter 000, if none" and the cognitively demanding instructions to

"Count each student only once. Do not count students for whom race is unknown." Recommendation: add the respondent instruction to "Enter 000, if none."

BA12LAST asked "*What percentage of last year's 12th-grade class went on to. . .*" and followed with five sub-items, four of which are presented in table 29 with over 15 percent nonresponse. The question was taken from the ELS:2002 first follow-up school administrator questionnaire with modifications. The two sub-items of "went on to 2-year institution" and "went on to technical/trade school" were decoupled in HSLS:09 and asked separately. So too were the two sub-items of "entered the workforce" and "joined the military." Additionally, the ELS question asked respondents to mark one of five prespecified percentage ranges, such as "1–10%," "11–24%," etc., whereas the HSLS:09 question allowed respondents to enter a percentage. The ELS question also included a "None" response option, whereas the HSLS:09 question included no instructions to respondents to "Enter 000, if none." The ELS:2002 question averaged a nonresponse rate of 9.7 percent for the similar sub-items. Even for the sub-item that most schools track, "went on to 4-year institution," the item nonresponse rate in ELS was 8.6 percent. Clearly, no matter how well the question is structured, principals have a difficult time answering it; they just "don't know." However, the inclusion of the respondent instruction to "Enter 000, if none," should help decrease item nonresponse, as should combining sub-items as was done in ELS:2002.

BANUMTCH asked "*For each of the areas listed below, please indicate the number of full-time teachers and part-time teachers in your high school. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject or area.)*," and followed with 12 subject-specific sub-items (e.g., math, history, physical education) each for full-time teachers and part-time teachers. All 12 subject-specific sub-items for part-time teachers employed at the school registered nonresponse rates of over 15 percent. Two subject-specific sub-items for full-time teachers had nonresponse rates of over 15 percent. A similar question on number of full-time teaching staff only was asked in ELS; no previous NCES secondary-school longitudinal study has asked about numbers of part-time teaching staff by specific subjects. As with other items in the HSLS:09 online school administrator survey with nonresponse rates over 15 percent, respondents were not instructed to "Enter 00, if none." While such an instruction would surely help limit item nonresponse, clearly asking about the number of full- and part-time teachers in 12 subjects, for a total of 24 entries, is extremely time-consuming and burdensome and would prompt even the most meticulous of principals to skip one or more sub-items. Indeed, one of the two respondents who terminated his or her survey partway through his or her session terminated it at this question. High item nonresponse for this question is attributed to the absence of the instruction to "Enter 00, if none" and the burdensome list of subjects being asked about.

BADEGREE asked "*What were your major and minor (or second major) fields of study for your undergraduate degree?*" and followed with three sub-items: "major," "minor," and "second major." Only the sub-item "second major field of study" had a nonresponse rate of over

15 percent. Prior NCES secondary-school studies did not collect these data from principals; however, such data were collected from teachers. In the ELS:2002 math and English teacher questionnaires, undergraduate "minor" and "second major" were represented by one sub-item (minor/second major), which averaged an item nonresponse student-coverage rate of 4 percent. A crosstab of the HSLS:09 separate "minor" and "second major" sub-items revealed that of the 19 principals who did not respond to the "second major" sub-item, 14 responded to the "minor" sub-item. Only five principals (13.8 percent) failed to answer both sub-items. Perhaps, the wording of the main question that asked principals to indicate their major and minor (*or* second major) confused them, despite the fact that all three sub-items included a "does not apply" response option. After indicating their major and minor, principals skipped the "second major" sub-item, since they were instructed to indicate *either* their minor *or* second major field of study and they had already indicated their minor. The high rate of nonresponse for this item is attributed to the confusing wording of the main question relative to the way the sub-items are presented to respondents.

BAGRAD asked "*What were your major and minor (or second major) fields of study for your graduate degree*?" and followed with three sub-items: "major," "minor," and "second major." The two sub-items of "minor" and "second major" registered nonresponse rates of over 15 percent. Like BADEGREE, respondents may have been confused by the wording of the main question that asked them to indicate *either* their minor *or* second major. A crosstab of the separate "minor" and "second major" sub-items showed that 19 respondents (52.7 percent) failed to answer either sub-item. In ELS:2002, the average nonresponse student-coverage rate for math and English teachers to a similar item was 5 percent. Again, in ELS:2002, "minor" and "second major" fields of study were combined into one sub-item (minor/second major). The confusing wording of the main question, however, is probably not solely responsible for the 52.7 percent item nonresponse rate. A minor and second major in graduate school are rare. Principals may be skipping this item because they do not have a graduate minor or second major and they failed to mark "does not apply." This item also appears at the end of the online survey and respondents may have become fatigued.

BAEXPTCH asked principals "*Before you became a principal, how many years of elementary, middle, or secondary teaching experience did you have?*" and followed with three sub-items: "elementary," "middle," and "secondary." Two of the three sub-items, years of experience teaching "elementary" and "middle," produced nonresponse rates of over 15 percent. It is difficult to conclude why item nonresponse is high for these two sub-items. A three-way crosstab of "elementary" by "middle" by "secondary" teaching experience revealed that most principals had teaching experience at one or more of these levels. The pattern of responding suggested that only four principals had no prior teaching experience at any of these levels. These principals either correctly entered "0" (as instructed) if no teaching experience (one principal), or did not enter a valid response for any sub-item (three principals). The remaining principals entered a valid response for a least one sub-item. Perhaps for reason of efficiency or owing to

fatigue, since this item appeared at the end of the survey, principals only entered a valid response for the sub-items that applied.

BAPRTCH asked principals "*Since becoming a principal, how many years of elementary, middle, or secondary teaching experience do you have?"* and followed with three sub-items: "elementary," "middle," and "secondary." As with BAEXPTCH, two of the three sub-items, "elementary" and "middle," registered nonresponse rates over 15 percent (but somewhat lower than the nonresponse rates for these same sub-items under BAEXPTCH). A three-way crosstab of "elementary" by "middle" by "secondary" teaching experience after becoming a principal showed the same "efficient" pattern of responding as with BAEXPTCH. Only 2 principals failed to provide a valid response to any sub-item (these two principals terminated their survey session at some point earlier), 14 principals had no teaching experience after becoming a principal (they correctly entered "0" for all three sub-items), and the remaining 20 principals entered a valid response for at least one sub-item. As with BAEXPTCH, the length of the survey and fatigue probably played a role at this point and exacerbated principals' tendency toward expedience.

BASPENT asked principals "*What percentage of your work hours do you spend on the following activities in an average week?*" and followed with a list of 10 activities, including "other activities." Two sub-items, "hours spent on principal's own teaching assignment" and "hours spent on other activities" registered nonresponse rates over 15 percent. An array of all 36 respondents' responses to the 10 sub-items revealed, like question BATYPA/B above, a response propensity to skip a sub-item when it probably did not apply. It appears "other" was skipped by most principals because it did not apply; in these cases, it was not needed to account for 100 percent of their time. This item, like other items in the online survey, also did not include an instruction to respondents to "Enter 0, if no time was spent on the activity." Apart from changes in instructions, it should be considered whether this item should be asked in its original form (as on the Early Childhood Longitudinal Study, Kindergarten Cohort base-year school administrator questionnaire), which elicited units of time, or asked in percentage units instead of hours, as was done in the HSLS:09 field test. The problem with the percents approach is having to calculate, on a base of 10 subitems, the percentage for each, constrained to a sum of 100 percent (although it is arguable whether all the categories are tightly mutually exclusive). Because it seems cognitively less demanding to ask for hours, hours may also supply a more accurate measure.

6.2.2 Closing Open-Ended Responses

Twenty-one of the survey's 68 questions included an "other, please specify" response option. The option was included to validate and refine the field test question and its list of response options, and build an exhaustive set of options for the main study. Write-in responses offered insight into respondents' understanding of the question as intended by the survey's developers, and vice versa, whether the question as worded or structured captured the survey developers' intent (i.e., was valid; the question measured what it was supposed to measure). For

example, respondents were invited to write in the names of other math courses the school offered after first responding to a list of 21 closed-ended math courses. Sixteen respondents, or 44 percent of principals, wrote in at least one additional math course, none of which were the same across respondents. This reinforced for developers that the intent of the item was not to collect an exhaustive list of all math courses schools offer, but to collect only those universal, marker courses that measure students' opportunity to learn.

A review of the write-in responses to all 21 open-ended items revealed that respondents understood the survey's questions as developers intended. Additionally, for almost all questions, all write-in responses were unique, which indicated that the field test response options were fairly exhaustive (since a large percentage of respondents did not write in the same response), but that schools vary considerably in their offerings and practices. However, respondents' open-ended responses identified two questions that as worded would not capture developers' intent. One was the previously mentioned question on math courses offered at the school and the second was a question on which specific math courses, if any, schools required for high school graduation. Although respondents understood the question, it was not structured in a way that captured accurate responses.

In some cases, respondents' write-in responses indicated that the field test response options need to be broadened, made more global and generic to capture the many variants of, for example, offering tutorial assistance to struggling ninth-graders. In other cases, respondents' write-in responses suggested the opposite; that is, that the field test response options needed to be more specific. The write-in response options will be used to refine the field test list of response options on a case-by-case basis. Because of the small size of the school administrator sample, it is recommended that all 21 questions discussed here, if kept in the main study survey, continue to offer an "other," but closed-ended, response option. It is highly likely that the refined list of response options to these 21 questions will not be exhaustive for a number of main study schools, leaving these schools no option to mark and forcing them to skip the item and increase item nonresponse.

6.2.3 Reliability of Scales, Item Scaling Properties

The validity of the "school climate" scale in the HSLS:09 school administrator survey was evaluated through two methods. First, a principal component factor analysis (PCA) with orthogonal rotation (Varimax) was run to confirm the scale's underlying structure, that of a single dimension or component upon which all 14 items of the scale should load measuring the climate of the school, whether a chaotic and disruptive climate or a calm and harmonious one. The analysis produced three components; however, given the small sample size of the school administrator survey and the number and distribution of loadings above .60 and at or below .40, only one component was deemed reliable. Table 30 presents the results of the PCA. Most items loaded on the initial factor.

Table 30. Items included in the School Climate scale, School Administrator Survey

	Component		
	1	2	3
Frequency of physical conflicts among students at this school	.606	.478	.025
Frequency of robbery or theft at this school	.621	.142	-.001
Frequency of vandalism at this school	.674	.155	.208
Frequency of student illegal drug use at this school	.723	-.599	-.022
Frequency of students under influence of drugs/alcohol while at school	.781	-.489	.139
Frequency of drug sales on the way to/from school or on school grounds	.748	-.501	-.038
Frequency of student possession of weapons at this school	.255	.616	.417
Frequency of physical abuse of teachers at this school	.443	.242	.479
Frequency of student racial tensions at this school	.724	-.104	.204
Frequency of student bullying at this school	.792	-.040	-.219
Frequency of student verbal abuse of teachers at this school	.897	.128	-.072
Frequency of student in-class misbehavior at this school	.592	.412	-.579
Frequency of student acts of disrespect for teachers at this school	.760	.272	-.428
Frequency of student gang activities at this school	.856	-.018	.258

NOTE: Three components were extracted. The extraction method used was principal component analysis.
SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

A Cronbach's (Reliability) coefficient alpha with item-to-total statistics was performed as the second method for evaluating the validity of the School Climate scale. Overall, based on all 14 items, the scale rendered a .91 reliability coefficient. The item-to-total statistics showed that the scale would not increase in reliability if an item were deleted. Table 31 and table 32 show the results of the reliability and item-to-total correlation analyses, respectively.

Three additional School Administrator Survey items that also contribute to the measurement of a school's climate were not included in this analysis, because they used a different survey response scale (a 4-point scale: serious, moderate, minor, no problem) than the response scale used with the other 14 items measuring school climate (5-point scale: daily, at least once a week, at least once a month, on occasion, never happens). The three items measured the extent to which tardiness, absenteeism, and class cutting were problems in a school.

Table 31. Reliability of School Climate scale, School Administrator Survey

Cronbach's alpha	*N* of Items
.909	14

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Table 32. Item-total correlations for items on School Climate scale, School Administrator Survey

	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
Frequency of physical conflicts among students at this school	48.0882	68.871	.562	.904
Frequency of robbery or theft at this school	48.2353	66.791	.569	.905
Frequency of vandalism at this school	47.7941	72.108	.612	.905
Frequency of student illegal drug use at this school	47.9118	68.325	.632	.902
Frequency of students under influence of drugs/alcohol while at school	47.7941	68.290	.677	.900
Frequency of drug sales on the way to/from school or on school grounds	47.9118	66.689	.665	.900
Frequency of student possession of weapons at this school	47.3235	75.559	.225	.913
Frequency of physical abuse of teachers at this school	46.9118	74.931	.385	.910
Frequency of student racial tensions at this school	47.5294	69.954	.642	.902
Frequency of student bullying at this school	48.2647	64.807	.740	.897
Frequency of student verbal abuse of teachers at this school	48.1471	61.947	.875	.891
Frequency of student in-class misbehavior at this school	49.4412	64.496	.563	.907
Frequency of student acts of disrespect for teachers at this school	48.8824	60.652	.742	.898
Frequency of student gang activities at this school	47.5588	64.557	.794	.895

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

6.2.4 Recommendations for Main Study

The analyses of responses to the HSLS:09 school administrator survey did not uncover any questions or sub-items that were so problematic and beyond repair as to be summarily deleted from the survey. For the main study, questions must be short, to the point, and include instructions on how to answer. If the questionnaire promises to be only 30 minutes in length, it

must be 30 minutes in length or principals will take shortcuts to finish or stop the session before finishing.

One analysis that was performed but not discussed was a review of the distribution of responses to assess response variance. Survey items that are part of a hypothesis or conceptual model explaining or predicting an outcome(s) must show response variation, otherwise there is no point in retaining the question or item. Questions or items for which their whole purpose is to describe the nature and scope of schools and their practices and policies are not subject to the same need for wide variation in responding. The review of response distributions (i.e., variance) revealed that responses varied for predictive variables and descriptive variables alike. No questions could be deleted because of a lack of variation.

Based on the results of the analyses presented above, the following recommendations are offered for the main study:

- **BATYPA/B**—Add a respondent instruction: "Indicate 'Yes' or 'No' per each characteristic" if the administrator questionnaire is shortened; otherwise allow "indicate yes/mark all that apply." Also, consider winnowing the list to preserve only the most analytically usable of the school types.
- **BARACE—**Add the respondent instruction to "Enter 000, if none."
- **BA12LAST**—Combine response options as in ELS, and add the respondent instruction to "Enter 000, if none."
- **BANUMTCH**—Delete all part-time teacher items and reduce the list of subjects asked about for full-time teachers as recommended by the HSLS TRP. For the sub-items that remain, add the respondent instruction to "Enter 00, if none."
- **BADEGREE**—Make the response options consistent with the question wording by combining the separate response options of "minor" and "second major" as in ELS:2002.
- **BAGRAD**—Same as above or ask for only principals' major graduate degree.
- **BAEXPTCH**—Consider adding an automatic, programmed check, that would prompt respondents who fail to enter a valid response for all sub-items to "Enter 0, if none, or a value greater than 0, if teaching experience."
- **BAPRTCH**—Same as above.
- **BASPENT**—Consider shortening the list of activities, but if shortening the list, retain the "other activities" response option, and add the respondent instruction to "Enter 000, if no time is spent on the activity." Additionally, return to the form in which this item has been asked in prior NCES studies, and elicit units of time (hours) instead of percents.
- In addition to the recommendations above, some additional changes, brought up by the HSLS TRP, should be seriously considered. The HSLS TRP recommended the deletion of various sub-items and whole questions from the school administrator survey and the shifting of additional items to the school counselor survey. Together these approaches should reduce item nonresponse to below 15 percent by shortening the length of the survey and providing instructions on how to respond to the question. See appendix D for a list of TRP members and meeting minutes.

6.3 School Counselor Survey Responses

6.3.1 Timing Analysis, Item Distributional Properties, Closing Open-Ended Responses

6.3.1.1 Timing Analysis

The following analysis is based on data from 36 counselor surveys. The overall average time to complete the field test counselor survey was 23.24 minutes. The time to complete the individual sections ranged from 4.97 minutes to 12.58 minutes (table 33).

Table 33. Average time for counselors to complete field test survey

Section	Number of items	Average time in minutes
Total survey	**168**	**23.24**
Section A: Staffing, Practices, and Offerings	83	12.58
Section B: Math and Science Course Placement	43	5.69
Section C: Opinions and Background	42	4.97

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

The items in section A focused on staffing, counselor responsibilities, and services offered by the school's counseling department. Overall, respondents took 12.58 minutes to complete the 83 items in this section. Section B focused on the factors associated with students' mathematics and science course placement. Overall, respondents completed this section in 5.69 minutes. The shortest section to complete was section C, taking an average of 4.97 minutes. This final section asked counselors' opinions about the principal, teachers in the school, and the counseling department itself. In addition, counselors were asked several questions about their education and professional background.

6.3.1.2 Item Distributional Properties

Overall, responses to the items were well distributed. Seven items in which the distribution was limited are described below. Because of the small number of respondents to the field test, caution should be used when interpreting these results because the field test sample may not be representative of the population.

BCCONSLT: Does the school's counseling staff consult with teachers regarding students'…(a) future course placement? (b) mid-year course changes? (c) remediation or tutoring needs? (d) discipline? (e) participation in enrichment programs? (f) college preparation?

There was little (or in the case of course placement, no) variation in participants' responses; the direction of response was, for each option, positive; that is, indicative that consultation does occur. As a result, it is recommended that this item be removed from the survey.

BCDISC: Besides the teacher, who in the school has primary responsibility for dealing with students posing serious discipline problems? (a) counseling staff, (b) school principal, (c) assistant principal, (d) other.

Except for (a) which no one chose, participant responses varied across the remaining three choices. It is recommended that this choice be kept because it is likely to be chosen when the survey is administered to a bigger population.

BC89TRNS: In which of the following ways does your school's professional counseling staff assist with transitioning eighth-grade students into high school? (a) presenting information to eighth-grade students, parents, or guardians about high school courses and registration, (b) placing eighth-grade students into ninth-grade courses based on school or district placement policies, (c) assisting individual eighth-grade students with selecting ninth-grade courses based on their interests and prior achievement, (d) other (specify).

While there was little to no variation in participants' responses (positive responses were 97 percent, 91 percent and 88 percent for items a-c), this item series is still worth asking to describe and document that schools, through their counselors, are doing these things to assist in the transition from middle school to high school.

BCHSTOPS: What practices does the school engage in to assist students with the transition from high school to college? (a) consulting with postsecondary school representatives about requirements and qualifications sought, (b) encouraging students to visit colleges, (c) offering special programs that help students plan or prepare for college, such as Upward Bound, GEAR UP, or AVID, (d) holding or participating in college fairs, (e) other (specify).

Except for response option (c) there was little to no variation in participants' responses. This item is still worth asking to describe what schools are doing to assist in the transition from high school to college.

BCOPNTCH: Indicate the extent to which you agree or disagree with each of the following statements about the teachers in your school. Teachers in this school…(a) set high standards for teaching, (b) set high standards for students' learning, (c) believe all students can do well, (d) have given up on some students, (e) care only about smart students, (f) expect very little from students, (g) work hard to make sure all students are learning.

Even though the distribution of responses to this item centered on the same side of the scale for each response option, there is some variation in the strength of agreement. It is recommended that this item be asked to understand counselors' perspectives of their teachers.

BCOPNCSL: Indicate the extent to which you agree or disagree with each of the following statements about the counselors in your school. Counselors in this school…(a) set high standards for students' learning, (b) believe all students can do well, (c) have given up on some students, (d) care only about smart students, (e) expect very little from students, (f) work hard to make sure all students are learning.

Even though the distribution of responses to this item centered on the same side of the scale for each response option, there is variation in the strength of agreement (for example, for "Counselors in this school set high standards for students' learning" 47 percent strongly agree and 53 percent agree; for "Counselors in this school believe all students can do well" some 33 percent strongly agree and 67 percent agree). It is recommended that this item be retained to understand counselors' perspectives of their fellow counselors.

BCOPNPRN: Indicate the extent to which you agree or disagree with each of the following statements about your school's principal. The principal in this school…(a) sets high standards for students' learning, (b) believes all students can do well, (c) has given up on some students, (d) cares only about smart students, (e) expects very little from students, (f) works hard to make sure all students are learning.

Similar to the previous item on counselors' opinions, there is some variation in the strength of agreement, even though the distribution of responses centered on the same side of the scale for each response option. It is recommended that this item be retained to understand counselors' perspectives of their fellow counselors.

6.3.1.3 Closing Open-Ended Responses

There were 14 questions on the field test survey that solicited an open-ended response. The following is an analysis of these items.

BCASSIGN: Which of the following best describes how counselors are assigned to students at this school? Counselors are assigned…(a) to a specific grade level (e.g., a ninth-grade counselor); (b) to an incoming class of ninth-graders and remain with them throughout their high school years (e.g., a counselor for the class of 2012); (c) to a group of students whose last names fall within a slice of the alphabet (e.g., all students with last names from "A to D"); (d) in another way (specify).

Of the 12 open-ended responses received, 5 indicated that there is only one counselor who is assigned to all students; 2 indicated that they were assigned to small-learning communities; and 1 respondent left the field blank. There were four responses that did not cluster. As a result of these findings, the following recommendations are made:

- add response option: "to all students at this school";
- add response option: "to small learning communities (e.g., schools-within-a-school; pods; houses)"; and
- keep "in another way" but remove the open-ended "specify" field.

BCDISC: Besides the teacher, who in the school has primary responsibility for dealing with students posing serious discipline problems? (a) counseling staff, (b) school principal, (c) assistant principal, (d) other (specify).

There were six open-ended responses for this item. Five indicated "Dean of Students" and the other response was "Asst principal and behavior specialist." It is recommended that (1) "Dean of Students" be added as a response option; and (2) the "Other" option be kept, but the open-ended "specify" field be removed.

BC89TRNS: In which of the following ways does your school's professional counseling staff assist with transitioning eighth-grade students into high school? (a) presenting information to eighth-grade students, parents, or guardians about high school courses and registration, (b) placing eighth-grade students into ninth-grade courses based on school or district placement policies, (c) assisting individual eighth-grade students with selecting ninth-grade courses based on their interests and prior achievement, (d) other (specify).

There were eight open-ended responses for this item, but there were no obvious patterns. The recommendation is to leave the current list of response options, but drop the "Other (specify)" option.

BCHSTOPS: What practices does the school engage in to assist students with the transition from high school to college? (a) consulting with postsecondary school representatives about requirements and qualifications sought, (b) encouraging students to visit colleges, (c) offering special programs that help students plan or prepare for college, such as Upward Bound, GEAR UP, or AVID, (d) holding or participating in college fairs, (e) other (specify).

Of the 16 responses, 4 indicated a student/parent information session; 2 indicated providing financial aid information; 2 mentioned students visiting college campuses; and 5 responses did not cluster. Based on these results, the following recommendations are made:

- add response option: "Holding information session for students and parents/guardians";
- add response option: "Assisting students with finding financial aid for college";
- change response option (c) to "Encouraging/organizing student visits to college"; and
- remove the "Other (specify)" option.

BCHSTOJB: How does the school assist students with the transition from high school to work? (a) offering internships with local employers, (b) offering career awareness activities, (c) arranging school or classroom presentations by local employers, (d) holding or participating in job fairs, (e) other (specify).

Of the seven open-ended responses, three indicated their schools use career/skills assessments and two indicated the use of vocational programs. The remaining two responses did not cluster. The recommendation is made to

- add response option: "Providing career guides/skills assessments (e.g., KUDER, HIRE, What Color is Your Parachute)";
- add response option: "Providing Career Technical Education or vocational-technical programs"; and

- remove the "Other (specify)" option, for consistency with policy about verbatim items.

BCGATE: Which of the following are available in this school to support and encourage high-achieving students in mathematics and science? (a) technology and software to support curriculum specifically to meet the needs of the high-achieving students; (b) school staff work with classroom teachers to provide enrichment to high-achieving students; (c) high-achieving students receive pull-out instruction during the regular school day; (d) enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon; (e) scholarships for high-achieving students to attend special events or classes; (f) summer activities or programs appropriate for high-achieving students; (g) other (specify); (h) none of the above.

There were five open-ended responses for this item. Three responses indicated that the school provided advanced course opportunities; the other two responses did not cluster. It is recommended that "Advanced Placement/college/university courses" be added as a response option; and the "Other (specify)" option be dropped.

BCASSIST: Which of the following steps does this school take for students who need extra assistance in mathematics and science? (a) tutoring is available to low-achieving students during the regular school day, (b) school staff work with classroom teachers to provide assistance to struggling students, (c) struggling students receive pull-out instruction during regular school day, (d) additional support is provided to low-achieving students outside the regular school day (e.g., before- or after-school tutoring or special programs, summer school programs), (e) other (specify). Respondents were required to answer separately for mathematics and science.

There were five open-ended responses for the Mathematics options and two for the science options. Although there were no patterns in the responses, the suggestion is to make the fourth option clearer by changing it to read: "Additional support is provided outside of the regular day (e.g., before- or after-school tutoring or special programs, weekend or summer school programs)." In addition, the "Other (specify)" option should be removed from both the mathematics and science response options.

BCOUTSCH: Which of the following options are available for students to take science, technology, engineering, or mathematics courses not offered by your school? (a) independent study, (b) online courses, (c) courses at another traditional high school in the district, (d) courses at a local career or technical school, (e) courses at a local community college, (f) courses at a nearby 4-year college or university, (g) other (specify).

There were only two open-ended responses to this item. One response indicated that students were allowed early admission at a nearby college, while the second response described a distance learning program at a university. The recommendation is to change the second option to read "Online/distance learning courses" and to remove the "Other (specify)" option.

BCG9MTSC: For a typical student, which of the following influence his or her placement into ninth-grade mathematics and science? (a) recommended by middle school counselor, (b) recommended by high school counselor, (c) recommended by middle school mathematics/science teacher, (d) based on courses taken or achievement in middle school courses, (e) based on results of end-of-year or end-of-course exams, (f) based on results of placement tests, (g) selected by student and/or parent or guardian, (h) other (specify). Respondents were required to answer separately for mathematics and science.

There were six open-ended responses for mathematics, of which one was left blank. Of the remaining five, four indicated the decision was based on an assessment and one response was left unclassified. Of the five science responses, four indicated an assessment and one was left unclassified. (Type of test was not indicated.) The recommendations for this item are to

- add response option: *"*All ninth-grade students take the same course";
- change option (e) to "Based on results of district/state end-or-year/end-of-course exams"; and
- remove the "Other (specify)" option for both mathematics and science response options.

BCUPRMS: Which of the following typically factor into counselor recommendations for mathematics and science courses for students entering 10th, 11th, and 12th grade? (a) prior grades, (b) placement tests, (c) previous year's mathematics/science teacher recommendation, (d) student and/or parent/guardian preference, (e) master schedule considerations, (f) other (specify). Respondents were required to answer separately for mathematics and science.

There were three open-ended responses for mathematics and three for science. Responses were similar across the two subjects. They were: "*prerequisite*," "*student interest*," and "*Regents exam score*." As a result of these responses, the following is recommended:

- change option (a) to: "prior grades including grades from a prerequisite class";
- change option (d) to: "Based on student/parent/guardian preference or interest"; and
- remove the "Other (specify)" option for both mathematics and science response options.

BCHIMATH: What is the most advanced math course that a college-bound student would be expected to take at your school? (a) Algebra II, (b) Trigonometry and/or Analytic Geometry, (c) Precalculus, (d) Calculus, or AP or IB calculus, (e) Other Advanced Mathematics (specify).

There was only one open-ended response given for this item. The recommendation is to keep "Other Advanced Mathematics" but remove the open-ended "specify" field.

BCHISCI: What is the most advanced science course that a college-bound student would be expected to take at your school? (a) Advanced biology, (b) Chemistry I or Physics I, (c) Chemistry II or Physics II, (d) AP/IB biology, physics or chemistry, (e) Other Advanced Science (specify).

The science counterpart generated two unrelated open-ended responses. The recommendation is to keep "Other Advanced Science" but remove the open-ended "specify" field.

BCNOTPRQ: In which of the following ways can a student not meeting this prerequisite enroll in the course? (a) teacher approval, (b) counselor approval, (c) principal approval, (d) parental request for waiver, (e) other (specify), (f) there is no way the student can enroll in the course.

This item generated three unrelated open-ended responses. The recommendation is to remove the "Other (specify)" option from the list of responses.

BCENTRY: Which of the following best describes your entry into the school counseling profession? (a) you became a school counselor immediately after college, (b) you were first a teacher, prior to becoming a school counselor, (c) you were in another education-related profession prior to becoming a school counselor, (d) you were another type of counselor, (e) you were in a noneducation-related profession, prior to becoming a school counselor, (f) other (specify).

Only one respondent selected "other," but the open-ended response was left blank. The recommendation is to keep "other" but remove the open-ended "specify" field.

6.3.2 Reliability of Scales, Item Scaling Properties

6.3.2.1 Reliability of Scales

The survey included items that were intended to form three scales: Perceptions of Teacher Expectations, Perceptions of Counselor Expectations, and Perceptions of Principal Expectations. The scale for each of these items was a 4-point agreement scale (strongly agree, agree, disagree, strongly disagree).

The Cronbach's alpha reliabilities of the scales were very good; the lowest was 0.743 and the highest was 0.913 (table 34).

Table 34. Reliabilities for perceptions of teacher, counselor, and principal expectations

Scale	Number of items	Cronbach's alpha
Perceptions of Teacher Expectations	7	0.913
Perceptions of Counselor Expectations	6	0.743
Perceptions of Principal Expectations	6	0.890

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

6.3.2.2 Item Scaling Properties

All of the items associated with the three scales had reasonable item-scale correlations. For the Perceptions of Teacher Expectations scale the item-scale correlations ranged from 0.435 to 0.864. The item-scale correlations ranged from 0.401 to 0.579 for the Perceptions of Counselor Expectations scale and from 0.530 to 0.903 for the Perceptions of Principal Expectations scale.

6.3.3 Recommendations for Main Study

After analyzing the field test results, the changes needed to the counselor survey involve closing the items with open-ended text fields. These recommended changes are described in section 6.3.1 of this report. These changes primarily involve simplifying current wording or adding additional response options to address frequently cited alternatives.

Chapter 7.
Analysis of Parent Survey Results

The High School Longitudinal Study of 2009 (HSLS:09) field test parent survey drew heavily from tried successful items found on the National Education Longitudinal Study of 1988 (NELS:88) and Education Longitudinal Study of 2002 (ELS:2002) parent questionnaires. There were, however, a handful of new items, and the component also had two unique attributes, a Spanish translation and a reliability reinterview. Analyses conducted to evaluate item performance are reported below.

7.1 Timing Analysis, Item Distributional Properties, Closing Open-Ended Responses

7.1.1 Timing Analysis

On average, the parent interview took 29.7 minutes to complete, just under the targeted duration of 30 minutes. Although the identical instrument was used in both modes of administration, telephone interviews lasted 2 minutes longer on average than self-administered interviews (30.4 minutes versus 28.4 minutes). Approximately 65 percent of interviews were conducted over the telephone, and 35 percent were web self-administrations.

The interview was divided into seven sections. The first two sections collected data on family structure, country of origin, and language. These sections were brief for most respondents, each taking an average of 2.3 minutes to complete. Section C collected information on the educational background and occupations of the respondent and a spouse or partner.[9] This section was relatively lengthy because the parents' major fields of study and occupations were coded. Telephone interviewers administered this section in 5.4 minutes on average, 1 minute faster than parents who completed the interview on their own. Telephone interviewers' familiarity with the online coding systems probably contributed to this difference. An alternative explanation may be that parents who were able to interact with the online coders spent more time looking for the best code. Section D gathered factual data on the ninth-grader's previous educational experiences. Its completion averaged about 3 minutes. Section E, which asked about parents' involvement in their ninth-grader's formal and informal education, was one of the longest, particularly for telephone interviews. Section G collected information about parents'

[9] When the respondent was a guardian other than a parent, such as a grandparent, and a parent lived in the household ,the "spouse/partner" questions referred to this parent instead of the respondent's spouse/partner.

hopes and expectations for their ninth-grader's future education. Although this section was brief in both modes, it took longer to administer over the telephone. The last section, which collected locating information for future follow-up, was the longest, averaging about 8 minutes. This was 3 minutes longer than the targeted duration of 5 minutes. See table 35.

Table 35. Average time for parents to complete field test survey, by phone and online

	Time in minutes					
Section	Both modes	*n*	Telephone administered	*n*	Self-administered	*N*
A: Family	2.3	665	2.3	433	2.1	232
B: Family's origin and language	2.3	664	2.3	432	2.3	232
C: Family education and occupations	5.8	656	5.4	425	6.4	231
D: Previous educational experiences	3.0	654	3.0	423	2.9	231
E: Parent's involvement	6.6	652	7.1	421	5.7	231
F: Ninth-grader's future	1.8	651	2.0	420	1.4	231
G: Locating	7.9	643	8.1	417	7.6	226

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

7.1.2 Item Distributional Properties

The frequencies for all questions in the parent interview were reviewed for distributional properties. Subjective questions with highly skewed distributions may be candidates for elimination. Factual questions with unexpected distributions may indicate that respondents are not interpreting the question as intended or are not the best source for the information. A discussion of questions from the parent interview with undesirable distributions follows.

Parents who indicated that their ninth-grader had an Individual Education Plan (IEP) were asked to identify the disability category. Close to half of these parents (42.4 percent) selected the "other" category. When asked to provide further information, 6 of these 25 parents indicated that their teenager had a learning disability, one of the response options provided. Another six of these parents reported that their child had ADD or ADHD; it is unclear how this should be classified. This question seems to be difficult for many parents to answer given the response options provided. School administrative records data may be a better source than parent report for disability type.

Parents were asked "In the past year, how often did you discuss the following subjects with your ninth-grader?" Response options were "never," "rarely," "sometimes," and "often." Seven topics of discussion were presented. As seen in table 36, for all seven topics of discussion presented to respondents, only a small percentage of parents answered "never" or "rarely." This

suggests that the question may be subject to social desirability bias. The subjective response options, as opposed to behavioral options (e.g., once a week), may be a contributing factor.

Table 36. Response distributions for frequency parent discusses topics with ninth-grader

Topic	Never	Rarely	Sometimes	Often
Selecting courses/programs	2.8	7.0	41.0	49.2
School activities/events	2.0	4.4	25.5	68.1
Things studied in class	1.5	3.2	27.4	67.8
Grades	0.5	1.5	12.9	84.9
Plans after leaving high school	2.1	6.4	38.3	53.1
Applying to colleges/schools	5.4	13.2	42.1	39.4
Jobs when grows up	1.1	5.7	42.6	50.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Parents were also asked how often they had been contacted by their ninth-grader's school about his or her problem behavior, poor attendance record, and poor academic performance. Response options were subjective categories; "never," "rarely," "sometimes," and "often." The response distributions were skewed toward "never" and "rarely." This would be the expected response distribution given the response options, but behavioral response options anchored in number of instances would be a better measure of actual frequency (table 37).

Table 37. Response distributions for frequency school contacts parent about ninth-grader

Topic	Never	Rarely	Sometimes	Often
Problem behavior in school	81.8	10.9	5.2	2.1
Poor attendance record	88.0	7.4	3.4	1.2
Poor academic performance	71.1	17.1	9.6	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Another question addressed whether there were rules for the ninth-grader about earning acceptable grades and doing homework. The vast majority of parents reported that there were such rules (table 38). The analytic utility of these data is questionable.

Table 38. Response distributions for whether there are rules for ninth-grader

Rule	Yes	No
Earning acceptable grades	91.4	8.6
Doing homework	93.7	6.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Similarly, parents who reported that they believed their ninth-grader would continue his or her education after high school were asked if they planned to help their ninth-grader pay for this postsecondary education. The vast majority of respondents reported that they planned to help (89.4 percent).

Finally, all parents were asked how important various academic subjects were for their ninth-grader to meet his or her educational goals. Response options were "extremely important," "very important," "not very important," and "not at all important." The vast majority of parents believed that these four subjects were extremely or very important. Only science elicited "not very important" or "not at all important" responses from more than 5 percent of parents (table 39).

Table 39. Response distributions for importance of various subjects for ninth-grader's educational goals

Subject	Extremely important	Very Important	Not very important	Not at all Important
Reading	71.0	28.6	0.3	0.2
Math	64.4	33.5	1.8	0.3
Writing	58.3	40.3	1.2	0.2
Science	45.3	47.0	6.9	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Closing open-ended responses. There were six questions in the parent interview for which an "other" response was followed by a request for specific information. The verbatim responses to these follow-up requests were evaluated to determine whether the addition of new response options was warranted. In most cases, the answer provided matched a response option that was provided. At times the responses suggested new response categories or rewording of questions for clarity.

Parents who did not live with their ninth-grader all of the time were asked with whom their ninth-grader lived the rest of the time. All but two respondents indicated that their children lived with another parent or an adult relative. The other two parents selected the "other" option. When asked to specify with whom the ninth-grader lives at other times, one parent provided an answer that could be coded into the "adult relative" response option. The other parent provided a response which was too vague to interpret.

Parents who reported that a language other than English is regularly spoken in their home were asked to identify the other language(s). Nine parents chose the "other" option. Five of these parents reported languages for which an appropriate response option was not provided in the close-ended list. Three reported that language to be Creole, one Latin, and one American Sign Language.

The other activities specified in response to "During the last 12 months, has your ninth-grader participated in any of the following activities outside of school?" identified some gaps in the list provided. For example, 15 parents reported that their ninth-grader had done volunteer work or community service, an activity not listed. Membership in youth organizations such as 4-H and FFA was reported by six parents. Eight parents indicated that their ninth-grader participated in church-related activities that may not have precisely fit within "Religious youth group or religious instruction" (e.g., "church camp," "altar serving at church").

Some common responses suggest that not all parents were interpreting the question as intended. Fifty-eight parents indicated that their ninth-grader participated in sports. Many of the sports activities were clearly not taking place outside of school (e.g., "high school cheerleading" and "sports in school"). While some of the sports activities cited could be classified as "organized sports supervised by an adult" in many instances they were not (e.g., riding bike). Music and performing arts were the second most frequent activity; reported by 36 parents. In most cases these appeared to be out-of-school lessons that would have fit within the "Music, dance, art, or theater" option in the list provided.

Parents who indicated that their ninth-grader had an IEP were asked to identify the disability category. Twenty-five of these parents selected "other" and provided further information. Six indicated that their teenager had either ADD or ADHD. Six other parents reported a learning disability. While at the federal level, IEPs are limited to disabilities, in a number of states, IEPs may also be drawn up to reflect special educational plans for gifted students. Although only three parents reported that their children were gifted, it may be advisable to add a response option for this because it is markedly different from the other choices.

Parents whose teenagers had academic instruction outside of school were asked about the subject areas of that instruction. The subjects listed were reading, writing, math, science, and other. When "other" was chosen, further information was requested. The two most frequently reported subjects were history/social studies and foreign languages. These should be added to the subject areas listed. Two parents indicated "keyboarding" and another two "computers." It may be advisable to add these in a single category such as "computers/keyboarding."

The last question with an open-ended "other" response category asked parents: "In the last year, which of the following activities have you or another family member done with your ninth-grader?" The activities listed were all related to science, technology, engineering, or math. The last option on the list was "Another science, technology, engineering or math-related activity." More than 100 parents provided another activity. Almost all of the responses suggest that parents understood that the question pertained only to STEM activities even though the question was not qualified in this way. Many of the responses were ones that would have belonged in one of the options provided. Also, many of the responses appear to be school activities such as helping with homework or a school science project; in many instances these can be explicitly added in for the main study.

7.2 Reliability Reinterview Results

A subsample of computer-assisted telephone interview (CATI) respondents was selected at random to complete a reinterview designed to assess the temporal stability of selected questions from the parent interview. Reinterviews were conducted in CATI at least 2 weeks following the completion of the first interview. By the end of data collection, 55 parents had completed a telephone reinterview.

The reinterview consisted of questions for which clarity was uncertain because they were newly written for the HSLS:09 base-year field test parent instrument, were lengthy, or used terminology that may not have been familiar to parents. Items were not selected if it was anticipated that the correct response may in fact change within a period of several weeks or not enough respondents would be administered the item to yield sufficient data for analysis. Thirty-one items associated with 13 questions were selected for the reinterview. These are displayed in table 40. Percent agreement was based on cases where a response was provided in both interviews. Percent agreement ranged from 65 to 100 percent, with 21 of the items having matched responses in at least 85 percent of the cases. A discussion of the 10 items which had interview-reinterview agreement in less than 85 percent of the cases follows.

Table 40. Interview-reinterview agreement for items on the HSLS:09 base-year field test parent reliability reinterview: 2008

Variable label	Percent agreement	Statistical significance
Number of household residents 18 years or older	87.5	$p = .0001$
Number of household residents less than 18 years of age	87.5	$p < .0001$
Number of full brothers	94.4	$p < .0001$
Number of full sisters	92.7	$p < .0001$
Number of half brothers	100.0	†
Number of half sisters	96.3	$p < .0001$
Number of stepbrothers	92.7	$p < .0001$
Number of stepsisters	96.3	$p < .0001$
Out of school activities—math or science camp	97.9	$p < .0001$
Out of school activities—religious group/instruction	97.9	$p < .0001$
Out of school activities—performing/visual arts	87.5	$p < .0001$
Out of school activities—camp other than math/science	85.4	$p < .0001$
Out of school activities—scouting/other club	85.4	$p < .0001$
Out of school activities—organized sports	83.3	$P < .0001$
Out of school activities-other activity	81.3	$p = .0900$
Worked or played on computer with ninth-grader	92.6	$p = .0004$
Attended a school science fair with ninth-grader	85.2	$p < .0001$
Built or fixed something with ninth-grader	81.5	$p < .0001$
Discussed STEM program or article with ninth-grader	79.6	$p = .0003$
Went to science or engineering museum with ninth-grader	77.8	$p < .0001$
Did another STEM activity with ninth-grader	77.8	$p = .0037$
Helped ninth-grader with a school science fair project	64.8	$p < .0293$
Ninth grader currently enrolled in gifted/honors course	96.4	$p < .0001$
Ninth grader ever diagnosed with a learning disability	90.9	$p < .0001$
Whether ninth-grader ever in English Language Learners program	89.1	*Invalid*
Ninth-grader currently has an IEP	85.5	$p < .0001$
Requested high school course or teacher for ninth-grader	85.5	$p < .0001$
Perceived influence on ninth-grader's educational choices	81.8	Cronbach's alpha =.714
Ninth-grader had academic instruction outside of school	80.0	$p < .0001$
Talk with parents about ninth-grader's 2007–08 school	76.4	$p < .0001$
Number of times ninth-grader has changed schools	75.5	$p < .0001$

† Not applicable.
NOTE: IEP = individual education plan. STEM = science, technology, engineering, and mathematics. Invalid: chi square for this item could be invalid; 83% of the cells have expected counts less than 5.
SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

The first two items that did not meet the 85 percent threshold were sub-items to the following question: "During the last 12 months, has your ninth-grader participated in any of the following activities outside of school?" Most of the sub-items to this question had high temporal reliability. One item that did not was "organized sports supervised by an adult." It may be that parents are interpreting the item differently at different points in time. Some ambiguity may stem from the qualifiers "outside of school," "organized," and "supervised by an adult." For example, it may be unclear whether "outside of school" means outside of school hours or unaffiliated with the school. The other qualifiers may be open to interpretation as well. The other item with relatively low agreement was "any other regular activities or lessons." If a parent reported that there was another activity a follow-up question asked them to provide specific information. While some of these verbatim responses identified gaps in the list of activities provided (discussed in section 7.1), other responses suggested that the question was too general for a catch-all "other" item.

Five of the items that fell below the 85 percent agreement threshold were associated with the following question: "In the last year, which of the following activities have you or another family member done with your ninth-grader?" All of the sub-items were activities related to science, technology, engineering, or math. This question was written for the HSLS:09 base-year field test. Given the relatively poor reliability of five of its seven items, this question is a candidate for elimination in the main study.

The next three questions that fell below the desired threshold of 85 percent agreement were also newly written. The first of these asked: "How much influence do you think you have on the choices your ninth-grader makes about school?" The response options were "none," "a little," "some," and "a lot." Almost all parents responded "some" or "a lot" in the first interview. It is likely that the distinction between these two categories is too subjective.

Another newly written question asked: "Between the start of eighth grade and now, has your ninth-grader had any academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor, or summer school program?" In 8 of the 11 inconsistent cases, parents answered "no" in the main interview and "yes" in the reinterview. It may be that completing the interview primed parents to think about their ninth-grader's educational experiences and helped them later recall some out-of-school academic instruction that went unreported in the first interview.

The final new question asked "In the past year, how often did you talk with other parents about school events, courses, or teachers at the school your teenager attended last year? The response options were "never," "rarely," "sometimes," "often." The five parents who answered "never" were consistent in their responses. Most of the shifts in responses came from parents who answered "often" or "sometimes" in the first interview and adjusted their responses one level downward to "sometimes" or "rarely." Vague quantifiers like these response options are subjective and therefore more susceptible to instability.

The last question that did not meet the 85 percent threshold for reliability is one that has been used on National Center for Education Statistics high school cohort studies in the past (e.g., ELS:2002, NELS:88): "How many times has your ninth-grader changed schools since [he or she] first entered school? Do not count changes that occurred as a result of promotion to the next grade or level (for example, a move from an elementary school to a middle school or from a middle school to a high school in the same district)." The cognitive burden for this question is apparent from the timing analysis; it took 24 seconds on average for parents to respond. Of the 13 parents who supplied a different number of school changes in the reinterview, 10 parents were off by only 1 school change, indicating only a moderate discrepancy between interview and reinterview.

7.3 Analysis of Context Effects

Because females are less likely than males to persist in the STEM pipeline, there is research interest in identifying the causes of this disparity (Huang, Taddese, and Walter 2000). Gender stereotypes about ability in science and math may play a role. Therefore, parents were asked about how they compare boys and girls in their math and science ability. Parents were also asked about reading and writing, domains stereotypically favorable to women, with the intent of providing balance to the question and to minimizing social desirability biases.

An analysis was conducted to determine if the order in which the four items (math, science, reading, and writing) were presented influenced parents' responses. It was hypothesized that parents would be more likely to admit that they believed boys are better than girls in math or science if they were first able state their belief that girls are better in other academic areas such as reading and writing. The four academic domains were presented in one of four ways; the first domain listed was randomly selected and the remaining three domains followed in the prescribed sequence.

Overall, parents' gender stereotypes about girls' and boys' abilities in math, science, reading, and writing were in the predicted direction. Although the majority of parents indicated that girls and boys have the same ability in math and science, about 28 percent believed that boys were better in math and 22 percent believed boys were better in science (table 41). In contrast, 44 percent of parents indicated that they believed that girls were better in reading; 58 percent believed that girls were better at writing.

Table 41. Parent beliefs about their children's math and science abilities

Belief	Percent of math (n = 631)	Percent of science (n = 632)	Percent of reading (n = 636)	Percent of writing (n = 634)
Girls better	10.1	7.0	44.0	58.2
Girls and boys are same	62.0	71.0	53.3	38.8
Boys better	27.9	21.5	2.7	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

Overall, the data do not support the hypothesis that the order in which the subject areas are presented in the question influenced parents' responses. Parents' comparisons of boys' and girls' abilities in math, science, and writing were not significantly different across the four variations on order. Reading was the exception. Parents who were questioned about reading first (followed by math, science, and writing) or last (preceded by math, science, and writing) were significantly more likely to report that girls were better in this skill than boys ($p<.05$).

7.4 A Note on the Spanish Translation

The purpose of instrument translation is to produce instruments that maintain equivalence of measurement across languages, to achieve a functionally equivalent and culturally appropriate version of the original instruments. In the case of instrument translations into Spanish, one concern is to produce a translated version that works equally well for people speaking different national varieties or dialects of Spanish.

The parent interview was translated into Spanish by Research Support Services. When the specifications for the question wording and response options were stable in English, they were downloaded from the Hatteras survey system into a Microsoft Excel spreadsheet and provided to Research Support Services.

At Research Support Services, translations were carried out under the supervision of Alisú Schoua-Glusberg, an expert in instrument translation into Spanish for health and social research. She followed a committee approach, in which three translators work simultaneously and independently, translating the items. After they completed their translations, they met to reconcile discrepancies, and agreed on a version that combined the best of their independent translations. This "reconciliation" meeting was chaired by Schoua-Glusberg who acted as a referee in the team discussions.

The committee was made of translators who are native speakers of some of the main varieties of Spanish spoken in the United States and included a Mexican, a Puerto Rican, and a South American translator. The translations produced by the committee were suitable for the wider Latino population of the United States.

When the translation was returned to RTI, the spreadsheet was uploaded into the Hatteras survey system. Two bilingual telephone interviewers tested the translated interview. Questions they had about the translation were conveyed to the translation team. In most instances, the original translation was deemed appropriate. However, a few modifications were made to the translation based on the feedback provided by telephone interviewers.

7.5 Recommendations for Main Study

Analyses conducted with field test parent survey data suggest the need for a number of changes. To at least moderate potential social desirability biases, parent reports of discussions with their child and reports of making contact with the school, should be expressed in terms of

behavioral frequencies, rather than in more subjective terms such as “sometimes” or “often.” The IEP item’s disability categories reflect the federal classifications, but parents’ experience did not always align with these categories (for example, attention deficit disorder is not a federally defined disability, but was regarded as a disability by many parents). An alternative question on disability type may be desirable for the main study questionnaire. Parental monitoring and rules questions showed little variance; for example, 94 percent of parents reported that the family had rules about doing homework. Consideration should be given to whether such items might be dropped because they seem uninformative. Some further modifications are necessary in terms of closing open-ended questions. Finally, although the reliability reinterview found a goodly amount of temporal stability in responses, a number of (in particular) newly written items fell below the 85 percent agreement threshold and should be rewritten (e.g., vague quantifers should be replaced) to improve their reliability if they are to be employed in the full-scale study.

Chapter 8.
Cross-Component Issues: Coding Taxonomies and Cross-Walks

8.1 Coding Parents' Occupations and Fields of Study

The High School Longitudinal Study of 2009 (HSLS:09) field test parent instrument included tools that allowed online coding of literal responses for occupation (based on the O*NET taxonomy) and field of study (with coding of majors based on the National Center for Education Statistics [NCES] Classification of Instructional Programs [CIP] taxonomy). Parents were asked to identify their own job and the job of their spouse or partner. Parents who had completed a bachelor's degree were asked to report their field of study for their most advanced degree. Field of study was also coded for the respondent's spouse or partner.

Coders first entered text to describe the occupation or the field of study. Coders were presented with a customized list of occupations or fields of study based on the text string they entered. Coders could choose one of the options listed, or choose "none of the above." In the occupation coding application, selecting "none of the above" presented the coder with a set of three sequential dropdown menus, each with choices increasing in their level of specificity. The first dropdown menu contained a general list of occupations. The options presented in the second dropdown were dependent on the code selected in the first. Some selections from the second dropdown required coders to make a selection from a third even more detailed dropdown menu. In the field of study coding application, selecting "none of these" brought the coder to a two-tiered dropdown menu that operated like the triple dropdown menu of occupations. For both the occupation and field of study coders, interviewers were provided coding guides and trained to use probing techniques to assist in the online coding process. Self-administered web respondents were provided supporting text on screen. However, because, overwhelmingly, the field test cases were done in computer-assisted telephone interview (CATI), modality (web versus CATI) is not distinguished in the table below.

Coding experts evaluated coding quality. A 10 percent sample of the pairs of verbatim strings and codes was selected for analysis. Expert coders who were unaware of the codes selected during the interview evaluated the verbatim strings and assigned codes. Cases were not coded when the verbatim string lacked sufficient clarity or specificity.

Table 42 shows the results of the recode analysis overall and for each coding system. Overall, 62 percent of the codes selected during the interview were determined to be correct. Coding accuracy ranged from 51 percent for spouse/partner's occupation to 69 percent for

respondent's field of study. Coding accuracy was greater when the respondents were reporting on their own occupation or field of study than when reporting for their spouse or partner. Also, coding accuracy was greater for fields of study than for occupations.

Taken together, about 11 percent of the text strings were too vague to evaluate. When the respondent was providing data for his or her spouse or partner by proxy, the text strings tended to be less specific. More of the occupation text strings were deemed too vague to recode by the expert coder than the field of study text strings.

Table 42. Summary of HSLS:09 base-year field test recode results: 2008

Type of coding	Coding attempts sampled	Percent of original code correct	Percent of text string too vague to code
Total	**143**	**62**	**11**
Respondent's occupation	36	58	13
Spouse/partner's occupation	29	51	20
Respondent's field of study	49	69	6
Spouse/partner's field of study	29	65	10

NOTE: HSLS:09 = High School Longitudinal Study of 2009.
SOURCE: U.S. Department of Education, National Center for Education Statistics, HSLS:09 Base-Year Field Test.

These results are best characterized as unsatisfactory. Although overall the rate of uncodables was about 11 percent in the HSLS:09 field test, a reasonable comparison point—ELS:2002 occcupation and field of study coding—shows a rate of 1.9 percent in CATI (1.3 percent in web mode) and also shows a percent original code correct of 82 percent in CATI (Ingels et al. 2007, table 51). ELS:2002 results are similar to recode results obtained by RTI for the NCES postsecondary studies.

It is uncertain why recoding results for HSLS:09 were subpar. One possibility is that the results are an artifact of having a small sample, which was not representative, and may, by chance, have been extremely unrepresentative. Another possibility is poor interviewer performance. For ELS:2002 and the postsecondary studies, specialized training was provided on how to use the coding systems. This was not done for the HSLS:09 field test because the telephone interviewers had each been trained at some point for one of the other NCES studies. Nonetheless, the telephone interviewers might have benefitted from a refresher training. Although results may reflect atypical characteristics of the sample, just to be sure that coding reaches the proper level, the recommendation is that HSLS:09 main study telephone interviewers be given specialized coding training, regardless of whether they have been trained before.

Chapter 9.
Survey Control System and Data Processing

9.1 System Design, Development, and Testing

All systems were designed and developed to test systems in smaller scope for the field test in preparation for the main study. The plan is to reveal areas of improvements for the main study processes based on the field test experience. The following are the major systems that were used for the field test:

- Survey Control System (SCS) (the central repository of the status of each activity for each case in the study);
- School Recruitment System (a web-based application used to facilitate district and school recruiting);
- Hatteras Survey Engine and Survey Editor (web-based application used to develop and administer the High School Longitudinal Study [HSLS] instruments);
- computer-based math assessment (totally customized web-based mathematics test);
- parent computer-assisted telephone interview (CATI)-Case Management System (CMS) (call scheduler and case delivery tracking system for parent telephone interviews);
- Integrated Management System (IMS) (a comprehensive tool used to exchange files between RTI and National Center for Education Statistics (NCES), and to provide access to a centralized repository of project data and documents); and
- HSLS public website (public website hosted at NCES and used to disseminate information, collect sample data, and administer HSLS surveys).

Each system is further described in this chapter.

Systems were developed following full system development life cycle. The handling of personally identifying information (PII) was considered throughout the development of each system. Systems such as Hatteras and the School Recruitment System are standard RTI systems used successfully in past studies. These systems were developed using the latest software tools such as Microsoft .NET and Microsoft SQL Server database.

All systems that processed PII were developed in accordance of the Federal Information Processing Standards (FIPS) moderate security standard. Movement of the data containing PII was handled appropriately, meeting the security requirements between the locations. Data when moved between locations were encrypted, which met the FIPS 140.2 standards, and were decrypted once they successfully reached the destination. The systems were developed to handle

the need of moving data and files between locations in an efficient way by automating whenever possible.

9.1.1 Survey Control System

HSLS:09 is a complex study involving many levels of participation and relationships across levels. The SCS was designed to provide detail at each level. The SCS is the master location for all the HSLS:09 data collection activities. SCS receives information from all other systems and acts as the central information system. SCS is the main engine to start various data collection tasks.

9.1.2 School Recruitment System

The recruitment was conducted by the web-based School Recruitment System hosted at RTI. The system provided tools for the following:

- Managing the state/district/school contact information.
- Managing contacts with states, school districts, and schools, including appointments, call notes, and special requirements unique to each sampled entity.
- Managing the various stages of recruitment process and triggering new processes such as appointments, communications, and new recruitment activity at different levels.
- Managing communications to the state/district/school via e-mail. A set of standard templates that recruiters could use ensured efficient, quick, and error-free communications.
- Managing the test day logistics for in-school student data collection.
- Selecting optimal test dates for each session administrator through the use of a dynamic calendar tool. Populated by live scheduling data, the calendar allows recruiters and other staff to select ideal test dates and ensure that no scheduling conflicts exist.
- Analyzing, reviewing, and processing all pending tasks through the use of a SCAN (School Contacting Action Needed) utility. Hosted within the web application and serving essentially as a central repository for all the “to-do” items in the system, the SCAN allows recruiters to view, organize, and clear their tasks in a manner that best suits the approach of each recruiter.
- Providing assistance to principals, counselors, and teachers taking their own surveys by utilizing a staff help desk within the application. The staff help desk enables recruiters to provide information to school staff such as forgotten passwords, study website URLs, and other data.
- Analyzing and monitoring recruitment progress, problem management, appointments, and data collection progress at the school and district levels through the use of a wide array of reports and other user forms.

9.1.3 Hatteras Survey Engine and Survey Editor

The HSLS:09 field test survey instruments were developed with Hatteras, a web-based system in which project staff developed, reviewed, tested, modified, and communicated changes

to specifications and code for the HSLS:09 field test instruments. All information relating to the instrument was stored in an SQL Server database and was accessed through web browser interfaces. Hatteras provided specification, programming, and testing interfaces for the HSLS:09 field test instruments.

Hatteras provided the tools and user interface for developing interview specifications. Specific capabilities of the Hatteras system allowed users to review skip logic and item documentation and to search a library of survey items. Once the web survey had been programmed, testers could enter comments into Hatteras, which included a comprehensive comment tracking system to ensure resolution. Hatteras also facilitated importing and exporting information associated with instrument development.

For simple instrument questions and items, Hatteras automatically translated specifications into web page scripts when the web page was called to executable form for directly rendering content during survey execution. For questions involving complex routing, varying question and response content, or unusual page layout or behavior, programmers entered custom programming code (hypertext transfer markup language [HTML], Javascript, and C#.NET script) into the Hatteras custom code interface. This code was stored in the SQL Server database along with the instrument specifications for compilation by the instrument execution instrument.

The Hatteras system's survey execution engine allowed immediate testing of specification and code content as it was entered and updated, displaying web content as respondents would see it. The execution engine also automatically handled such web instrument functions as backing up and moving forward, recording instrument timing data, and linking to context-specific help text.

9.1.4 Computer-Based Math Assessment

The web-based math assessment was developed using Microsoft .NET 2.0 with an SQL Server database. Question text and the response options were stored in the SQL Server. The assessment handled complex mathematical equations and graphs using MathML, which is a tool to deal with math content in an effective manner. The assessment provided calculator functionalities with arithmetic and scientific functions. The response options were provided with alternative keys for easy selection. The assessment provided options to review and skip questions that could be answered later. The assessment provided a review option at the end of the test to review questions that were marked for review and skipped. The assessment enforced the timing for the test, which at the allocated time would force the respondent to the end of the assessment.

9.1.5 Parent CATI-CMS

The CMS is the technological infrastructure that connects the various components of the CATI system, including the questionnaire, utility screens, databases, call scheduler, report modules, links to outside systems, and other system components. It uses a call scheduler to

assign cases to interviewers in a predefined priority order. In addition to delivering appointments to interviewers at the appropriate time, the call scheduler also calculates the priority scores (the order in which cases need to be called based on preprogrammed rules), sorts cases in nonappointment queues, and computes time zone adjustments to ensure that cases are not delivered outside the specified calling hours. The call scheduler also permits callbacks to be set, and assigns status codes to the case. In addition, each case contains one or more roster lines that detail specific contact information for a case (e.g., home phone number, work phone number, etc.). The call scheduler uses a call algorithm based on the previous call results to determine which roster line should be called next.

9.1.6 Integrated Management System

The IMS is a comprehensive tool designed to give project staff and NCES access to a centralized repository for project data and documents.

The IMS contains tools and strategies to assist project staff and the NCES project officer in managing the study. All information pertinent to the study is located there, accessible via the Web, in a secure desktop environment. Available on the IMS are the current project schedule, monthly progress reports, daily data collection reports and status reports, project plans and specifications, key project information and deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. The IMS also has a download area from which the client and subcontractors can retrieve files when necessary.

9.1.7 HSLS:09 Public Website

The HSLS:09 public website was hosted at NCES servers, which acted as the main source for information to state/district/school, school staff, parents, and students about the HSLS:09. Schools used this website to provide the enrollment list and updated information on the selected sampled students. The HSLS:09 website hosted all the five HSLS:09 surveys and the math assessment for the students.

9.2 Data Capture

9.2.1 School, District, and State Recruiting

Recruitment activities were conducted using the web-based school recruitment system. All the recruitment-level information was captured using this system. The school recruitment system was integrated to the survey control system to generate mailings, produce reports, and initiate the staff, parent, and student surveys.

9.2.2 List Collection and Processing

List collection had a new level of complexity because the lists contained PII. The lists were collected from the HSLS:09 website where files containing the list information were

uploaded by schools. The file containing the list was encrypted as submitted and stored in a secure network location.

Programmers worked closely with the sampling statisticians to process lists provided by schools. Student selection procedures were implemented and data files providing the selected students were sent back to the SCS. The student selection triggered the process of student survey and math assessment preloads. The selection also triggered the collection of teacher, parent, and eighth-grade records for the selected students from schools. Preloaded selected student files were loaded to the HSLS:09 website, which schools could download. Schools could fill in the information in the downloaded file or could use the data entry option on the HSLS:09 website to provide the information. The parent and teacher information collected from schools at the HSLS:09 website was brought to the SCS. The SCS processed that information and triggered the process for parent and teacher surveys.

9.2.3 Student, Parent, and Staff Surveys and Student Math Assessment

All the surveys are on a web-based system hosted at the NCES servers. Data collected from the surveys and math assessment are stored in SQL Server tables. The survey and math assessment data were received at NCES and transferred to RTI using secure processes. Data collected on RTI-provided laptops used a local version of the same web-based student survey and assessment. The information from the field laptops was transmitted back to RTI directly.

9.3 Data Processing and File Preparation

Datasets using SAS were created through a link to the SQL server database. All respondent records in the final dataset were verified with the Survey Control System to spot inconsistencies in response or eligibility status. The data files serve as a check against the SCS to ensure that all respondent information is included in production reports.

The IDADS (Instrument Development and Documentation System) documentation module contained the finalized version of all instrument items, the screen wording for each, and variable and value labels. The survey information from the Hatteras system was extracted to the IDADS documentation module. Also included in this module were the more technical descriptions of items such as variable types (alpha or numeric), information regarding those to whom the item was administered, and frequency distributions for response categories. The documentation module was used to generate the instrument facsimiles and other final data files used for various analyses on the data being collected (see appendix J).

9.4 Recommendations for Main Study

The following improvements will be made for the main study:

- new monitoring reports for augmented states and reports based on school type, locale, and region;

- automation of list files downloaded to the SCS from the NCES servers and auto e-mail to appropriate staffs to increase efficiency in list processing;
- trigger the counselor and administrator survey tasks independent of teacher survey readiness;
- new tools for field staff to verify that they have all the information for test day;
- increased automation of mailing process related to survey notification;
- automation of the preload process for the parent CATI-CMS; and
- early monitoring of the data collected from surveys and math assessment.

Chapter 10.
Conclusions

The High School Longitudinal Study of 2009 (HSLS:09) field test provided an opportunity to evaluate the content and the methods of the main study. New ground was broken for the National Center for Education Statistics (NCES) high school cohort longitudinal studies in data collection method—an in-school administration with computerized student questionnaires and assessments rather than the traditional paper-and-pencil instruments. Nor was innovation limited to the student survey because parents (some of the time) and (most of the time) school staff (teachers, principals, and counselors) completed web-based surveys. The traditional paper documents were not used even in follow-up, which comprised computer-assisted telephone interviews for those who did not provide a web-survey response. Although the computerization of the base-year data collection presented technical and logistical challenges, these were overcome, and the field test demonstrated the viability of its new approach.

The HSLS:09 field test also differed from the four prior cohort studies in the amount of new material that was tested. Although earlier studies often drew heavily on items from the National Assessment of Educational Progress and other national assessments, it was determined that few existing items fit the HSLS:09 algebraic reasoning framework's requirements. In consequence, of the 264 mathematics items employed in the field test, 234 were newly written specially for HSLS:09.

Similarly, a large part of the student content was new, reflecting in part the volume of extra items that were fielded, but also reflecting the fact that the move to a ninth-grade fall starting point freed the study of the need to repeat some trend items that had lost overriding relevance outside their time-series comparison context. The difference in content also reflects a shift of emphasis. The aim of this shift is to obtain more complete data on influences on student motivation and choice in relation to critical actors such as parents and teachers and peers. Further, HSLS:09 seeks to pursue this theme with a well-developed STEM context. A major intensification of focus for the HSLS:09 is, therefore, to maximize the amount of useful data gathered about student interests, motivation, and choice. These subtle shifts in emphasis and purpose had a strong impact on the questionnaires and marked a departure from prior studies.

In addition, the counselor questionnaire was the first in the study series since High School and Beyond in 1984. A number of new questions were asked in the parent, administrator, and teacher surveys, to contextually support the theme of student choice behaviors and learning in science and mathematics. Thus in both data collection design and instrument content,

HSLS:09 innovated, attempting to preserve what was best in prior studies but also extending NCES into new areas.

Securing the cooperation of school districts and schools is always a challenge. Multilevel longitudinal studies are especially burdensome. In the context of the 2008–09 and 2009–10 school years, however, this challenge has grown, largely owing to demanding state and federal assessment requirements. One of the lessons of the field test was the need for more tools to help recruit schools. One very important tool is the ability to return data to individual schools—especially a school's assessment scores, with comparison to national norms and major groupings of schools (for example, by sector and region). A second important tool would be the ability to pay the information technology specialist an honorarium. Given use of the school's hardware and facilities, technical assistance from such individuals is critical if computer-assisted in-school sessions are to be successful.

Finally, attention should be paid to a unique and promising feature of HSLS:09, agreement and funding for which became available only after the field test was well underway. This is the linkage of longitudinal administrative data from selected states with HSLS:09 state-level data (in many cases, with augmented school samples, to increase the precision of state estimates using HSLS:09 data). Apart from effecting the records linkage itself, all aspects of this cooperative effort with the states—recruiting, data collection, and data preparation and processing—will draw directly on the knowledge and experience gained in the HSLS:09 field test.

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Appendix A

HSLS:09 SAMPLING PLAN FOR FULL-SCALE AND FIELD TEST

1. Target Universe and Sampling Frames

The target population for the HSLS:09 full-scale study consists of 9th grade students in public and private schools that include 9th and 11th grades; their parents; and corresponding math and science teachers, school administrators, and high school counselors. (School eligibility in the field test sample, however, is based on schools that have both a 9th and 12th grade, since fall 12th graders are a psychometric proxy for the spring 11th graders of the HSLS:09 first follow-up.) The needed respondent samples will be selected from all public and private schools with 9th and 11th grades in the 50 states and the District of Columbia.[1] Excluded from the target universe will be specialty schools such as Bureau of Indian Affairs schools, special education schools for people with disabilities, area vocational schools that do not enroll students directly, and schools for the dependents of U.S. personnel overseas.

The primary sampling units (PSU) of schools for this study will be selected from the two databases of the U.S. Department of Education. The Common Core of Data (CCD) will be used for selection of public schools, while private schools will be selected from the Private School Survey (PSS) universe files. To eliminate overlap between the field test and full-scale study samples, the full-scale study sample of schools will be selected prior to the field test sample. However, the early selected full-scale study sample will be "refreshed" by a small supplemental sample of schools that will become eligible in the time between the administration of the field test and of the full-scale study. The secondary sampling units (SSU) of students will be selected from student rosters that will be secured from the sample schools. The PSU and SSU sampling procedures for this study are detailed in the next section.

2. Statistical Procedures for Collecting Information

The following section describes sampling procedures for the field test and full-scale study for which clearance is requested. First discussed is the selection plan for the full-scale study sample of schools, followed by the selection plan for the field test sample, to reflect the sequence that will be observed for PSU selections. Next, selection procedures for the student samples will be presented for the field test and full-scale study that will be conducted in 2008 and 2009, respectively. This section also includes descriptions of the procedures that will be followed after data collection, including survey weight adjustments, to measure and reduce bias due to nonresponse.

a. School Frames and Samples

The latest CCD (2005–2006) will be used as the public school sampling frame and PSS (2005–2006) as the private school sampling frame. Given that these two sample sources provide comprehensive listings of schools, and that CCD and PSS data files have been used as school frames for a number of other school-based surveys, it is particularly advantageous to use these files in HSLS:09 for comparability and standardization across NCES surveys.

As mentioned earlier, the survey population for the full-scale study of HSLS:09 consists of all ninth-graders in the 50 states and District of Columbia enrolled in

[1] While the full-scale HSLS:09 sample will include only 9th-grade students, the field test sample will include both 9th- and 12th-grade students to prognosticate the progression that will be observed when reassessing the sample 9th-grade students in 2012.

- regular public schools, including state department of education schools, that include 9th and 11th grades; and
- Catholic and other private schools that have 9th and 11th grades.

Excluded for this study will be the following:

- schools with no 9th or 11th grade;
- ungraded schools;
- Bureau of Indian Affairs schools;
- special education schools;
- area vocational schools that do not enroll students directly;
- Department of Defense schools; and
- closed public schools.

The school samples will be selected using a stratified PPS methodology for which a composite size measure methodology developed by Folsom, Potter, and Williams (1987) will be used. This methodology will support the desired oversampling of students in key analytical domains (e.g., Asians and Pacific Islanders), maintain near equal sampling weights for students within each domain, and result in approximately equal total student sample sizes within sampled schools. Details of school sample selection for the full-scale study and field test are provided next.

Full-Scale Study School Samples

The public and private school samples for the full-scale study will be large enough to secure 800 participating schools, combined. The needed samples were selected from the CCD (2005–2006) and PSS (2005–2006) within sampling strata defined by

- school type: Public, Catholic, or Other private schools;
- Census region: Northeast, Midwest, South, or West; and
- locality: City, Suburban, Town, or Rural.

As illustrated in table 10, the starting sample of selected schools will be proportional to the number of ninth-grade students within each stratum, based on information from the CCD and PSS. When enrollment information was unavailable for certain schools, missing enrollment counts was imputed as the median value of the enrollment for ninth-graders within race/ethnicity categories in each school stratum. The full-scale and field test samples of schools has been selected, with the full-scale sample selected first from the entire sampling frames unconditionally.

Table 10. Illustrative school sample allocation and expected yields (full-scale study HSLS:09)

School stratum	Total		Northeast		Midwest		South		West	
	Sampled	Participating	Sampled	Participating	Sampled	Participating	Sampled	Participating	Sampled	Participating
Total	1,349	800	242	144	338	201	504	298	265	157
Public, total	1,012	600	167	100	241	142	395	234	209	124
Public, city	280	167	42	25	59	35	106	63	73	44
Public, suburban	387	229	74	44	91	54	135	80	87	51
Public, town	118	70	23	14	28	16	41	24	26	16
Public, rural	227	134	28	17	63	37	113	67	23	13
Catholic, total	168	100	46	28	58	35	41	24	23	13
Catholic, city	96	58	21	13	33	20	30	18	12	7
Catholic, suburban	54	31	19	10	19	11	8	5	8	5
Catholic, town	16	10	4	4	6	4	3	1	3	1
Catholic, rural	2	1	2	1	0	0	0	0	0	0
Other private, total	169	100	29	16	39	24	68	40	33	20
Other private, city	74	44	11	6	15	9	28	17	20	12
Other private, suburban	56	32	8	5	16	8	25	15	7	4
Other private, town	17	10	3	1	4	4	8	4	2	1
Other private, rural	22	14	7	4	4	3	7	4	4	3

As mentioned earlier, however, a refresher sample of schools will be added to the full-scale sample to account for new schools or those that become eligible after the sampling frames are constructed. For this purpose, frame comparison will be conducted between the 2005–2006 CCD and the 2006–2007 CCD to determine the frequency of new public high schools. Moreover, districts associated with the refresher subsample of schools will be contacted to identify eligible schools recently opened in their jurisdiction. The districts will be provided with a list of all public schools on the sampling frame in their district to help them identify the appropriate schools. Analogous activities will be carried out for private schools using available information from relevant sources such as Quality Education Data (QED), since the 2006–2007 version of the PSS will not be available in time for refreshing the sample of private schools. However, there is a possibility that NCES will be able to secure an early release copy of the next PSS to include in this investigation. Should such a copy be available, it will be used for sample refreshing and related quality control activities.

Obviously, a sample size larger than 800 schools is necessary to compensate for the anticipated nonresponse and ineligibility. As per NCES standards, a weighted response rate of at least 70 percent at the school level will be targeted. In unweighted terms, this means that a sample of size 1,143 schools will be required to secure 800 (or, 1,143 × 0.7) participating schools. Based on experience with the Education Longitudinal Study of 2002 (ELS:2002), about 4 percent of sampled schools will emerge as ineligible for this study. Consequently, the projected size for the starting sample will be 1,190 (or, 1,143 × 1.04) schools. Moreover, based on

ELS:2002 response rates, the expectation is that an additional sample of 159 schools will be needed to secure 800 participating schools, for a grand total of 1,349 (or, 1,190 + 159) schools.

School recruitment activities will be closely monitored and additional schools will be released as needed to ensure that the goal of 800 participating schools is reached. To this end, in addition to the above sample of 1,349 schools, a reserve pool of 251 schools will be selected should observed yield rates fall below expectations. Operationally, the entire sample of 1,600 (or, 1,349 + 251) schools will be randomly partitioned within each stratum into two release pools and a reserve pool. The two release pools will compose the basic sample of 1,349 schools, and schools in the second pool will be released in waves as needed to achieve the sample size goal. The reserve pool will be released selectively in waves by simple random sampling within stratum for strata with low yield rates, when necessary.

Once the school sample has been selected, data from QED will be used to obtain principal and district superintendent names along with related information that will be needed for contacting schools. Contacted schools will be asked to provide student rosters for those expected to participate in the field test and the full-scale study, accordingly. For refusing schools, an abbreviated questionnaire will be used to obtain important school-characteristic data to complement frame information. The resulting information will enable a more effective analysis of nonresponse bias.

Field Test School Sample

Using probability-based selection of the full-scale study sample of 1,600 schools from the complete CCD and PSS sampling frames, sample schools will be removed from the frames so that a purposive sample can be selected from among the remaining schools to yield 55 participating schools for the field test study. This sample will be divided into 44 public and 11 private schools and will be selected from schools that have both 9th and 12th grades in the states of New York, California, Florida, Illinois, and Texas.

To the extent possible, the stratification plan to be used for selection of this sample will be similar to the one used for the full-scale study sample. Given the small sample size for the field test, however, a somewhat coarser stratification might become necessary to avoid empty strata. As illustrated in table 11, a slightly larger sample of 84 schools will be selected to ensure that at least 50 schools will provide student lists for the field test. Moreover, an additional sample of 20 schools will be selected and kept in a reserve pool should yield rates fall below expectations.

Table 11. Illustrative school sample allocation and expected yields (field test HSLS:09)

School stratum	Total		New York		California		Florida		Illinois		Texas	
	Sampled	Participating	Sampled	Participating	Sampled	Participating	Sampled	Participating	Sampled	Participating	Sampled	Participating
Total	92	55	19	11	19	11	18	11	18	11	18	11
Public, total	72	44	15	9	14	9	14	9	15	9	14	8
Public, city	22	14	4	3	4	3	5	3	5	3	4	2
Public, suburban	27	16	6	4	5	3	5	3	5	3	6	3
Public, town	8	5	2	1	2	1	1	1	2	1	1	1
Public, rural	15	9	3	1	3	2	3	2	3	2	3	2
Catholic, total	10	6	2	1	3	1	2	1	1	1	2	2
Catholic, city	5	3	2	1	2	1	1	1	0	0	0	0
Catholic, suburban	3	2	0	0	0	0	1	0	0	0	2	2
Catholic, town	1	0	0	0	1	0	0	0	0	0	0	0
Catholic, rural	1	1	0	0	0	0	0	0	1	1	0	0
Other private, total	10	5	2	1	2	1	2	1	2	1	2	1
Other private, city	4	2	0	0	1	0	1	1	1	0	1	1
Other private, suburban	4	2	0	0	1	1	1	0	1	1	1	0
Other private, town	1	0	1	0	0	0	0	0	0	0	0	0
Other private, rural	1	1	1	1	0	0	0	0	0	0	0	0

b. Student Frames and Samples

All sampled schools will be contacted and asked to upload their student lists to a secure website to serve as sampling frames for student samples. Moreover, a backup option will allow schools to provide their student lists via e-mail of zipped/password-protected files. If the school cannot provide electronic lists, paper lists will be requested to be faxed to a fax machine in a locked room. For data security reasons, it will be requested that paper lists not be mailed. Each sample school will be asked to provide the following information for each eligible student:

- student ID number;
- full name;
- sex;
- race (White; Black; Asian; Native Hawaiian or Other Pacific Islander; American Indian or Alaska Native);
- ethnicity (Hispanic indicator, regardless of race); and
- whether an Individualized Education Program (IEP) has been filed for the student (yes, no).

Race/ethnicity will be needed to guide oversampling of minority students. Moreover, race/ethnicity along with gender and IEP indicators often serve as effective variables for nonresponse adjustments in the full-scale study.

No students will be excluded from the sampling frame because of disabilities or language problems. Specifically, the HSLS:09 field test and full-scale study will include students with severe mental disabilities, those with limited command of the English language for understanding the survey materials, and students with physical or emotional problems. Schools will identify such students from those sampled and identify possible accommodations for these students to complete the survey and assessment. Students who cannot complete the survey or cognitive tests will be excused from doing so; however, contextual information about such students will be collected from teachers, principals, high school counselors, and parents.

The student lists will be reviewed for quality, and schools whose lists fail the quality checks will be recontacted by the school recruiter to resolve observed discrepancies.[2] Selecting sample students will proceed when confirmation has been obtained that the list received is correct or when corrected list is received. Students will be sampled on a flow basis as student lists are received. The lists will be stratified by race/ethnicity and select a systematic sample of students from the resulting lists. For schools that provide paper lists, a two-stage process will be used that has been used effectively to select systematic samples from paper lists. This simple, yet scientific, method eliminates the need for data entry of the entire list of students when such lists are provided on paper. Instead, only information for sampled students will be data-entered.

Field Test Student Sample

A random sample of 29 students from the 9th grade and 30 students from the 12th grade will be selected in each of the 55 sample schools, for a total of 1,595 (or, 55 × 29) students in 9th grade and 1,650 (55 x 30) students in 12th grade. Based on the target eligibility and response rates of 95 and 92 percent, respectively, this will result in a sample of 1,538 (1,760 × 0.95 × 0.92) and 1,442 (1,650 x 0.95. x 0.92) responding students in 9th and 12th grade, respectively. This sample has grown from the original design of 50 schools and 25 students per grade to ensure that the sample size is adequate for needs of the field test math assessment and has been further increased from 55 schools and 27 students per grade to ensure adequate sample size. The estimated field test yield is 1,318 (1,595 x 0.95 x 0.87) responding students in 9th grade and 1,332 (1,650 x 0.95 x 0.85) responding students in 12th grade. Table 12 shows an allocation of the sample and responding students for each grade, by school and student characteristics, overall and for each of the five participating states based on the original proportion of 50 schools and 25 students per grade. The five additional schools were apportioned across state and school type accordingly, with four more public schools and one more private school. During the recruitment process, we will ask schools when their student lists will be ready; however, requesting lists and drawing student samples will occur on a flow basis for the field test between August and November 2008.

[2] Inevitably, there will be inconsistencies between student counts obtained from the sample schools and CCD/PSS. When the relative magnitude of an observed discrepancy exceeds 25 percent, such cases will call for further examinations. For instance, for public schools this measure will be the absolute value of (List – CCD)/List.

Table 12. Illustrative student sample allocation and expected yields for 9th- and 12th-graders (field test HSLS:09)

	Total		Hispanic		Asian		Black		Other	
School stratum	Sample	Respondent	Sample	Respondent	Sample	Respondent	Sample	Respondent	Sample	Respondent
Total	1,485	1,298	274	235	59	59	260	235	892	769
Public, city	351	309	64	56	14	14	63	56	210	183
Public, suburban	459	394	85	71	19	19	85	73	270	231
Public, town	135	118	22	21	5	5	21	19	87	73
Public, rural	243	214	44	39	10	10	43	39	146	126
Catholic, city	81	71	16	13	3	3	13	13	49	42
Catholic, suburban	54	48	11	9	2	2	9	9	32	28
Catholic, rural	27	24	5	4	1	1	4	4	17	15
Other private, city	54	48	11	9	2	2	9	9	32	28
Other private, suburban	54	48	11	9	2	2	9	9	32	28
Other private, rural	27	24	5	4	1	1	4	4	17	15
New York	297	258	55	46	12	12	51	46	179	154
Public, city	81	71	15	13	3	3	14	13	49	42
Public, suburban	108	93	20	16	4	4	21	18	63	55
Public, town	27	24	5	4	2	2	4	3	16	15
Public, rural	27	24	5	5	1	1	4	4	17	14
Catholic, city	27	23	5	4	1	1	4	4	17	14
Other private, rural	27	23	5	4	1	1	4	4	17	14
California	297	258	55	47	11	11	53	47	178	153
Public, city	81	71	15	13	3	3	15	13	48	42
Public, suburban	81	70	15	13	3	3	16	13	47	41
Public, town	27	23	4	4	1	1	4	4	18	14
Public, rural	54	48	11	9	2	2	10	9	31	28
Catholic, city	27	23	5	4	1	1	4	4	17	14
Other private, suburban	27	23	5	4	1	1	4	4	17	14
Florida	297	261	55	48	12	12	52	47	178	154
Public, city	81	71	15	13	3	3	15	13	48	42
Public, suburban	81	70	15	14	3	3	15	13	48	40
Public, town	27	24	5	4	1	1	4	4	17	15
Public, rural	54	48	10	9	2	2	10	9	32	28
Catholic, suburban	27	23	5	4	1	1	4	4	17	14
Other private, city	27	25	5	4	2	2	4	4	16	15
Illinois	297	260	54	46	12	12	52	47	179	155
Public, city	81	71	15	13	3	3	15	13	48	42
Public, suburban	81	70	15	12	3	3	15	14	48	41
Public, town	27	23	4	4	1	1	4	3	18	15
Public, rural	54	48	10	9	2	2	10	9	32	28
Catholic, rural	27	24	5	4	1	1	4	4	17	15
Other private, suburban	27	24	5	4	2	2	4	4	16	14

Table 12. Illustrative student sample allocation and expected yields for 9th and 12th graders (field test HSLS:09)—Continued

	Total		Hispanic		Asian		Black		Other	
School stratum	Sample	Respondent	Sample	Respondent	Sample	Respondent	Sample	Respondent	Sample	Respondent
Texas	297	261	55	48	12	12	52	48	178	153
Public, city	54	48	10	9	2	2	10	9	32	28
Public, suburban	81	70	15	13	3	3	15	13	48	41
Public, town	27	23	4	4	1	1	4	4	18	14
Public, rural	54	48	10	9	2	2	10	9	32	28
Catholic, suburban	54	48	11	9	2	2	9	9	32	28
Other private, city	27	24	5	4	2	2	4	4	16	14

Field Test Teacher, High School Counselor, and Parent Samples

One math and one science teacher will be selected for each ninth-grade student. Where sample students have more than one math or science teacher in fall 2008, one of the teachers will be randomly sampled. On the other hand, a number of sample students may not have any math and/or science teachers—a possible reflection of block scheduling—so such students will have no sample teacher. Moreover, for each sample school there will be one sample high school counselor. Where there is more than one counselor at the school, the lead/head/senior counselor will be selected to be in the sample. Experience with this procedure in previous NCES studies, such as the HS&B Administrator and Teacher Survey, suggests that the senior counselors are the most familiar with the school's counseling infrastructure. If this counselor declines to respond, a different counselor, if available, will be substituted. Lastly, for each sample student there will be one sample parent. In two-parent households, NELS:88/ELS:2002 procedures will be followed in asking the parents to identify the parent most knowledgeable about the student's school situation and experience.

Full-Scale Study Student Sample

A sample of 25 students from ninth grade will be randomly selected from the selected 800 schools (600 public and 200 Catholic and other private schools) for a base sample of 20,000 (or, 800 × 25) students. Moreover, this base sample will be augmented by selecting 1,800 additional Asian/Pacific Islander students for a total sample of 21,800 students.[3] This augmentation is required to ensure that this subpopulation meets the minimum sample size needed to achieve the following general precision requirements:

- detect a 15 percent change in proportions across waves of the study;
- detect a 5 percent change in means;
- produce relative standard errors of 10 percent or less for proportion estimates based on data from a single wave of data collection; and

[3] Sample augmentation will not be necessary for Hispanic or Black students, since sufficient sample sizes to support analyses by race/ethnicity will be secured for such students as part of the base sample of 20,000 students.

- produce relative standard errors of 2.5 percent or less for estimated means based on data from a single wave of data collection.

Using student enrollment counts from the CCD/PSS and relying on our experience from the field test, the student sampling rates will be set in advance based on race/ethnicity. Students will be sampled from the student lists received from sample schools, using a stratified, systematic sampling procedure. Sample sizes will be monitored by race/ethnicity and the sampling rates will be adjusted, if necessary, to achieve all sample size goals. While the expectation is to achieve the stated response and eligibility rates, an early identification of low sample yields will be vital in making sure the study can adjust appropriately to reach the target yields. Table 13 shows a possible student sample allocation and yield for the HSLS:09 full-scale study. The anticipated time frame for requesting student lists and drawing student samples on a flow basis is between August and November 2009

Appendix B

HSLS:09 FIELD TEST CODEBOOK

High School Longitudinal Study of 2009 (HSLS:09)

Field Test Codebook

January 2009

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Student 1
Parent 133
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Student

```
----------------------------------------------------------------------
FORM: BSSEX             Timing Data (in secs);  Mean:4.05, Median:3.00
----------------------------------------------------------------------

--------
BSSEX
--------                                        Student FT (Section B)

Student's sex
     What is your sex?


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Male....................................    1         532      51.6%
Female..................................    2         500      48.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


----------------------------------------------------------------------
FORM: BSHISP            Timing Data (in secs);  Mean:6.45, Median:4.99
----------------------------------------------------------------------

--------
BSHISP
--------                                        Student FT (Section B)

Student is Hispanic or Latino
     Are you Hispanic or [Latino/Latina]?
If BSSEX = 1 then fill 'Latino'
If BSSEX = 2 then fill 'Latina'
If BSSEX = nonrespondent then fill 'Latino/Latina'


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         778      75.9%
Yes.....................................    1         247      24.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         10      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
----------------------------------------------------------------------
FORM: BSHISPTY          Timing Data (in secs);  Mean:14.47, Median:8.00
----------------------------------------------------------------------

--------
BSHISPTY
--------                                        Student FT (Section B)

Student's Hispanic type
     Which of the following are you?


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Mexican/Mexican-American/Chicano........    1         100      40.7%
Other Hispanic/Latino/Latina............    2         146      59.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         789      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


----------------------------------------------------------------------
FORM: BSRACE            Timing Data (in secs);  Mean:16.42, Median:9.01
----------------------------------------------------------------------

--------
BSRACE_1
--------                                        Student FT (Section B)

Student is White
     Please select one or more of the following to best describe your
     race.

     White


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         248      24.7%
Yes.....................................    1         757      75.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          30      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSRACE_2
--------                                        Student FT (Section B)

Student is Black/African American
     Please select one or more of the following to best describe your
     race.

     Black/African American

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         836       83.2%
Yes....................................   1         169       16.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        30       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSRACE_3
--------                                        Student FT (Section B)

Student is Asian
     Please select one or more of the following to best describe your
     race.

     Asian

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         934       92.9%
Yes....................................   1          71        7.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        30       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSRACE_4
--------                                        Student FT (Section B)

Student is Native Hawaiian or Other Pacific Islander
     Please select one or more of the following to best describe your
     race.

     Native Hawaiian or Other Pacific Islander

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         961       95.6%
Yes....................................   1          44        4.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        30       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSRACE_5
--------                                        Student FT (Section B)

Student is American Indian or Alaska Native
     Please select one or more of the following to best describe your
     race.

     American Indian or Alaska Native

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         937       93.2%
Yes....................................   1          68        6.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        30       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

FORM: BSASIAN Timing Data (in secs); Mean:11.74, Median:9.00

BSASIAN
-------- Student FT (Section B)

Student's Asian type
Which one of the following are you?

	CODES	FREQ	NON-MISS PERCENT
Chinese	1	30	42.9%
Filipino	2	16	22.9%
Southeast Asian	3	8	11.4%
South Asian	4	8	11.4%
Other Asian	5	8	11.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	965	(MISS)
TOTALS:		1035	100.0%

FORM: BSBORN Timing Data (in secs); Mean:15.82, Median:14.00

BSBORN1
-------- Student FT (Section B)

Student's month of birth
What is your birth date?

Month

	CODES	FREQ	NON-MISS PERCENT
January	1	92	8.9%
February	2	84	8.1%
March	3	108	10.5%
April	4	77	7.5%
May	5	96	9.3%
June	6	85	8.2%
July	7	78	7.6%
August	8	85	8.2%
September	9	75	7.3%
October	10	84	8.1%
November	11	80	7.8%
December	12	87	8.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	4	(MISS)
TOTALS:		1035	100.0%

BSBORN3
-------- Student FT (Section B)

Student's year of birth
What is your birth date?

Year

	CODES	FREQ	NON-MISS PERCENT
1990 or earlier	1	2	0.2%
1991	2	8	0.8%
1992	3	41	4.0%
1993	4	349	33.9%
1994	5	628	61.0%
1995	6	2	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	5	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSHOUSE         Timing Data (in secs);  Mean:27.33, Median:24.00
----------------------------------------------------------------------

--------
BSHHROS1
--------                                        Student FT (Section B)

Biological or adoptive father lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Father (biological or adoptive)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         335      32.9%
Yes....................................   1         684      67.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%


--------
BSHHROS2
--------                                        Student FT (Section B)

Stepfather/other male guardian lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Other male guardian (stepfather or foster father)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         913      89.6%
Yes....................................   1         106      10.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSHHROS3
--------                                        Student FT (Section B)

Biological or adoptive mother lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Mother (biological or adoptive)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         112      11.0%
Yes....................................   1         907      89.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%


--------
BSHHROS4
--------                                        Student FT (Section B)

Stepmother/other female guardian lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Other female guardian (stepmother or foster mother)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         980      96.2%
Yes....................................   1          39       3.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSHHROS5
--------                                        Student FT (Section B)

Full/step/half/foster brother lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Brother(s) (including step-, half-, or foster)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         520      51.0%
Yes....................................   1         499      49.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSHHROS6
--------                                        Student FT (Section B)

Full/step/half/foster sister lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Sister(s) (including step-. half-, or foster)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         540      53.0%
Yes....................................   1         479      47.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSHHROS7
--------                                        Student FT (Section B)

Grandparent lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Grandparent(s)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         921      90.4%
Yes....................................   1          98       9.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSHHROS8
--------                                        Student FT (Section B)

Other child or adult relative lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Other relative(s) (children or adults)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         939      92.1%
Yes....................................   1          80       7.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSHHROS9
--------                                        Student FT (Section B)

Child or adult non-relative lives in student's household
     Which of the following people live in the same household with
     you? If you live in more than one household, please answer about
     the household where you spend most of your time.

     Non-relative(s) (children or adults)

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         987       96.9%
Yes....................................   1          32        3.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         16      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
----------------------------------------------------------------------
FORM: BSDADJ          Timing Data (in secs);  Mean:12.89, Median:11.00
----------------------------------------------------------------------

--------
BSDADJ
--------                                        Student FT (Section B)

Father/male guardian's current employment status
     Please describe the current employment situation of your [father/
     male guardian].  Is he currently...

If BSHOUSE_1=1 fill "father."
Else if BSHOUSE_2=1 fill "male guardian."

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Working................................   1         700       90.6%
Full-time homemaker....................   2          10        1.3%
Unemployed.............................   3          27        3.5%
Retired................................   4          11        1.4%
Disabled and not working...............   5          25        3.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        262      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
----------------------------------------------------------------------
FORM: BSMOMJ          Timing Data (in secs);  Mean:10.80, Median:8.00
----------------------------------------------------------------------

--------
BSMOMJ
--------                                        Student FT (Section B)

Mother/female guardian's current employment status
     Please describe the current employment situation of your [mother/
     female guardian].  Is she currently...

If BSHOUSE_3=1 fill "mother."
Else if BSHOUSE_4=1 fill "female guardian."

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Working................................   1         725       78.3%
Full-time homemaker....................   2          90        9.7%
Unemployed.............................   3          80        8.6%
Retired................................   4           8        0.9%
Disabled and not working...............   5          23        2.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        109      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
----------------------------------------------------------------------
FORM: BSFLANG           Timing Data (in secs);  Mean:9.02, Median:7.00
----------------------------------------------------------------------

--------
BSFLANG
--------                                        Student FT (Section B)

Student's first language
     What was the first language you learned to speak when you were a
     child?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
English..................................  1         843      81.8%
Spanish..................................  2          78       7.6%
Another language........................  3          43       4.2%
English and Spanish equally.............  4          42       4.1%
English and another language equally....  5          25       2.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          4      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


----------------------------------------------------------------------
FORM: BSOFLANG        Timing Data (in secs);  Mean:14.24, Median:10.00
----------------------------------------------------------------------

--------
BSOFLANG
--------                                        Student FT (Section B)

Student's first language other than English/Spanish
     What is the other language you first learned to speak?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
European language........................  1          14      20.0%
Chinese language........................  2          20      28.6%
Filipino language.......................  3           6       8.6%
Southeast Asian language................  4           6       8.6%
South Asian language....................  5           3       4.3%
Another Asian language..................  6           4       5.7%
Middle Eastern language.................  7           6       8.6%
Other language..........................  8          11      15.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        965      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


----------------------------------------------------------------------
FORM: BSFFLANG         Timing Data (in secs);  Mean:10.69, Median:9.00
----------------------------------------------------------------------

--------
BSFFLANG
--------                                        Student FT (Section B)

How often student speaks foreign language with friends
     How often do you speak [Spanish/a European language/a Chinese
     language/a Filipino language/a Southeast Asian language/a South
     Asian language/another Asian language/a Middle Eastern language/
     this language] with your friends?
If BSFLANG = 2 then fill 'Spanish'
If BSFLANG = 4 then fill 'Spanish'
If BSOFLANG = 1 then fill 'a European language'
If BSOFLANG = 2 then fill 'a Chinese language'
If BSOFLANG = 3 then fill 'a Filipino language'
If BSOFLANG = 4 then fill 'a Southeast Asian language'
If BSOFLANG = 5 then fill 'a South Asian language'
If BSOFLANG = 6 then fill 'another Asian language'
If BSOFLANG = 7 then fill 'a Middle Eastern language'
If BSOFLANG = 8 then fill 'this language'

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never....................................  1          38      20.2%
Sometimes................................  2          94      50.0%
About half the time.....................  3          26      13.8%
Most of the time........................  4          20      10.6%
Always..................................  5          10       5.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        847      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
----------------------------------------------------------------------
FORM: BSFMLANG          Timing Data (in secs);  Mean:8.87, Median:7.98
----------------------------------------------------------------------

--------
BSFMLANG
--------                                        Student FT (Section B)

How often student speaks foreign language with mother/female guardian
     How often do you speak [Spanish/a European language/a Chinese
     language/a Filipino language/a Southeast Asian language/a South
     Asian language/another Asian language/a Middle Eastern language/
     this language] with your mother or female guardian?
If BSFLANG = 2 then fill 'Spanish'
If BSFLANG = 4 then fill 'Spanish'
If BSOFLANG = 1 then fill 'a European language'
If BSOFLANG = 2 then fill 'a Chinese language'
If BSOFLANG = 3 then fill 'a Filipino language'
If BSOFLANG = 4 then fill 'a Southeast Asian language'
If BSOFLANG = 5 then fill 'a South Asian language'
If BSOFLANG = 6 then fill 'another Asian language'
If BSOFLANG = 7 then fill 'a Middle Eastern language'
If BSOFLANG = 8 then fill 'this language'


                                                     NON-MISS
                                        CODES    FREQ   PERCENT
                                        -----   -----  ---------
Never...................................  1        14      8.1%
Sometimes...............................  2        33     19.2%
About half the time.....................  3        32     18.6%
Most of the time........................  4        40     23.3%
Always..................................  5        53     30.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9      863     (MISS)
                                                -----  ---------
 TOTALS:                                         1035     100.0%


----------------------------------------------------------------------
```

```
FORM: BSPRVGRD          Timing Data (in secs);  Mean:9.64, Median:8.00
----------------------------------------------------------------------

--------
BSPRVGRD
--------                                        Student FT (Section C)

Grade level in 07-08 school year
     In what grade were you last school year (2007-08)?


                                                     NON-MISS
                                        CODES    FREQ   PERCENT
                                        -----   -----  ---------
7th Grade...............................  1         3      0.3%
8th Grade...............................  2       978     94.7%
9th Grade...............................  3        44      4.3%
Ungraded................................  4         8      0.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        2     (MISS)
                                                -----  ---------
 TOTALS:                                         1035     100.0%


----------------------------------------------------------------------
FORM: BSPRVSYN        Timing Data (in secs);  Mean:12.51, Median:10.00
----------------------------------------------------------------------

--------
BSPRVSYN
--------                                        Student FT (Section C)

Current school is same as school attended in 07-08
     During the previous school year (2007-08), were you in your
     current school or were you in a different school?


                                                     NON-MISS
                                        CODES    FREQ   PERCENT
                                        -----   -----  ---------
Current school..........................  1       273     26.7%
Different school........................  2       749     73.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       13     (MISS)
                                                -----  ---------
 TOTALS:                                         1035     100.0%
```

```
-----------------------------------------------------------------------
FORM: BSPRVS          Timing Data (in secs);  Mean:32.40, Median:29.00
-----------------------------------------------------------------------

--------
BSPRVS3
--------                                        Student FT (Section C)

07-08 school state
     During the previous school year (2007-08) when you were in the
     [7th grade/8th grade/9th grade], what school did you attend?
     If BSPRVGRD = 1 then fill 7th grade
     If BSPRVGRD = 2 then fill 8th grade
     If BSPRVGRD = 3 then fill 9th grade

     State
                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Alabama...............................    1           1       0.1%
Arizona...............................    3           1       0.1%
California............................    5         122      16.5%
Connecticut...........................    7           1       0.1%
Florida...............................    10        235      31.8%
Illinois..............................    14        145      19.6%
Indiana...............................    15          4       0.5%
Maine.................................    20          1       0.1%
Massachusetts.........................    22          1       0.1%
New York..............................    33        112      15.1%
Pennsylvania..........................    39          1       0.1%
Tennessee.............................    43          1       0.1%
Texas.................................    44        115      15.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       295      (MISS)
                                                    -----   ---------
 TOTALS:                                             1035     100.0%
```

```
-----------------------------------------------------------------------
FORM: BSACT           Timing Data (in secs);  Mean:27.14, Median:24.10
-----------------------------------------------------------------------

--------
BSACT_1
--------                                        Student FT (Section C)

Participated in interscholastic/intramural sports in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Sports teams that compete within the same school or between
     different schools
                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No....................................    0         433      42.2%
Yes...................................    1         592      57.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       10      (MISS)
                                                    -----   ---------
 TOTALS:                                             1035     100.0%


--------
BSACT_2
--------                                        Student FT (Section C)

Participated in band/orchestra/chorus/choir in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Band, orchestra, chorus, choir
                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No....................................    0         712      69.5%
Yes...................................    1         313      30.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       10      (MISS)
                                                    -----   ---------
 TOTALS:                                             1035     100.0%
```

```
--------
BSACT_3
--------                                        Student FT (Section C)

Participated in school play or musical in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     School play or musical

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         881      86.0%
Yes....................................   1         144      14.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10     (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSACT_4
--------                                        Student FT (Section C)

Participated in student government or council in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Student government or council

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         914      89.2%
Yes....................................   1         111      10.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10     (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSACT_5
--------                                        Student FT (Section C)

Performed volunteer work in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Volunteer work

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         702      68.5%
Yes....................................   1         323      31.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10     (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSACT_6
--------                                        Student FT (Section C)

Participated in church groups in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Church groups

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         778      75.9%
Yes....................................   1         247      24.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10     (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSACT_7
--------                                        Student FT (Section C)

Participated in math/science/technology/computer club in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Math club, science club, technology or computer club

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         965      94.1%
Yes....................................   1          60       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        10      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSACT_8
--------                                        Student FT (Section C)

Participated in math/science/technology/computer fair in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Math competition, science fair, technology or computer fair

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         949      92.6%
Yes....................................   1          76       7.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        10      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSACT_9
--------                                        Student FT (Section C)

Participated in math/science/technology/computer camp in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Math camp, science camp, technology or computer camp

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0        1012      98.7%
Yes....................................   1          13       1.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        10      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSACT_10
--------                                        Student FT (Section C)

Participated in math/science study groups/tutoring in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     Math or science study groups or tutoring programs

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         973      94.9%
Yes....................................   1          52       5.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        10      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSACT_11
--------                                        Student FT (Section C)

Participated in none of these activities in last year
     Between the time you started 8th grade and now, which of the
     following activities have you participated in?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         847      82.6%
Yes....................................   1         178      17.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%


----------------------------------------------------------------------
FORM: BSFQSCI         Timing Data (in secs);  Mean:29.43, Median:27.01
----------------------------------------------------------------------

--------
BSFQSCI1
--------                                        Student FT (Section C)

How often read science books and magazines in last year
     Between the time you started 8th grade and now, how often have
     you done the following science activities?

     Read science books and magazines

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1         301      29.7%
Rarely.................................   2         354      34.9%
Sometimes..............................   3         277      27.3%
Often..................................   4          82       8.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSFQSCI2
--------                                        Student FT (Section C)

How often watched science-related television shows in last year
     Between the time you started 8th grade and now, how often have
     you done the following science activities?

     Watched science-related television shows (e.g. CSI, Mythbusters,
     Animal Planet, Discovery Channel, NUMB3RS)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1         109      10.7%
Rarely.................................   2         176      17.2%
Sometimes..............................   3         375      36.7%
Often..................................   4         362      35.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         13      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%


--------
BSFQSCI3
--------                                        Student FT (Section C)

How often read science fiction in last year
     Between the time you started 8th grade and now, how often have
     you done the following science activities?

     Read science fiction

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1         269      26.6%
Rarely.................................   2         352      34.7%
Sometimes..............................   3         270      26.7%
Often..................................   4         122      12.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         22      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSFQSCI4
--------                                        Student FT (Section C)

How often visited a science museum in last year
     Between the time you started 8th grade and now, how often have
     you done the following science activities?

     Visited a science museum
```

	CODES	FREQ	NON-MISS PERCENT
Never.....	1	394	39.0%
Rarely.....	2	427	42.2%
Sometimes.....	3	165	16.3%
Often.....	4	25	2.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	24	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSMATH8         Timing Data (in secs);  Mean:19.49, Median:16.02
----------------------------------------------------------------------

--------
BSMATH8
--------                                        Student FT (Section C)

Math course taken last year
     What <b>math</b> course did you take [in the 7th grade/in the 8th
     grade/last school year]?  If you took more than one math course,
     please choose your most advanced or most difficult course.
     Note to programmer:
     If BSPRVGRD=1 then fill "in the 7th grade"
     If BSPRVGRD=2 then fill "in the 8th grade"
     If BSPRVGRD=3, 4 or not answered then fill "last school year"
```

	CODES	FREQ	NON-MISS PERCENT
Remedial Math 8.....	1	19	1.8%
Math 8.....	2	203	19.7%
Advanced/Honors Math 8.....	3	10	1.0%
Algebra I.....	4	415	40.3%
Geometry.....	5	20	1.9%
Pre-Algebra.....	6	334	32.5%
Other.....	7	22	2.1%
Did not take math in the 8th grade.....	8	6	0.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	6	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSGMATH8        Timing Data (in secs);  Mean:11.98, Median:10.00
----------------------------------------------------------------------

--------
BSGMATH8
--------                                        Student FT (Section C)

Grade received in math course taken last year
     What was your final grade in this math course?
```

	CODES	FREQ	NON-MISS PERCENT
A or a numerical average of 90-100.....	1	356	35.2%
B or a numerical average of 80-89.....	2	383	37.9%
C or a numerical average of 70-79.....	3	188	18.6%
D or a numerical average of 60-69.....	4	51	5.0%
Below D/average less than 60.....	5	26	2.6%
Classes were not graded.....	6	7	0.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	24	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSSCI8          Timing Data (in secs);  Mean:19.34, Median:14.00
----------------------------------------------------------------------

--------
BSSCI8
--------                                        Student FT (Section C)

Science course taken last year
     What science course did you take [in the 7th grade/in the 8th
     grade/last school year]? If you took more than one science
     course, please choose your most advanced or most difficult
     course.

Note to programmer:
If BSPRVGRD=1 then fill "in the 7th grade"
If BSPRVGRD=2 then fill "in the 8th grade"
If BSPRVGRD=3, 4 or not answered then fill "last school year"

What <b>science</b> course did you take in the 8th grade?  If you took
more than one science course, please choose your most advanced or most
difficult course.
```

	CODES	FREQ	NON-MISS PERCENT
General Science 8.....	1	339	33.1%
Earth Science.....	2	153	14.9%
Biology.....	3	52	5.1%
Life Science.....	4	148	14.4%
Physical Science.....	5	250	24.4%
Chemistry or Physics.....	6	33	3.2%
Other.....	7	41	4.0%
Did not take science in the 8th grade...	8	9	0.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	10	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSGSCI8          Timing Data (in secs);  Mean:6.94, Median:5.05
----------------------------------------------------------------------

--------
BSGSCI8
--------                                        Student FT (Section C)

Grade received in science course taken last year
     What was your final grade in this science course?
```

	CODES	FREQ	NON-MISS PERCENT
A or a numerical average of 90-100.....	1	430	42.7%
B or a numerical average of 80-89.....	2	365	36.2%
C or a numerical average of 70-79.....	3	170	16.9%
D or a numerical average of 60-69.....	4	32	3.2%
Below D/average less than 60.....	5	6	0.6%
Classes were not graded.....	6	5	0.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	27	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSCOMP8         Timing Data (in secs);  Mean:14.19, Median:11.00
----------------------------------------------------------------------
```

```
--------
BSCOMP8
--------                                        Student FT (Section C)

Computer course taken last year
     What computer course did you take [in the 7th grade/in the 8th
     grade/last school year]? If you took more than one computer
     course, please choose your most advanced or most difficult
     course.

Note to programmer:
If BSPRVGRD=1 then fill "in the 7th grade"
If BSPRVGRD=2 then fill "in the 8th grade"
If BSPRVGRD=3, 4 or not answered then fill "last school year"


What <b>computer</b> course did you take in the 8th grade?  If you
took more than one computer course, please choose your most advanced
or most difficult course.
```

	CODES	FREQ	NON-MISS PERCENT
Computer education/Computer science.....	1	167	16.4%
Keyboarding.....	2	214	21.0%
Other.....	3	76	7.5%
Didn’t take computer course in 8th grade	4	561	55.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	17	(MISS)
TOTALS:		1035	100.0%

```
-----------------------------------------------------------------------
FORM: BSGCOMP8          Timing Data (in secs);  Mean:6.16, Median:5.00
-----------------------------------------------------------------------

--------
BSGCOMP8
--------                                        Student FT (Section C)

Grade received in computer course taken last year
     What was your final grade in this computer course?
```

	CODES	FREQ	NON-MISS PERCENT
A or a numerical average of 90-100.....	1	315	69.2%
B or a numerical average of 80-89.....	2	77	16.9%
C or a numerical average of 70-79.....	3	35	7.7%
D or a numerical average of 60-69.....	4	9	2.0%
Below D/average less than 60.....	5	2	0.4%
Classes were not graded.....	6	17	3.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	580	(MISS)
TOTALS:		1035	100.0%

```
-----------------------------------------------------------------------
FORM: BSMATHCR          Timing Data (in secs);  Mean:5.34, Median:4.00
-----------------------------------------------------------------------

--------
BSMATHCR
--------                                        Student FT (Section D)

Student is taking a math course fall 08
     Are you currently taking a math course this fall?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	31	3.0%
Yes.....	1	995	97.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		1035	100.0%

```
---------------------------------------------------------------------
FORM: BSMPRS          Timing Data (in secs);  Mean:20.90, Median:19.00
---------------------------------------------------------------------

--------
BSMPRS1
--------                                        Student FT (Section D)

Student sees himself/herself as a math person
     How much do you agree or disagree with the following statements?

     I see myself as a math person.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1         131       12.8%
Agree.................................    2         396       38.6%
Disagree..............................    3         304       29.7%
Strongly Disagree.....................    4         194       18.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        10      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


--------
BSMPRS2
--------                                        Student FT (Section D)

Others see student as a math person
     How much do you agree or disagree with the following statements?

     Others see me as a math person.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1         107       10.5%
Agree.................................    2         397       39.0%
Disagree..............................    3         351       34.4%
Strongly Disagree.....................    4         164       16.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        16      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSMPRS3
--------                                        Student FT (Section D)

Student wants others to see him/her as a math person
     How much do you agree or disagree with the following statements?

     I want others to see me as a math person.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1          95        9.3%
Agree.................................    2         430       42.0%
Disagree..............................    3         374       36.6%
Strongly Disagree.....................    4         124       12.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        12      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


---------------------------------------------------------------------
FORM: BSMGD           Timing Data (in secs);  Mean:18.74, Median:16.00
---------------------------------------------------------------------

--------
BSMGD_1
--------                                        Student FT (Section D)

Student thinks s/he is good at math
     How much do you agree or disagree with the following statements?

     I am good at math.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1         202       19.8%
Agree.................................    2         532       52.2%
Disagree..............................    3         206       20.2%
Strongly Disagree.....................    4          79        7.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        16      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSMGD_2
--------                                        Student FT (Section D)

Student's math teacher thinks s/he is good at math
     How much do you agree or disagree with the following statements?

     My [last] math teacher [thinks/thought] I [am/was] good at math.
     If BSMATHCR = 1 then fill 'thinks' If BSMATHCR = 1 then fill 'am'
     If BSMATHCR = 2 then fill 'last' If BSMATHCR = 2 then fill '
     thought' If BSMATHCR = 2 then fill 'was'

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        168      16.7%
Agree...................................   2        609      60.7%
Disagree................................   3        183      18.2%
Strongly Disagree.......................   4         44       4.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         31      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSMGD_3
--------                                        Student FT (Section D)

Student's parents think they s/he is good at math
     How much do you agree or disagree with the following statements?

     My parents think I am good at math.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        270      26.6%
Agree...................................   2        538      53.0%
Disagree................................   3        155      15.3%
Strongly Disagree.......................   4         52       5.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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BSMGD_4
--------                                        Student FT (Section D)

Student's friends think s/he is good at math
     How much do you agree or disagree with the following statements?

     My friends think I am good at math.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        163      16.1%
Agree...................................   2        527      52.2%
Disagree................................   3        251      24.9%
Strongly Disagree.......................   4         69       6.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         25      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


----------------------------------------------------------------------
FORM: BSMCMP          Timing Data (in secs);  Mean:21.29, Median:19.00
----------------------------------------------------------------------

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BSMCMP1
--------                                        Student FT (Section D)

Compared to same age students s/he is good at math
     How much do you agree or disagree with each of the following
     statements?
<br>
<br>
Compared with others my age...

     I am good at math.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        188      18.4%
Agree...................................   2        551      53.9%
Disagree................................   3        210      20.5%
Strongly Disagree.......................   4         74       7.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         12      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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BSMCMP2
--------                                        Student FT (Section D)

Compared to same age students work in math class is easy
     How much do you agree or disagree with each of the following
     statements?
<br>
<br>
Compared with others my age...

     Work in my [most recent] math class [was/is] easy for me. If
     BSMATHCR = 1 then fill 'is' If BSMATHCR = 0 then fill 'most recent
     'If BSMATHCR = 0 then fill 'was'

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        190      18.5%
Agree...................................    2        538      52.4%
Disagree................................    3        241      23.5%
Strongly Disagree.......................    4         57       5.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          9     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


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BSMCMP3
--------                                        Student FT (Section D)

Compared to same age students has to study hard in math
     How much do you agree or disagree with each of the following
     statements?
<br>
<br>
Compared with others my age...

     I have to study hard in math.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        144      14.1%
Agree...................................    2        358      35.0%
Disagree................................    3        394      38.5%
Strongly Disagree.......................    4        128      12.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


-----------------------------------------------------------------------
FORM: BSMCHK          Timing Data (in secs);  Mean:23.36, Median:20.00
-----------------------------------------------------------------------

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BSMCHK1
--------                                        Student FT (Section D)

How often checks math assignments to make sure done correctly
     Think about when you [were/are] doing assignments for [your most
     recent] math class.

If BSMATHCR = 1 then fill 'are'
If BSMATHCR = 0 then fill 'your most recent'
If BSMATHCR = 0 then fill 'were'

     When you [finish/finished] a math assignment, how often [do/did]
     you check to make sure it is done correctly?  If BSMATHCR = 1
     then fill 'finish' If BSMATHCR = 1 then fill 'do' If BSMATHCR = 0
     then fill 'finished' If BSMATHCR = 0 then fill 'did'

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1        116      11.4%
Rarely..................................    2        303      29.7%
Sometimes...............................    3        386      37.8%
Often...................................    4        216      21.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         14     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
```

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BSMCHK2
--------                                        Student FT (Section D)

How often student thinks about whether understands math assignments
     Think about when you [were/are] doing assignments for [your most
     recent] math class.

If BSMATHCR = 1 then fill 'are'
If BSMATHCR = 0 then fill 'your most recent'
If BSMATHCR = 0 then fill 'were'

     When you [were/are] working on a math assignment, how often [did/
     do] you think about whether you [understand/understood] what you
     are doing? If BSMATHCR = 1 then fill 'are' If BSMATHCR = 1 then
     fill 'do' If BSMATHCR = 1 then fill 'understand' If BSMATHCR = 0
     then fill 'were' If BSMATHCR = 0 then fill 'did' If BSMATHCR = 0
     then fill 'understood'

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Never...................................    1          48       4.7%
Rarely..................................    2         238      23.4%
Sometimes...............................    3         395      38.8%
Often...................................    4         338      33.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         16      (MISS)
                                                     -----   ---------
 TOTALS:                                               1035     100.0%


----------------------------------------------------------------------
FORM: BSMCRSE         Timing Data (in secs);  Mean:14.96, Median:11.00
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BSMCS1
--------                                        Student FT (Section D)

Currently taking Review or Remedial Math in fall 08
     What math course(s) are you currently taking this fall?

     Review or Remedial Math

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0         978      98.5%
Yes.....................................    1          15       1.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----   ---------
 TOTALS:                                               1035     100.0%


--------
BSMCS2
--------                                        Student FT (Section D)

Currently taking Statistics or Probability in fall 08
     What math course(s) are you currently taking this fall?

     Statistics or Probability

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0         990      99.7%
Yes.....................................    1           3       0.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----   ---------
 TOTALS:                                               1035     100.0%


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BSMCS3
--------                                        Student FT (Section D)

Currently taking Algebra I in fall 08
     What math course(s) are you currently taking this fall?

     Algebra I

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0         447      45.0%
Yes.....................................    1         546      55.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----   ---------
 TOTALS:                                               1035     100.0%
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BSMCS4
--------                                        Student FT (Section D)

Currently taking Algebra IA in fall 08
     What math course(s) are you currently taking this fall?

     Algebra IA

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         909      91.5%
Yes....................................     1          84       8.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS5
--------                                        Student FT (Section D)

Currently taking Algebra IB in fall 08
     What math course(s) are you currently taking this fall?

     Algebra IB

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         971      97.8%
Yes....................................     1          22       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS6
--------                                        Student FT (Section D)

Currently taking Algebra II in fall 08
     What math course(s) are you currently taking this fall?

     Algebra II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         938      94.5%
Yes....................................     1          55       5.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS7
--------                                        Student FT (Section D)

Currently taking Discrete Math in fall 08
     What math course(s) are you currently taking this fall?

     Discrete Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         993     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS8
--------                                        Student FT (Section D)

Currently taking Geometry in fall 08
     What math course(s) are you currently taking this fall?

     Geometry

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         744      74.9%
Yes....................................     1         249      25.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

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BSMCS9
--------                                        Student FT (Section D)

Currently taking Integrated Math I in fall 08
     What math course(s) are you currently taking this fall?

     Integrated Math I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         985      99.2%
Yes....................................     1           8       0.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS10
--------                                        Student FT (Section D)

Currently taking Integrated Math II in fall 08
     What math course(s) are you currently taking this fall?

     Integrated Math II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         993     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


--------
BSMCS11
--------                                        Student FT (Section D)

Currently taking Integrated Math III in fall 08
     What math course(s) are you currently taking this fall?

     Integrated Math III

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         993     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS12
--------                                        Student FT (Section D)

Currently taking Integrated Math IV in fall 08
     What math course(s) are you currently taking this fall?

     Integrated Math IV

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         993     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSMCS13
--------                                        Student FT (Section D)

Currently taking other math course in fall 08
     What math course(s) are you currently taking this fall?

     Other math course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         943      95.0%
Yes....................................     1          50       5.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         42      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
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----------------------------------------------------------------------
FORM: BSMRSN          Timing Data (in secs);  Mean:33.21, Median:30.00
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BSMRSN_1
--------                                          Student FT (Section D)

Taking current math class because really enjoys math
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You really enjoy math.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.......................................  0        847     85.8%
Yes......................................  1        140     14.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        48     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMRSN_2
--------                                          Student FT (Section D)

Taking current math class because likes to be challenged
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You like to be challenged.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.......................................  0        836     84.7%
Yes......................................  1        151     15.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        48     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMRSN_3
--------                                        Student FT (Section D)

Taking current math class because it is a school requirement
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You had no choice, it is a school requirement.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	631	63.9%
Yes.....	1	356	36.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN_4
--------                                        Student FT (Section D)

Taking current math class because guidance counselor suggested it
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     The school guidance counselor suggested you take it.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	854	86.5%
Yes.....	1	133	13.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN_5
--------                                        Student FT (Section D)

Taking current math class because parents encouraged it
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     Your parent(s) encouraged you to take it.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	795	80.5%
Yes.....	1	192	19.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN_6
--------                                        Student FT (Section D)

Taking current math class because school official encouraged it
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     A teacher or other school official encouraged you to take it.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	824	83.5%
Yes.....	1	163	16.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN_7
--------                                        Student FT (Section D)

Taking current math class because no other math courses offered
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     There were no other math courses offered.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	925	93.7%
Yes.....	1	62	6.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN_8
--------                                        Student FT (Section D)

Taking current math class because friends were taking it
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     Your friends were taking it.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	929	94.1%
Yes.....	1	58	5.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN_9
--------                                        Student FT (Section D)

Taking current math class because will need it for college
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You will need it for college.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	750	76.0%
Yes.....	1	237	24.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN10
--------                                        Student FT (Section D)

Taking current math class because will need it for career
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You will need it for your career.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	862	87.3%
Yes.....	1	125	12.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN11
--------                                        Student FT (Section D)

Taking current math class because heard it was easiest math class
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You heard it was the easiest math class.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	962	97.5%
Yes.....	1	25	2.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN12
--------                                        Student FT (Section D)

Taking current math class because it was assigned
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     It was assigned to you.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	496	50.3%
Yes.....	1	491	49.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMRSN13
--------                                        Student FT (Section D)

Does not know why taking current math class
     You are taking [this math course/Review-Remedial
     Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/
     Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated
     Math II/Integrated Math III/Integrated Math IV] because...
     If BSMCRSE_12=1 then fill "Integrated Math IV"
     Else if BSMCRSE_11=1 then fill "Integrated Math III"
     Else if BSMCRSE_10=1 then fill "Integrated Math II"
     Else if BSMCRSE_9=1 then fill "Integrated Math I"
     Else if BSMCRSE_8=1 then fill "Geometry"
     Else if BSMCRSE_7=1 then fill "Discrete Math"
     Else if BSMCRSE_6=1 then fill "Algebra II"
     Else if BSMCRSE_5=1 then fill "Algebra IB"
     Else if BSMCRSE_4=1 then fill "Algebra IA"
     Else if BSMCRSE_3=1 then fill "Algebra I"
     Else if BSMCRSE_2=1 then fill "Probability-Statistics"
     Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
     Else if BSMCRSE_13=1 then fill "this math course"
     Else fill "math"

     You don't know why you are taking this course.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	933	94.5%
Yes.....	1	54	5.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	48	(MISS)
TOTALS:		1035	100.0%

```
-----------------------------------------------------------------------
FORM: BSMMIR          Timing Data (in secs);  Mean:16.93, Median:15.00
-----------------------------------------------------------------------

--------
BSMMIR
--------                                        Student FT (Section D)

Main reason taking current math class
     Choose the single most important or main reason you are taking [
     this math course/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV].
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "this math course"
Else fill "math"
```

	CODES	FREQ	NON-MISS PERCENT
Really enjoy math.....	1	30	6.5%
Like to be challenged.....	2	28	6.1%
Had no choice/school requirement.....	3	72	15.7%
School guidance counselor suggested it..	4	16	3.5%
My parent(s) encouraged it.....	5	20	4.4%
Teacher/school official encouraged it...	6	43	9.4%
No other math courses offered.....	7	9	2.0%
Friends were taking it.....	8	3	0.7%
Will need it for college.....	9	83	18.1%
Will need it for career.....	10	26	5.7%
Heard it was easiest math class.....	11	3	0.7%
Assigned to it.....	12	126	27.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	576	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSMLIK          Timing Data (in secs);  Mean:31.61, Median:28.01
----------------------------------------------------------------------

--------
BSMLIK1
--------                                        Student FT (Section D)

Student is enjoying current math class very much
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I am enjoying this class very much.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	117	11.9%
Agree.....	2	431	43.8%
Disagree.....	3	328	33.4%
Strongly Disagree.....	4	107	10.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	52	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMLIK2
--------                                        Student FT (Section D)

Student thinks current math class is a waste of time
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I think this class is a waste of my time.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	54	5.5%
Agree.....	2	116	11.8%
Disagree.....	3	465	47.4%
Strongly Disagree.....	4	345	35.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	55	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMLIK3
--------                                        Student FT (Section D)

Student thinks current math class is fun
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I think this class is fun.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	104	10.6%
Agree.....	2	431	43.8%
Disagree.....	3	330	33.6%
Strongly Disagree.....	4	118	12.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	52	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMLIK4
--------                                        Student FT (Section D)

Student thinks current math class is boring
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I think this class is boring.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	136	13.9%
Agree.....	2	305	31.2%
Disagree.....	3	398	40.7%
Strongly Disagree.....	4	140	14.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	56	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMLIK5
--------                                        Student FT (Section D)

Student does not like current math class at all
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I don't like this class at all.

                                                        NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          83        8.5%
Agree...................................    2         154       15.8%
Disagree................................    3         494       50.6%
Strongly Disagree.......................    4         246       25.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          58      (MISS)
                                                     -----   ---------
 TOTALS:                                               1035      100.0%
```

```
-----------------------------------------------------------------------
FORM: BSMMTV          Timing Data (in secs);  Mean:35.72, Median:33.00
-----------------------------------------------------------------------

--------
BSMMTV1
--------                                        Student FT (Section D)

Does current math assignments b/c enjoys what s/he is learning
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I enjoy what I am learning.

                                                        NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1         141       14.3%
Agree...................................    2         465       47.3%
Disagree................................    3         301       30.6%
Strongly Disagree.......................    4          76        7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          52      (MISS)
                                                     -----   ---------
 TOTALS:                                               1035      100.0%
```

```
--------
BSMMTV2
--------                                        Student FT (Section D)

Does current math assignments because is interested in science
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I am interested in math.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree.........................   1         152      15.5%
Agree..................................   2         410      41.8%
Disagree...............................   3         320      32.6%
Strongly Disagree......................   4          99      10.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         54     (MISS)
                                                   -----  ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSMMTV3
--------                                        Student FT (Section D)

Does current math assignments because likes learning something new
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I like learning something new.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree.........................   1         209      21.2%
Agree..................................   2         576      58.5%
Disagree...............................   3         163      16.5%
Strongly Disagree......................   4          37       3.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         50     (MISS)
                                                   -----  ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSMMTV4
--------                                        Student FT (Section D)

Does current math assignments because likes taking on challenge
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I like taking on a challenge.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree........................     1        186      19.0%
Agree.................................     2        492      50.3%
Disagree..............................     3        244      24.9%
Strongly Disagree.....................     4         56       5.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       57     (MISS)
                                                   -----  ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSMMTV5
--------                                        Student FT (Section D)

Does current math assignments because wants to be good at science
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I want to be good at math.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree........................     1        335      34.0%
Agree.................................     2        567      57.6%
Disagree..............................     3         61       6.2%
Strongly Disagree.....................     4         21       2.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       51     (MISS)
                                                   -----  ---------
 TOTALS:                                            1035     100.0%
```

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--------
BSMMTV6
--------                                        Student FT (Section D)

Does current math assignments because parents make him/her
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     My parents make me.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         115      11.7%
Agree..................................   2         338      34.3%
Disagree...............................   3         386      39.2%
Strongly Disagree......................   4         145      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        51      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSMMTV7
--------                                        Student FT (Section D)

Does current math assignments because wants to keep up grades
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?<br>
<br>
I do my assignments in this class because...
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I want to keep up my grades.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         563      57.1%
Agree..................................   2         401      40.7%
Disagree...............................   3          15       1.5%
Strongly Disagree......................   4           7       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        49      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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----------------------------------------------------------------------
FORM: BSMUSE          Timing Data (in secs);  Mean:39.14, Median:35.01
----------------------------------------------------------------------

--------
BSMUSE1
--------                                          Student FT (Section D)

Information learned in current math class useful for everyday life
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     The information we learn in this class is useful for everyday
     life.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	158	16.1%
Agree.....	2	415	42.2%
Disagree.....	3	331	33.7%
Strongly Disagree.....	4	79	8.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	52	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMUSE2
--------                                          Student FT (Section D)

Information learned in current math class useful for college
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     The information we learn in this class will be useful for
     college.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	385	39.2%
Agree.....	2	530	54.0%
Disagree.....	3	52	5.3%
Strongly Disagree.....	4	15	1.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	53	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMUSE3
--------                                        Student FT (Section D)

Information learned in current math class useful for career
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     The information we learn in this class will be useful for my
     career.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	215	22.0%
Agree.....	2	473	48.5%
Disagree.....	3	223	22.8%
Strongly Disagree.....	4	65	6.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	59	(MISS)
TOTALS:		1035	100.0%

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--------
BSMUSE4
--------                                        Student FT (Section D)

Student feels he/she is wasting his/her time in current math class
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I really feel that I am wasting my time in this class.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	42	4.3%
Agree.....	2	112	11.4%
Disagree.....	3	482	49.1%
Strongly Disagree.....	4	345	35.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	54	(MISS)
TOTALS:		1035	100.0%

```
--------
BSMUSE5
--------                                        Student FT (Section D)

Student likes to get by in current math class doing little
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I like to get by in this class doing as little work as possible.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree..........................   1         51       5.2%
Agree...................................   2        191      19.5%
Disagree................................   3        465      47.6%
Strongly Disagree.......................   4        270      27.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         58      (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

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-----------------------------------------------------------------------
FORM: BSMEFC          Timing Data (in secs);  Mean:32.41, Median:29.08
-----------------------------------------------------------------------

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BSMEFC1
--------                                        Student FT (Section D)

Confident s/he can do excellent job on tests in current math class
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I am confident that I can do an excellent job on tests in this
     class.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree..........................   1        238      24.3%
Agree...................................   2        509      51.9%
Disagree................................   3        189      19.3%
Strongly Disagree.......................   4         44       4.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         55      (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMEFC2
--------                                        Student FT (Section D)

Understands most difficult textbook material in current math class
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I am certain that I can understand the most difficult material
     presented in the textbook used in this class.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................  1         144      14.8%
Agree...................................  2         445      45.6%
Disagree................................  3         302      30.9%
Strongly Disagree.......................  4          85       8.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         59      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


--------
BSMEFC3
--------                                        Student FT (Section D)

Certain s/he can master skills being taught in current math class
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"


     I am certain that I can master the skills being taught in this
     class.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................  1         226      23.1%
Agree...................................  2         555      56.7%
Disagree................................  3         161      16.4%
Strongly Disagree.......................  4          37       3.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         56      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


--------
BSMEFC4
--------                                        Student FT (Section D)

Confident can do an excellent job on current math class assignments
     How much do you agree or disagree with the following statements
     about your [math/Review-Remedial Math/Probability-Statistics/
     Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry
     /Integrated Math I/Integrated Math II/Integrated Math III/
     Integrated Math IV] course?
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
```

```
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"
```

I am confident that I can do an excellent job on assignments in this class.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	255	26.0%
Agree.....	2	562	57.3%
Disagree.....	3	142	14.5%
Strongly Disagree.....	4	22	2.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	54	(MISS)
TOTALS:		1035	100.0%

FORM: BSMGIMP Timing Data (in secs); Mean:12.00, Median:10.01

BSMGIMP

Student FT (Section D)

Importance of getting good grades in current math class

How important to you is getting good grades in your [math/Review-Remedial Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated Math II/Integrated Math III/Integrated Math IV] course?

```
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
Else fill "math"
```

How important to you is getting good grades in your [math/Review-Remedial Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated Math II/Integrated Math III/Integrated Math IV] course?

```
If BSMCRSE_12=1 then fill "Integrated Math IV"
Else if BSMCRSE_11=1 then fill "Integrated Math III"
Else if BSMCRSE_10=1 then fill "Integrated Math II"
Else if BSMCRSE_9=1 then fill "Integrated Math I"
Else if BSMCRSE_8=1 then fill "Geometry"
Else if BSMCRSE_7=1 then fill "Discrete Math"
Else if BSMCRSE_6=1 then fill "Algebra II"
Else if BSMCRSE_5=1 then fill "Algebra IB"
Else if BSMCRSE_4=1 then fill "Algebra IA"
Else if BSMCRSE_3=1 then fill "Algebra I"
Else if BSMCRSE_2=1 then fill "Probability-Statistics"
Else if BSMCRSE_1=1 then fill "Review-Remedial Math"
Else if BSMCRSE_13=1 then fill "math"
```

	CODES	FREQ	NON-MISS PERCENT
Not at all important.....	1	7	0.7%
Somewhat important.....	2	179	18.2%
Very important.....	3	800	81.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	49	(MISS)
TOTALS:		1035	100.0%

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----------------------------------------------------------------------
FORM: BSMTCHQ         Timing Data (in secs);  Mean:66.07, Median:62.01
----------------------------------------------------------------------
```

```
--------
BSMTCHQ1
--------                                        Student FT (Section D)

Current math teacher values and listens to students ideas
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Values and listens to students' ideas.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1         292      30.2%
Agree.................................    2         481      49.8%
Disagree..............................    3         135      14.0%
Strongly Disagree.....................    4          58       6.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9      69      (MISS)
                                                   -----   ---------
 TOTALS:                                          1035      100.0%
```

```
--------
BSMTCHQ2
--------                                        Student FT (Section D)

Current math teacher treats students with respect
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Treats students with respect.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1         373      38.7%
Agree.................................    2         493      51.1%
Disagree..............................    3          67       7.0%
Strongly Disagree.....................    4          31       3.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9      71      (MISS)
                                                   -----   ---------
 TOTALS:                                          1035      100.0%
```

```
--------
BSMTCHQ3
--------                                        Student FT (Section D)

Current math teacher treats sample member like an adult
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Treats me like an adult.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................    1         260      27.0%
Agree.................................    2         493      51.2%
Disagree..............................    3         168      17.4%
Strongly Disagree.....................    4          42       4.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9      72      (MISS)
                                                   -----   ---------
 TOTALS:                                          1035      100.0%
```

BSMTCHQ4
--- Student FT (Section D)

Current math teacher treats every student fairly
How much do you agree or disagree with the following statements about [BSMTEAC]? Remember, none of your teachers or your principal will see any of the answers you provide. This teacher...

Treats every student fairly.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	333	34.6%
Agree.....	2	489	50.8%
Disagree.....	3	102	10.6%
Strongly Disagree.....	4	39	4.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	72	(MISS)
TOTALS:		1035	100.0%

BSMTCHQ5
--- Student FT (Section D)

Current math teacher thinks every student can be successful
How much do you agree or disagree with the following statements about [BSMTEAC]? Remember, none of your teachers or your principal will see any of the answers you provide. This teacher...

Thinks every student can be successful.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	401	41.6%
Agree.....	2	480	49.8%
Disagree.....	3	64	6.6%
Strongly Disagree.....	4	18	1.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	72	(MISS)
TOTALS:		1035	100.0%

BSMTCHQ6
--- Student FT (Section D)

Current math teacher thinks mistakes okay if all students learn
How much do you agree or disagree with the following statements about [BSMTEAC]? Remember, none of your teachers or your principal will see any of the answers you provide. This teacher...

Thinks mistakes are okay as long as all students learn.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	295	30.6%
Agree.....	2	528	54.8%
Disagree.....	3	106	11.0%
Strongly Disagree.....	4	35	3.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	71	(MISS)
TOTALS:		1035	100.0%

BSMTCHQ7
--- Student FT (Section D)

Current math teacher grades math work fairly
How much do you agree or disagree with the following statements about [BSMTEAC]? Remember, none of your teachers or your principal will see any of the answers you provide. This teacher...

Grades our math work fairly.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	384	39.8%
Agree.....	2	498	51.6%
Disagree.....	3	70	7.2%
Strongly Disagree.....	4	14	1.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	69	(MISS)
TOTALS:		1035	100.0%

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BSMTCHQ8
--------                                        Student FT (Section D)

Current math teacher treats some kids better than other kids
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Treats some kids better than other kids.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          83       8.6%
Agree...................................    2         145      15.0%
Disagree................................    3         429      44.4%
Strongly Disagree.......................    4         310      32.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          68      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
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BSMTCHQ9
--------                                        Student FT (Section D)

Current math teacher tries to make math interesting
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Tries to make math interesting.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1         308      32.0%
Agree...................................    2         402      41.7%
Disagree................................    3         173      17.9%
Strongly Disagree.......................    4          81       8.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          71      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
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BSMTCHQ0
--------                                        Student FT (Section D)

Current math teacher treats boys and girls differently
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Treats boys and girls differently.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          34       3.5%
Agree...................................    2          71       7.4%
Disagree................................    3         464      48.3%
Strongly Disagree.......................    4         391      40.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          75      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
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BSMTCHQA
--------                                        Student FT (Section D)

Current math teacher makes math easy to understand
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...


     Makes math easy to understand.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1         237      24.6%
Agree...................................    2         493      51.1%
Disagree................................    3         157      16.3%
Strongly Disagree.......................    4          77       8.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          71      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
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--------
BSMTCHQB
--------                                        Student FT (Section D)

Current math teacher does good job organizing lessons/activities
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...

     Does a good job at organizing lessons and class activities.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         305      31.5%
Agree..................................   2         504      52.0%
Disagree...............................   3         119      12.3%
Strongly Disagree......................   4          41       4.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        66      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


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BSMTCHQC
--------                                        Student FT (Section D)

Current math teacher has an excellent understanding of material
     How much do you agree or disagree with the following statements
     about [BSMTEAC]?  Remember, none of your teachers or your
     principal will see any of the answers you provide.  This teacher...

     Has an excellent understanding of math material.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         472      48.7%
Agree..................................   2         422      43.6%
Disagree...............................   3          53       5.5%
Strongly Disagree......................   4          22       2.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        66      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

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-----------------------------------------------------------------------
FORM: BSSCIECR          Timing Data (in secs);  Mean:5.34, Median:4.00
-----------------------------------------------------------------------

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BSSCIECR
--------                                        Student FT (Section E)

Student is currently taking a science course fall 08
     Are you currently taking a science course this fall?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         114      11.2%
Yes....................................   1         900      88.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        21      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


-----------------------------------------------------------------------
FORM: BSSPRS          Timing Data (in secs);  Mean:13.99, Median:12.00
-----------------------------------------------------------------------

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BSSPRS1
--------                                        Student FT (Section E)

Student sees himself/herself as a science person
     How much do you agree or disagree with the following statements?

     I see myself as a science person.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         139      13.8%
Agree..................................   2         356      35.3%
Disagree...............................   3         370      36.7%
Strongly Disagree......................   4         144      14.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        26      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
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BSSPRS2
--------                                        Student FT (Section E)

Others see student as a science person
     How much do you agree or disagree with the following statements?

     Others see me as a science person.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................     1        103      10.3%
Agree.................................     2        322      32.1%
Disagree..............................     3        445      44.4%
Strongly Disagree.....................     4        132      13.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       33     (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
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--------
BSSPRS3
--------                                        Student FT (Section E)

Student wants others to see him/her as a science person
     How much do you agree or disagree with the following statements?

     I want others to see me as a science person.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................     1        124      12.3%
Agree.................................     2        350      34.8%
Disagree..............................     3        406      40.4%
Strongly Disagree.....................     4        125      12.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       30     (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
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-----------------------------------------------------------------------
FORM: BSSGD          Timing Data (in secs);  Mean:15.47, Median:13.01
-----------------------------------------------------------------------

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BSSGD_1
--------                                        Student FT (Section E)

Student thinks s/he is good at science
     How much do you agree or disagree with the following statements?

     I am good at science.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................     1        161      16.0%
Agree.................................     2        565      56.3%
Disagree..............................     3        222      22.1%
Strongly Disagree.....................     4         56       5.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       31     (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
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BSSGD_2
--------                                        Student FT (Section E)

Student's science teacher thinks s/he is good at science
     How much do you agree or disagree with the following statements?

     My [last] science teacher [thinks/thought] I [am/was] good at
     science. If BSSCIECR = 1 then fill 'thinks' If BSSCIECR = 1 then
     fill 'am' If BSSCIECR = 0 then fill 'last' If BSSCIECR = 0 then
     fill 'thought' If BSSCIECR = 0 then fill 'was'

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree........................     1        147      14.8%
Agree.................................     2        606      61.0%
Disagree..............................     3        200      20.1%
Strongly Disagree.....................     4         41       4.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       41     (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
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BSSGD_3
--------                                        Student FT (Section E)

Student's parents think they s/he is good at science
     How much do you agree or disagree with the following statements?

     My parents think I am good at science.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         178       17.8%
Agree..................................   2         614       61.4%
Disagree...............................   3         167       16.7%
Strongly Disagree......................   4          41        4.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         35      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
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BSSGD_4
--------                                        Student FT (Section E)

Student's friends think s/he is good at science
     How much do you agree or disagree with the following statements?

     My friends think I am good at science.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         130       13.1%
Agree..................................   2         497       49.9%
Disagree...............................   3         301       30.2%
Strongly Disagree......................   4          68        6.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         39      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

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-----------------------------------------------------------------------
FORM: BSSCMP          Timing Data (in secs);  Mean:15.15, Median:13.01
-----------------------------------------------------------------------

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BSSCMP1
--------                                        Student FT (Section E)

Compared to same age students s/he is good at science
     How much do you agree or disagree with each of the following
     statements?
<br>
<br>
Compared with others my age...

     I am good at science.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................   1         180       18.1%
Agree..................................   2         555       55.8%
Disagree...............................   3         216       21.7%
Strongly Disagree......................   4          43        4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         41      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

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--------
BSSCMP2
--------                                        Student FT (Section E)

Compared to same age students work in science class is easy
     How much do you agree or disagree with each of the following
     statements?
<br>
<br>
Compared with others my age...

     Work in my [most recent] science class [was/is] easy for me. If
     BSSCIECR = 1 then fill 'is' If BSSCIECR = 0 then fill 'most recent
     'If BSSCIECR = 0 then fill 'was'

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        175      17.6%
Agree...................................    2        480      48.2%
Disagree................................    3        288      28.9%
Strongly Disagree.......................    4         53       5.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         39     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSSCMP3
--------                                        Student FT (Section E)

Compared to same age students has to study hard in science
     How much do you agree or disagree with each of the following
     statements?
<br>
<br>
Compared with others my age...

     I have to study hard in science.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        211      21.2%
Agree...................................    2        415      41.7%
Disagree................................    3        288      28.9%
Strongly Disagree.......................    4         81       8.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         40     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


-----------------------------------------------------------------------
FORM: BSSCHK          Timing Data (in secs);  Mean:18.38, Median:15.97
-----------------------------------------------------------------------

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BSSCHK1
--------                                        Student FT (Section E)

How often checks science assignments to make sure done correctly
     Think about when you [were/are] doing assignments for [your most
     recent] science class. If BSSCIECR = 1 then fill 'are' If BSSCIECR
     = 0 then fill 'your most recent' If BSSCIECR = 0 then fill 'were'

     When you [finish/finished] a science assignment, how often [do/
     did] you check to make sure it is done correctly?  If BSSCIECR =
     1 then fill 'finish' If BSSCIECR = 1 then fill 'do' If BSSCIECR = 0
     then fill 'finished' If BSSCIECR = 0 then fill 'did'

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1        133      13.3%
Rarely..................................    2        278      27.8%
Sometimes...............................    3        375      37.5%
Often...................................    4        214      21.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         35     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

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BSSCHK2
--------                                        Student FT (Section E)

How often student thinks about whether understands science assignments
     Think about when you [were/are] doing assignments for [your most
     recent] science class. If BSSCIECR = 1 then fill 'are' If BSSCIECR
     = 0 then fill 'your most recent' If BSSCIECR = 0 then fill 'were'

     When you [were/are] working on a science assignment, how often [
     did/do] you think about whether you [understand/understood] what
     you are doing? If BSSCIECR = 1 then fill 'are' If BSSCIECR = 1
     then fill 'do' If BSSCIECR = 1 then fill 'understand' If BSSCIECR =
     0 then fill 'were' If BSSCIECR = 0 then fill 'did' If BSSCIECR = 0
     then fill 'understood'

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1          75       7.5%
Rarely..................................    2         232      23.3%
Sometimes...............................    3         358      35.9%
Often...................................    4         331      33.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         39     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


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FORM: BSSCRSE          Timing Data (in secs);  Mean:11.82, Median:8.01
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BSSCS1
--------                                        Student FT (Section E)

Currently taking Anatomy/Physiology in fall 08
     What science course(s) are you currently taking this fall?

     Anatomy/Physiology

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         886      99.3%
Yes.....................................    1           6       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
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BSSCS2
--------                                        Student FT (Section E)

Currently taking Biology in fall 08
     What science course(s) are you currently taking this fall?

     Biology

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         368      41.3%
Yes.....................................    1         524      58.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


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BSSCS4
--------                                        Student FT (Section E)

Currently taking Chemistry in fall 08
     What science course(s) are you currently taking this fall?

     Chemistry

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         871      97.6%
Yes.....................................    1          21       2.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
```

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BSSCS6
--------                                        Student FT (Section E)

Currently taking Earth Science in fall 08
     What science course(s) are you currently taking this fall?

     Earth Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         757      84.9%
Yes....................................     1         135      15.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143      (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
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BSSCS7
--------                                        Student FT (Section E)

Currently taking Environmental Science in fall 08
     What science course(s) are you currently taking this fall?

     Environmental Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         852      95.5%
Yes....................................     1          40       4.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143      (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
```

```
--------
BSSCS8
--------                                        Student FT (Section E)

Currently taking Integrated Science I in fall 08
     What science course(s) are you currently taking this fall?

     Integrated Science I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         860      96.4%
Yes....................................     1          32       3.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143      (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
```

```
--------
BSSCS9
--------                                        Student FT (Section E)

Currently taking Integrated Science II in fall 08
     What science course(s) are you currently taking this fall?

     Integrated Science II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         887      99.4%
Yes....................................     1           5       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143      (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
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```
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BSSCS10
--------                                        Student FT (Section E)

Currently taking Integrated Science III in fall 08
     What science course(s) are you currently taking this fall?

     Integrated Science III

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         891      99.9%
Yes....................................     1           1       0.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSSCS11
--------                                        Student FT (Section E)

Currently taking Integrated Science IV in fall 08
     What science course(s) are you currently taking this fall?

     Integrated Science IV

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         891      99.9%
Yes....................................     1           1       0.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSSCS12
--------                                        Student FT (Section E)

Currently taking Physical Science in fall 08
     What science course(s) are you currently taking this fall?

     Physical Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         820      91.9%
Yes....................................     1          72       8.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSSCS13
--------                                        Student FT (Section E)

Currently taking Physics in fall 08
     What science course(s) are you currently taking this fall?

     Physics

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         856      96.0%
Yes....................................     1          36       4.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSSCS14
--------                                        Student FT (Section E)

Currently taking other science course in fall 08
     What science course(s) are you currently taking this fall?

     Other science course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         812      91.0%
Yes....................................     1          80       9.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


----------------------------------------------------------------------
FORM: BSSRSN          Timing Data (in secs);  Mean:23.31, Median:21.08
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BSSRSN_1
--------                                        Student FT (Section E)

Taking current science class because really enjoys science
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"

     You really enjoy science.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         709      80.5%
Yes....................................     1         172      19.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        154      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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BSSRSN_2
--------                                        Student FT (Section E)

Taking current science class because likes to be challenged
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"

     You like to be challenged.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         709      80.5%
Yes....................................     1         172      19.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        154      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSSRSN_3
--------                                        Student FT (Section E)

Taking current science class because it is a school requirement
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     You had no choice, it is a school requirement.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	569	64.6%
Yes.....	1	312	35.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN_4
--------                                        Student FT (Section E)

Taking current science class because guidance counselor suggested it
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     The school guidance counselor suggested you take it.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	779	88.4%
Yes.....	1	102	11.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN_5
--------                                        Student FT (Section E)

Taking current science class because parents encouraged it
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

Your parent(s) encouraged you to take it.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	733	83.2%
Yes.....	1	148	16.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN_6
--------                                        Student FT (Section E)

Taking current science class because school official encouraged it
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

A teacher or other school official encouraged you to take it.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	758	86.0%
Yes.....	1	123	14.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN_7
--------                                        Student FT (Section E)

Taking current science class because no other science courses offered
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

There were no other science courses offered.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	824	93.5%
Yes.....	1	57	6.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN_8
--------                                        Student FT (Section E)

Taking current science class because friends were taking it
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

Your friends were taking it.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	805	91.4%
Yes.....	1	76	8.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN_9
--------                                        Student FT (Section E)

Taking current science class because will need it for college
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     You will need it for college.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	643	73.0%
Yes.....	1	238	27.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN10
--------                                        Student FT (Section E)

Taking current science class because will need it for career
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     You will need it for your career.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	728	82.6%
Yes.....	1	153	17.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN11
--------                                        Student FT (Section E)

Taking current science class because heard it was easiest science
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

You heard it was the easiest science class.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	855	97.0%
Yes.....	1	26	3.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN12
--------                                        Student FT (Section E)

Taking current science class because it was assigned
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

It was assigned to you.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	466	52.9%
Yes.....	1	415	47.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSRSN13
--------                                        Student FT (Section E)

Does not know why taking current science class
     You are taking <b>[this science course/Anatomy-Physiology/Biology
     I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental
     Science/Integrated Science I/Integrated Science II/Integrated
     Science III/Integrated Science IV/Physical Science/Physics I]</b>
     because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     You don’t know why you are taking this course.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	845	95.9%
Yes.....	1	36	4.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	154	(MISS)
TOTALS:		1035	100.0%

```
-----------------------------------------------------------------------
FORM: BSSMIR          Timing Data (in secs);  Mean:12.67, Median:11.01
-----------------------------------------------------------------------

--------
BSSMIR
--------                                        Student FT (Section E)

Main reason taking current science class
     Choose the single most important or main reason you are taking [
     this science course/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I].
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"
```

	CODES	FREQ	NON-MISS PERCENT
Really enjoy science.....	1	59	14.3%
Like to be challenged.....	2	20	4.8%
Had no choice/school requirement.....	3	69	16.7%
School guidance counselor suggested it..	4	12	2.9%
My parent(s) encouraged it.....	5	21	5.1%
Teacher/school official encouraged it...	6	22	5.3%
No other science courses offered.....	7	10	2.4%
Friends were taking it.....	8	6	1.5%
Will need it for college.....	9	72	17.4%
Will need it for career.....	10	56	13.6%
Heard it was easiest science class.....	11	1	0.2%
Assigned to it.....	12	65	15.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	622	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSSLIK          Timing Data (in secs);  Mean:23.92, Median:22.00
----------------------------------------------------------------------

--------
BSSLIK1
--------                                        Student FT (Section E)

Student is enjoying current science class very much
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I am enjoying this class very much.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        140       16.0%
Agree...................................   2        403       46.2%
Disagree................................   3        252       28.9%
Strongly Disagree.......................   4         78        8.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        162      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSSLIK2
--------                                        Student FT (Section E)

Student thinks current science class is a waste of time
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I think this class is a waste of my time.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         44        5.0%
Agree...................................   2        110       12.6%
Disagree................................   3        427       48.7%
Strongly Disagree.......................   4        295       33.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        159      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSSLIK3
--------                                        Student FT (Section E)

Student thinks current science class is fun
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I think this class is fun.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	158	18.1%
Agree.....	2	421	48.2%
Disagree.....	3	206	23.6%
Strongly Disagree.....	4	89	10.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	161	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSLIK4
--------                                        Student FT (Section E)

Student thinks current science class is boring
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I think this class is boring.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	103	11.8%
Agree.....	2	221	25.4%
Disagree.....	3	369	42.4%
Strongly Disagree.....	4	178	20.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	164	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSLIK5
--------                                        Student FT (Section E)

Student does not like current science class at all
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I don’t like this class at all.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	72	8.2%
Agree.....	2	135	15.4%
Disagree.....	3	427	48.8%
Strongly Disagree.....	4	241	27.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	160	(MISS)
TOTALS:		1035	100.0%

```
-----------------------------------------------------------------------
FORM: BSSMTV          Timing Data (in secs);  Mean:27.65, Median:25.13
-----------------------------------------------------------------------

--------
BSSMTV1
--------                                        Student FT (Section E)

Does current science assignments b/c enjoys what s/he is learning
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I enjoy what I am learning.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	169	19.4%
Agree.....	2	428	49.2%
Disagree.....	3	229	26.3%
Strongly Disagree.....	4	44	5.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	165	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSMTV2
--------                                        Student FT (Section E)

Does current science assignments because is interested in science
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I am interested in science.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	185	21.2%
Agree.....	2	402	46.2%
Disagree.....	3	232	26.6%
Strongly Disagree.....	4	52	6.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	164	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSMTV3
--------                                        Student FT (Section E)

Does current science assignments because likes learning something new
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I like learning something new.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	215	24.6%
Agree.....	2	511	58.5%
Disagree.....	3	120	13.7%
Strongly Disagree.....	4	27	3.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	162	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSMTV4
--------                                        Student FT (Section E)

Does current science assignments because likes taking on challenge
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I like taking on a challenge.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	181	20.8%
Agree.....	2	424	48.8%
Disagree.....	3	219	25.2%
Strongly Disagree.....	4	45	5.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	166	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSMTV5
--------                                        Student FT (Section E)

Does current science assignments because wants to be good at science
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I want to be good at science.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	265	30.5%
Agree.....	2	460	52.9%
Disagree.....	3	123	14.1%
Strongly Disagree.....	4	22	2.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	165	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSMTV6
--------                                        Student FT (Section E)

Does current science assignments because parents make him/her
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     My parents make me.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	102	11.7%
Agree.....	2	324	37.2%
Disagree.....	3	318	36.5%
Strongly Disagree.....	4	128	14.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	163	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSMTV7
--------                                        Student FT (Section E)

Does current science assignments because wants to keep up grades
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?<br>
<br>
<br>
I do my assignments in this class because...
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I want to keep up my grades.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	456	52.2%
Agree.....	2	399	45.7%
Disagree.....	3	11	1.3%
Strongly Disagree.....	4	7	0.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	162	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSSUSE          Timing Data (in secs);  Mean:30.35, Median:28.00
----------------------------------------------------------------------

--------
BSSUSE1
--------                                          Student FT (Section E)

Information learned in current science class useful for everyday life
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     The information we learn in this class is useful for everyday
     life.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree..........................   1        133     15.3%
Agree...................................   2        425     49.0%
Disagree................................   3        243     28.0%
Strongly Disagree.......................   4         66      7.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        168     (MISS)
                                                   -----  ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSSUSE2
--------                                          Student FT (Section E)

Information learned in current science class useful for college
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     The information we learn in this class will be useful for
     college.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree..........................   1        293     33.9%
Agree...................................   2        472     54.6%
Disagree................................   3         70      8.1%
Strongly Disagree.......................   4         29      3.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        171     (MISS)
                                                   -----  ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSSUSE3
--------                                        Student FT (Section E)

Information learned in current science class useful for career
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     The information we learn in this class will be useful for my
     career.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	206	23.9%
Agree.....	2	325	37.7%
Disagree.....	3	254	29.5%
Strongly Disagree.....	4	77	8.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	173	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSUSE4
--------                                        Student FT (Section E)

Student feels they are wasting their time in current science class
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I really feel that I am wasting my time in this class.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	46	5.3%
Agree.....	2	104	12.1%
Disagree.....	3	427	49.5%
Strongly Disagree.....	4	285	33.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	173	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSUSE5
--------                                        Student FT (Section E)

Student likes to get by in current science class doing little
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I like to get by in this class doing as little work as possible.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1          50       5.8%
Agree...................................    2         202      23.5%
Disagree................................    3         379      44.1%
Strongly Disagree.......................    4         229      26.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        175      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


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FORM: BSSEFC          Timing Data (in secs);  Mean:25.30, Median:22.00
----------------------------------------------------------------------

--------
BSSEFC1
--------                                        Student FT (Section E)

Confident s/he can do excellent job on tests in current science class
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I am confident that I can do an excellent job on tests in this
     class.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1         202      23.4%
Agree...................................    2         445      51.5%
Disagree................................    3         184      21.3%
Strongly Disagree.......................    4          33       3.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        171      (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSSEFC2
--------                                        Student FT (Section E)

Understands most difficult textbook material in current science class
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I am certain I can understand the most difficult material
     presented in the textbook used in this class.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	158	18.4%
Agree.....	2	384	44.6%
Disagree.....	3	242	28.1%
Strongly Disagree.....	4	77	8.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	174	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSEFC3
--------                                        Student FT (Section E)

Certain s/he can master skills being taught in current science class
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I am certain I can master the skills being taught in this class.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	188	21.8%
Agree.....	2	476	55.1%
Disagree.....	3	162	18.8%
Strongly Disagree.....	4	38	4.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	171	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSEFC4
--------                                        Student FT (Section E)

Confident can do an excellent job on current science class assignments
     How much do you agree or disagree with the following statements
     about your [science/Anatomy-Physiology/Biology I/Biology II/
     Chemistry I/Chemistry II/Earth Science/Environmental Science/
     Integrated Science I/Integrated Science II/Integrated Science III
     /Integrated Science IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     I am confident that I can do an excellent job on assignments in
     this class.

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Strongly Agree.........................    1        231     26.8%
Agree..................................    2        485     56.3%
Disagree...............................    3        126     14.6%
Strongly Disagree......................    4         20      2.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        173     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

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-----------------------------------------------------------------------
FORM: BSSGIMP          Timing Data (in secs);  Mean:9.81, Median:8.01
-----------------------------------------------------------------------

--------
BSSGIMP
--------                                        Student FT (Section E)

Importance of getting good grades in current science class
     How important to you is getting good grades in your [science/
     Anatomy-Physiology/Biology I/Biology II/Chemistry I/Chemistry II/
     Earth Science/Environmental Science/Integrated Science I/
     Integrated Science II/Integrated Science III/Integrated Science
     IV/Physical Science/Physics I] course?
Conditional wording:
If BSSCRSE_13=1 then fill "Physics"
Else if BSSCRSE_12=1 then fill "Physical Science"
Else if BSSCRSE_11=1 then fill "Integrated Science IV"
Else if BSSCRSE_10=1 then fill "Integrated Science III"
Else if BSSCRSE_9=1 then fill "Integrated Science II"
Else if BSSCRSE_8=1 then fill "Integrated Science I"
Else if BSSCRSE_7=1 then fill "Environmental Science"
Else if BSSCRSE_6=1 then fill "Earth Science"
Else if BSSCRSE_5=1 then fill "Chemistry II"
Else if BSSCRSE_4=1 then fill "Chemistry I"
Else if BSSCRSE_3=1 then fill "Biology II"
Else if BSSCRSE_2=1 then fill "Biology I"
Else if BSSCRSE_1=1 then fill "Anatomy/Physiology"
Else if BSSCRSE_14=1 then fill "this science course"
Else fill "science"


     How important to you is getting good grades in your [science/
     Anatomy-Physiology/Biology I/Biology II/Chemistry I/Chemistry II/
     Earth Science/Environmental Science/Integrated Science I/
     Integrated Science II/Integrated Science III/Integrated Science
     IV/Physical Science/Physics I] course?
If BSSCRSE_13=1 then fill "Physics” Else
if BSSCRSE_12=1 then fill "Physical Science” Else
if BSSCRSE_11=1 then fill "Integrated Science IV"Else
if BSSCRSE_10=1 then fill "Integrated Science III" Else
if BSSCRSE_9=1 then fill "Integrated Science II" Else
if BSSCRSE_8=1 then fill "Integrated Science I” Else
if BSSCRSE_5=1 then fill "Chemistry II” Else
if BSSCRSE_4=1 then fill "Chemistry I” Else
if BSSCRSE_3=1 then fill "Biology II” Else
if BSSCRSE_2=1 then fill "Biology I” Else
if BSSCRSE_1=1 then fill "Anatomy/Physiology” Else
if BSSCRSE_1=7 then fill "Environmental Science” Else
if BSSCRSE_1=6 then fill "Earth Science” Else
 if BSSCRSE_1=14 then fill "science"
```

	CODES	FREQ	NON-MISS PERCENT
Not at all important.....	1	9	1.0%
Somewhat important.....	2	203	23.2%
Very important.....	3	663	75.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	160	(MISS)
TOTALS:		1035	100.0%

FORM: BSSTCHQ Timing Data (in secs); Mean:46.90, Median:43.01

BSSTCHQ1

Student FT (Section E)

Current science teacher values and listens to students ideas
How much do you agree or disagree with the following statements about [BSSTEAC/your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name. Else fill "your science teacher"

Values and listens to students' ideas.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	263	31.1%
Agree.....	2	414	48.9%
Disagree.....	3	127	15.0%
Strongly Disagree.....	4	43	5.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	188	(MISS)
TOTALS:		1035	100.0%

BSSTCHQ2

Student FT (Section E)

Current science teacher treats students with respect
How much do you agree or disagree with the following statements about [BSSTEAC/your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name. Else fill "your science teacher"

Treats students with respect.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	297	35.2%
Agree.....	2	451	53.5%
Disagree.....	3	61	7.2%
Strongly Disagree.....	4	34	4.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	192	(MISS)
TOTALS:		1035	100.0%

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--------
BSSTCHQ3
--------                                        Student FT (Section E)

Current science teacher treats sample member like an adult
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Treats me like an adult.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        239      28.4%
Agree...................................    2        436      51.8%
Disagree................................    3        126      15.0%
Strongly Disagree.......................    4         40       4.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        194     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


--------
BSSTCHQ4
--------                                        Student FT (Section E)

Current science teacher treats every student fairly
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Treats every student fairly.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        275      32.7%
Agree...................................    2        429      51.0%
Disagree................................    3         96      11.4%
Strongly Disagree.......................    4         42       5.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        193     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


--------
BSSTCHQ5
--------                                        Student FT (Section E)

Current science teacher thinks every student can be successful
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Thinks every student can be successful.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................    1        323      38.3%
Agree...................................    2        435      51.5%
Disagree................................    3         56       6.6%
Strongly Disagree.......................    4         30       3.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        191     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
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BSSTCHQ6
--------                                        Student FT (Section E)

Current science teacher thinks mistakes okay if all students learn
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Thinks mistakes are okay as long as all students learn.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................     1        246      29.1%
Agree...................................     2        463      54.7%
Disagree................................     3        100      11.8%
Strongly Disagree.......................     4         37       4.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        189     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


--------
BSSTCHQ7
--------                                        Student FT (Section E)

Current science teacher grades science work fairly
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Grades our science work fairly.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................     1        317      37.6%
Agree...................................     2        458      54.3%
Disagree................................     3         42       5.0%
Strongly Disagree.......................     4         27       3.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        191     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%


--------
BSSTCHQ8
--------                                        Student FT (Section E)

Current science teacher treats some kids better than other kids
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Treats some kids better than other kids.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................     1         76       9.0%
Agree...................................     2        154      18.2%
Disagree................................     3        359      42.4%
Strongly Disagree.......................     4        258      30.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        188     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSSTCHQ9
--------                                        Student FT (Section E)

Current science teacher tries to make science interesting
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Tries to make science interesting.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................     1        319      37.6%
Agree...................................     2        384      45.3%
Disagree................................     3         93      11.0%
Strongly Disagree.......................     4         52       6.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        187     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


--------
BSSTCHQ0
--------                                        Student FT (Section E)

Current science teacher treats boys and girls differently
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Treats boys and girls differently.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................     1         45       5.3%
Agree...................................     2         94      11.1%
Disagree................................     3        406      48.0%
Strongly Disagree.......................     4        301      35.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        189     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


--------
BSSTCHQA
--------                                        Student FT (Section E)

Current science teacher makes science easy to understand
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Makes science easy to understand.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly Agree..........................     1        224      26.6%
Agree...................................     2        383      45.5%
Disagree................................     3        169      20.1%
Strongly Disagree.......................     4         65       7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        194     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
```

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--------
BSSTCHQB
--------                                        Student FT (Section E)

Current science teacher does good job organizing lessons/activities
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Does a good job at organizing lessons and class activities.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	270	31.9%
Agree.....	2	405	47.8%
Disagree.....	3	120	14.2%
Strongly Disagree.....	4	52	6.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	188	(MISS)
TOTALS:		1035	100.0%

```
--------
BSSTCHQC
--------                                        Student FT (Section E)

Current science teacher has an excellent understanding of material
     How much do you agree or disagree with the following statements
     about [BSSTEAC/your science teacher]?  Remember, none of your
     teachers or your principal will see any of the answers you
     provide.  This teacher...

If a teacher name is selected in BSSTEAC then fill the teacher's name.
Else fill "your science teacher"

     Has an excellent understanding of science material.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	387	45.8%
Agree.....	2	383	45.3%
Disagree.....	3	55	6.5%
Strongly Disagree.....	4	20	2.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	190	(MISS)
TOTALS:		1035	100.0%

```
FORM: BSPRT           Timing Data (in secs);  Mean:21.45, Median:20.00
FORM: BSPRTX          Timing Data (in secs);  Mean:25.60, Median:23.01

SPECIAL NOTE: Respondents were divided into one form or the other
              BSPRT# variables are associated with form BSPRT
              BSPRT#X variables are associated with form BSPRTX
```

```
--------
BSPRT_1
--------                                        Student FT (Section F)

Student’s parents or guardians know where s/he is at all times
     How much do you agree or disagree with the following statements
     about your parents and family?

     My parents or guardians know where I am at all times.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	168	38.5%
Agree.....	2	187	42.9%
Disagree.....	3	69	15.8%
Strongly Disagree.....	4	12	2.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	599	(MISS)
TOTALS:		1035	100.0%

```
--------
BSPRT_1X
--------                                        Student FT (Section F)

Parents/guardians always know where s/he is - 'neither'
     How much do you agree or disagree with the following statements
     about your parents and family?

     My parents or guardians know where I am at all times.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        158      34.7%
Agree...................................   2        172      37.8%
Neither Agree nor Disagree..............   3         78      17.1%
Disagree................................   4         33       7.3%
Strongly Disagree.......................   5         14       3.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        580      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSPRT_2
--------                                        Student FT (Section F)

Student's parents or guardians know who s/he is with at all times
     How much do you agree or disagree with the following statements
     about your parents and family?

     My parents or guardians know who I am with at all times.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        157      36.2%
Agree...................................   2        194      44.7%
Disagree................................   3         71      16.4%
Strongly Disagree.......................   4         12       2.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        601      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSPRT_2X
--------                                        Student FT (Section F)

Parents/guardians always know who s/he is with - 'neither'
     How much do you agree or disagree with the following statements
     about your parents and family?

     My parents or guardians know who I am with at all times.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        164      36.0%
Agree...................................   2        151      33.1%
Neither Agree nor Disagree..............   3         93      20.4%
Disagree................................   4         30       6.6%
Strongly Disagree.......................   5         18       3.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        579      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSPRT_3
--------                                        Student FT (Section F)

Rules in student's family are quite clear
     How much do you agree or disagree with the following statements
     about your parents and family?

     The rules in my family are quite clear.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        191      44.2%
Agree...................................   2        212      49.1%
Disagree................................   3         24       5.6%
Strongly Disagree.......................   4          5       1.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        603      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSPRT_3X
--------                                        Student FT (Section F)

Rules in student's family are quite clear - 'neither'
     How much do you agree or disagree with the following statements
     about your parents and family?

     The rules in my family are quite clear.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        187      41.0%
Agree...................................   2        181      39.7%
Neither Agree nor Disagree..............   3         60      13.2%
Disagree................................   4         18       3.9%
Strongly Disagree.......................   5         10       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        579      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSPRT_4
--------                                        Student FT (Section F)

Student's parents know if s/he follows family rules
     How much do you agree or disagree with the following statements
     about your parents and family?

     My parents know if I follow family rules.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        176      40.6%
Agree...................................   2        205      47.2%
Disagree................................   3         42       9.7%
Strongly Disagree.......................   4         11       2.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        601      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSPRT_4X
--------                                        Student FT (Section F)

Parents know if s/he follows family rules - 'neither'
     How much do you agree or disagree with the following statements
     about your parents and family?

     My parents know if I follow family rules.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        155      34.1%
Agree...................................   2        192      42.3%
Neither Agree nor Disagree..............   3         71      15.6%
Disagree................................   4         23       5.1%
Strongly Disagree.......................   5         13       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        581      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
-----------------------------------------------------------------------

FORM: BSBLG          Timing Data (in secs);  Mean:34.53, Median:32.01
FORM: BSBLGX         Timing Data (in secs);  Mean:44.05, Median:41.00

SPECIAL NOTE: Respondents were divided into one form or the other
              BSBLG_# variables are associated with form BSBLG
              BSBLG_#X variables are associated with form BSBLGX

-----------------------------------------------------------------------
```

BSBLG_1
--- Student FT (Section F)

Student feels safe at his/her school
How much do you agree or disagree with the following statements about your current school?

I feel safe at this school.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	155	36.5%
Agree.....	2	209	49.2%
Disagree.....	3	39	9.2%
Strongly Disagree.....	4	22	5.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	610	(MISS)
TOTALS:		1035	100.0%

BSBLG_1X
--- Student FT (Section F)

Student feels safe at his/her school - 'neither'
How much do you agree or disagree with the following statements about your current school?

I feel safe at this school.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	146	33.0%
Agree.....	2	182	41.2%
Neither Agree nor Disagree.....	3	71	16.1%
Disagree.....	4	25	5.7%
Strongly Disagree.....	5	18	4.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	593	(MISS)
TOTALS:		1035	100.0%

BSBLG_2
--- Student FT (Section F)

Student feels proud being part of their school
How much do you agree or disagree with the following statements about your current school?

I feel proud being part of this school.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	179	42.3%
Agree.....	2	177	41.8%
Disagree.....	3	47	11.1%
Strongly Disagree.....	4	20	4.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	612	(MISS)
TOTALS:		1035	100.0%

BSBLG_2X
--- Student FT (Section F)

Student feels proud being part of their school - 'neither'
How much do you agree or disagree with the following statements about your current school?

I feel proud being part of this school.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	160	36.4%
Agree.....	2	157	35.7%
Neither Agree nor Disagree.....	3	94	21.4%
Disagree.....	4	15	3.4%
Strongly Disagree.....	5	14	3.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	595	(MISS)
TOTALS:		1035	100.0%

```
--------
BSBLG_3
--------                                        Student FT (Section F)

Student treated with as much respect as other students in class
     How much do you agree or disagree with the following statements
     about your current school?

     I am treated with as much respect as other students in my class.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree..........................   1        157       37.0%
Agree...................................   2        211       49.8%
Disagree................................   3         42        9.9%
Strongly Disagree.......................   4         14        3.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        611      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSBLG_3X
--------                                        Student FT (Section F)

Student treated with as much respect as other students-'neither'
     How much do you agree or disagree with the following statements
     about your current school?

     I am treated with as much respect as other students in my class.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree..........................   1        143       32.3%
Agree...................................   2        199       44.9%
Neither Agree nor Disagree..............   3         56       12.6%
Disagree................................   4         27        6.1%
Strongly Disagree.......................   5         18        4.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        592      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSBLG_4
--------                                        Student FT (Section F)

Most of the time student would like to be any place other than school
     How much do you agree or disagree with the following statements
     about your current school?

     Most of the time I would like to be any place other than school.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree..........................   1         77       18.2%
Agree...................................   2        139       32.8%
Disagree................................   3        171       40.3%
Strongly Disagree.......................   4         37        8.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        611      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSBLG_4X
--------                                        Student FT (Section F)

Student would like to be any place other than school-'neither'
     How much do you agree or disagree with the following statements
     about your current school?

     Most of the time I would like to be any place other than school.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree..........................   1         83       18.9%
Agree...................................   2         94       21.4%
Neither Agree nor Disagree..............   3        139       31.6%
Disagree................................   4         84       19.1%
Strongly Disagree.......................   5         40        9.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        595      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSBLG_5
--------                                        Student FT (Section F)

There are teachers/adults in school student can talk to about problems
     How much do you agree or disagree with the following statements
     about your current school?

     There are always teachers or other adults in my school that I can
     talk to if I have a problem.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	137	32.2%
Agree.....	2	211	49.6%
Disagree.....	3	56	13.2%
Strongly Disagree.....	4	21	4.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	610	(MISS)
TOTALS:		1035	100.0%

```
--------
BSBLG_5X
--------                                        Student FT (Section F)

Teachers/adults in school student can talk to about problem-'neither'
     How much do you agree or disagree with the following statements
     about your current school?

     There are always teachers or other adults in my school that I can
     talk to if I have a problem.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	125	28.3%
Agree.....	2	163	36.9%
Neither Agree nor Disagree.....	3	98	22.2%
Disagree.....	4	32	7.2%
Strongly Disagree.....	5	24	5.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	593	(MISS)
TOTALS:		1035	100.0%

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--------
BSBLG_6
--------                                        Student FT (Section F)

Student thinks school is often a waste of time
     How much do you agree or disagree with the following statements
     about your current school?

     School is often a waste of time.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	30	7.1%
Agree.....	2	44	10.5%
Disagree.....	3	206	48.9%
Strongly Disagree.....	4	141	33.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	614	(MISS)
TOTALS:		1035	100.0%

```
--------
BSBLG_6X
--------                                        Student FT (Section F)

Student thinks school is often a waste of time -'neither'
     How much do you agree or disagree with the following statements
     about your current school?

     School is often a waste of time.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	22	5.0%
Agree.....	2	39	8.8%
Neither Agree nor Disagree.....	3	95	21.5%
Disagree.....	4	150	33.9%
Strongly Disagree.....	5	136	30.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	593	(MISS)
TOTALS:		1035	100.0%

```
--------
BSBLG_7
--------                                        Student FT (Section F)

Getting good grades in school is important to student
     How much do you agree or disagree with the following statements
     about your current school?

     Getting good grades in school is important to me.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        279      65.8%
Agree...................................   2        132      31.1%
Disagree................................   3          9       2.1%
Strongly Disagree.......................   4          4       0.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        611      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSBLG_7X
--------                                        Student FT (Section F)

Getting good grades is important to student -'neither'
     How much do you agree or disagree with the following statements
     about your current school?

     Getting good grades in school is important to me.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1        285      64.6%
Agree...................................   2        122      27.7%
Neither Agree nor Disagree..............   3         22       5.0%
Disagree................................   4          5       1.1%
Strongly Disagree.......................   5          7       1.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        594      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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-----------------------------------------------------------------------
FORM: BSDSEN          Timing Data (in secs);  Mean:33.59, Median:32.03
-----------------------------------------------------------------------

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BSDSEN1
--------                                        Student FT (Section F)

Student goes to class without homework done
     How often do you...

     go to class without your homework done?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1        185      21.9%
Rarely..................................   2        362      42.8%
Sometimes...............................   3        213      25.2%
Often...................................   4         86      10.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        189      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSDSEN2
--------                                        Student FT (Section F)

Student goes to class without pencil or paper
     How often do you...

     go to class without pencil or paper?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1        414      48.9%
Rarely..................................   2        271      32.0%
Sometimes...............................   3        104      12.3%
Often...................................   4         57       6.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        189      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSDSEN3
--------                                        Student FT (Section F)

Student goes to class without books
     How often do you...

     go to class without books?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1         437      51.5%
Rarely..................................   2         295      34.8%
Sometimes...............................   3          90      10.6%
Often...................................   4          26       3.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        187      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSDSEN4
--------                                        Student FT (Section F)

Student goes to class late
     How often do you...

     go to class late?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1         374      44.2%
Rarely..................................   2         335      39.6%
Sometimes...............................   3         114      13.5%
Often...................................   4          24       2.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        188      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSDSEN5
--------                                        Student FT (Section F)

Student really pays attention during class
     How often do you...

     really pay attention during class?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          25       3.0%
Rarely..................................   2          63       7.5%
Sometimes...............................   3         285      33.8%
Often...................................   4         471      55.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        191      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSDSEN6
--------                                        Student FT (Section F)

Student lets mind wander during class
     How often do you...

     let your mind wander during class?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          44       5.2%
Rarely..................................   2         208      24.6%
Sometimes...............................   3         453      53.5%
Often...................................   4         141      16.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        189      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSDSEN7
--------                                        Student FT (Section F)

Student jokes around in class
     How often do you...

     joke around in class?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never....................................  1          78        9.2%
Rarely...................................  2         254       30.1%
Sometimes................................  3         369       43.7%
Often....................................  4         144       17.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        190      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSDSEN8
--------                                        Student FT (Section F)

Student talks with friends during class
     How often do you...

     talk with your friends during class?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never....................................  1          25        3.0%
Rarely...................................  2         154       18.2%
Sometimes................................  3         425       50.3%
Often....................................  4         241       28.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        190      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

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-----------------------------------------------------------------------
FORM: BSFAVESU        Timing Data (in secs);  Mean:18.68, Median:16.01
-----------------------------------------------------------------------

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BSFAVESU
--------                                        Student FT (Section F)

Student's favorite school subject
     Not including lunch or study periods, what is your favorite
     school subject?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
English..................................  1          74        8.8%
Foreign Language.........................  2          44        5.3%
Science..................................  4          85       10.2%
Art......................................  5          76        9.1%
Music....................................  6          69        8.2%
Mathematics..............................  7         108       12.9%
Gym......................................  8         178       21.3%
Religion.................................  9          13        1.6%
Health...................................  10         21        2.5%
Computer Education/Computer Science.....  11         27        3.2%
Social Studies/History/Government/Civics  12         54        6.5%
Other....................................  13         88       10.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        198      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
```

```
-----------------------------------------------------------------------
FORM: BSLSTFAV        Timing Data (in secs);  Mean:14.77, Median:12.00
-----------------------------------------------------------------------
```

```
--------
BSLSTFAV
--------                                        Student FT (Section F)

Student's least favorite school subject
     Not including lunch or study periods, what is your <b>least</b>
     favorite school subject?
```

	CODES	FREQ	NON-MISS PERCENT
English	1	138	16.7%
Foreign Language	2	99	12.0%
Science	4	129	15.7%
Art	5	18	2.2%
Music	6	16	1.9%
Mathematics	7	185	22.5%
Gym	8	40	4.9%
Religion	9	17	2.1%
Health	10	26	3.2%
Computer Education/Computer Science	11	20	2.4%
Social Studies/History/Government/Civics	12	83	10.1%
Other	13	53	6.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	211	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------

FORM: BSUTIL          Timing Data (in secs);  Mean:21.58, Median:19.01
FORM: BSUTILX         Timing Data (in secs);  Mean:22.44, Median:20.02

SPECIAL NOTE: Respondents were divided into one form or the other
              BSUTIL# variables are associated with form BSUTIL
              BSUTIL#X variables are associated with form BSUTILX

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--------
BSUTIL1
--------                                        Student FT (Section F)

The information learned in school is useful for everyday life
     How much do you agree or disagree with the following statements?

     The information we learn in school is useful for everyday life.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree	1	122	31.0%
Agree	2	193	49.0%
Disagree	3	67	17.0%
Strongly Disagree	4	12	3.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	641	(MISS)
TOTALS:		1035	100.0%

```
--------
BSUTIL1X
--------                                        Student FT (Section F)

Info learned in school useful for everyday life -'neither'
     How much do you agree or disagree with the following statements?

     The information we learn in school is useful for everyday life.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree	1	135	32.4%
Agree	2	161	38.6%
Neither Agree nor Disagree	3	89	21.3%
Disagree	4	21	5.0%
Strongly Disagree	5	11	2.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	618	(MISS)
TOTALS:		1035	100.0%

```
--------
BSUTIL2
--------                                        Student FT (Section F)

Student likes to get by in school doing as little work as possible
     How much do you agree or disagree with the following statements?

     I like to get by in school doing as little work as possible.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1        34        8.7%
Agree..................................    2        89       22.6%
Disagree...............................    3       173       44.0%
Strongly Disagree......................    4        97       24.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       642      (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

```
--------
BSUTIL2X
--------                                        Student FT (Section F)

Likes to get by in school doing little work -'neither'
     How much do you agree or disagree with the following statements?

     I like to get by in school doing as little work as possible.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1        25        6.0%
Agree..................................    2        59       14.3%
Neither Agree nor Disagree.............    3       108       26.1%
Disagree...............................    4       136       32.9%
Strongly Disagree......................    5        86       20.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       621      (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

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--------
BSUTIL3
--------                                        Student FT (Section F)

The information learned in school will be useful for college
     How much do you agree or disagree with the following statements?

     The information we learn in school will be useful for college.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1       194       49.1%
Agree..................................    2       187       47.3%
Disagree...............................    3         9        2.3%
Strongly Disagree......................    4         5        1.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       640      (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

```
--------
BSUTIL3X
--------                                        Student FT (Section F)

Info learned in school will be useful for college - 'neither'
     How much do you agree or disagree with the following statements?

     The information we learn in school will be useful for college.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1       204       48.7%
Agree..................................    2       169       40.3%
Neither Agree nor Disagree.............    3        37        8.8%
Disagree...............................    4         3        0.7%
Strongly Disagree......................    5         6        1.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       616      (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

```
--------
BSUTIL4
--------                                        Student FT (Section F)

The information learned in school will be useful for career
     How much do you agree or disagree with the following statements?

     The information we learn in school will be useful for my career.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................    1        163       41.4%
Agree..................................    2        186       47.2%
Disagree...............................    3         36        9.1%
Strongly Disagree......................    4          9        2.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        641      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


--------
BSUTIL4X
--------                                        Student FT (Section F)

Info learned in school will be useful for career -'neither'
     How much do you agree or disagree with the following statements?

     The information we learn in school will be useful for my career.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................    1        165       39.8%
Agree..................................    2        150       36.1%
Neither Agree nor Disagree.............    3         83       20.0%
Disagree...............................    4          7        1.7%
Strongly Disagree......................    5         10        2.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        620      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


----------------------------------------------------------------------

FORM: BSPAYO          Timing Data (in secs);  Mean:26.74, Median:25.01
FORM: BSPAYOX         Timing Data (in secs);  Mean:28.21, Median:27.01
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SPECIAL NOTE: Respondents were divided into one form or the other
              BSPAYO# variables are associated with form BSPAYO
              BSPAYO#X variables are associated with form BSPAYOX

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BSPAYO1
--------                                        Student FT (Section F)

Studying in school rarely pays off later with good jobs
     How much do you agree or disagree with the following statements?

     Studying in school rarely pays off later with good jobs.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................    1         40       10.4%
Agree..................................    2         39       10.2%
Disagree...............................    3        167       43.6%
Strongly Disagree......................    4        137       35.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        652      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%


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BSPAYO1X
--------                                        Student FT (Section F)

Studying rarely pays off later with good jobs -'neither'
     How much do you agree or disagree with the following statements?

     Studying in school rarely pays off later with good jobs.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................    1         33        8.2%
Agree..................................    2         34        8.5%
Neither Agree nor Disagree.............    3         84       21.0%
Disagree...............................    4        145       36.2%
Strongly Disagree......................    5        104       26.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        635      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035      100.0%
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BSPAYO2
--------                                        Student FT (Section F)

Student will not be able to get into college even if studies
     How much do you agree or disagree with the following statements?

     Even if I study, I will not be able to get into college.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         10       2.6%
Agree...................................   2         16       4.2%
Disagree................................   3        172      44.8%
Strongly Disagree.......................   4        186      48.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        651      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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BSPAYO2X
--------                                        Student FT (Section F)

No acceptance into college even if studies -'neither'
     How much do you agree or disagree with the following statements?

     Even if I study, I will not be able to get into college.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         11       2.8%
Agree...................................   2         15       3.8%
Neither Agree nor Disagree..............   3         62      15.5%
Disagree................................   4        154      38.5%
Strongly Disagree.......................   5        158      39.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        635      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
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--------
BSPAYO3
--------                                        Student FT (Section F)

Family cannot afford to pay for college even if he/she studies
     How much do you agree or disagree with the following statements?

     Even if I study, my family cannot afford to pay for me to attend
     college.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         24       6.2%
Agree...................................   2         64      16.7%
Disagree................................   3        170      44.3%
Strongly Disagree.......................   4        126      32.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        651      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
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--------
BSPAYO3X
--------                                        Student FT (Section F)

Family cannot afford college even if studies -'neither'
     How much do you agree or disagree with the following statements?

     Even if I study, my family cannot afford to pay for me to attend
     college.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         30       7.5%
Agree...................................   2         34       8.5%
Neither Agree nor Disagree..............   3        109      27.2%
Disagree................................   4        135      33.8%
Strongly Disagree.......................   5         92      23.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        635      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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--------
BSPAYO4
--------                                        Student FT (Section F)

Working is more important for student than attending college
     How much do you agree or disagree with the following statements?

     Working is more important for me than attending college.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................    1         15       3.9%
Agree..................................    2         30       7.9%
Disagree...............................    3        193      50.8%
Strongly Disagree......................    4        142      37.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       655      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
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BSPAYO4X
--------                                        Student FT (Section F)

Working is more important than college - 'neither'
     How much do you agree or disagree with the following statements?

     Working is more important for me than attending college.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree.........................    1         18       4.5%
Agree..................................    2         29       7.2%
Neither Agree nor Disagree.............    3         84      21.0%
Disagree...............................    4        159      39.8%
Strongly Disagree......................    5        110      27.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       635      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
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-----------------------------------------------------------------------
FORM: BSTALK          Timing Data (in secs);  Mean:45.87, Median:44.17
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BSTALK1A
--------                                        Student FT (Section F)

Talked with mother/female guardian about courses to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

     What courses to take this year

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        238      30.5%
Yes....................................    1        543      69.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
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BSTALK1B
--------                                        Student FT (Section F)

Talked with father/male guardian about courses to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        389      49.8%
Yes....................................    1        392      50.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
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BSTALK1C
--------                                        Student FT (Section F)

Talked with friends about courses to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         325       41.6%
Yes....................................   1         456       58.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%
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BSTALK1D
--------                                        Student FT (Section F)

Talked with favorite teacher about courses to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         634       81.2%
Yes....................................   1         147       18.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%
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--------
BSTALK1E
--------                                        Student FT (Section F)

Talked with school counselor about courses to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         608       77.8%
Yes....................................   1         173       22.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%
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--------
BSTALK1F
--------                                        Student FT (Section F)

Has not discussed courses to take this year w/ any of these people
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         707       90.5%
Yes....................................   1          74        9.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%
```

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BSTALK2A
--------                                        Student FT (Section F)

Talked with mother/female guardian about what math to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

     What math courses to take this year

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         338       43.3%
Yes....................................   1         443       56.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035      100.0%


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BSTALK2B
--------                                        Student FT (Section F)

Talked with father/male guardian about what math to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         460       58.9%
Yes....................................   1         321       41.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035      100.0%


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BSTALK2C
--------                                        Student FT (Section F)

Talked with friends about what math to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         473       60.6%
Yes....................................   1         308       39.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035      100.0%


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BSTALK2D
--------                                        Student FT (Section F)

Talked with favorite teacher about what math to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         656       84.0%
Yes....................................   1         125       16.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035      100.0%


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BSTALK2E
--------                                        Student FT (Section F)

Talked with school counselor about what math to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         646       82.7%
Yes....................................   1         135       17.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035      100.0%
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BSTALK2F
--------                                        Student FT (Section F)

Has not discussed math courses with any of these people
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         625      80.0%
Yes....................................   1         156      20.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%


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BSTALK3A
--------                                        Student FT (Section F)

Talked with mother/guardian about what science to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

     What science courses to take this year

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         395      50.6%
Yes....................................   1         386      49.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%


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BSTALK3B
--------                                        Student FT (Section F)

Talked with father/male guardian about what science to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         495      63.4%
Yes....................................   1         286      36.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%


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BSTALK3C
--------                                        Student FT (Section F)

Talked with friends about what science to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         504      64.5%
Yes....................................   1         277      35.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%


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BSTALK3D
--------                                        Student FT (Section F)

Talked with favorite teacher about what science to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         684      87.6%
Yes....................................   1          97      12.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
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BSTALK3E
--------                                        Student FT (Section F)

Talked with school counselor about what science to take this year
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.......................................  0         652       83.5%
Yes......................................  1         129       16.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%


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BSTALK3F
--------                                        Student FT (Section F)

Has not discussed science courses with any of these people
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.......................................  0         573       73.4%
Yes......................................  1         208       26.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%


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BSTALK4A
--------                                        Student FT (Section F)

Talked with mother or female guardian about going to college
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

     Going to college

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.......................................  0         232       29.7%
Yes......................................  1         549       70.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%


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BSTALK4B
--------                                        Student FT (Section F)

Talked with father or male guardian about going to college
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.......................................  0         333       42.6%
Yes......................................  1         448       57.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%


--------
BSTALK4C
--------                                        Student FT (Section F)

Talked with friends about going to college
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.......................................  0         385       49.3%
Yes......................................  1         396       50.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254       (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
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BSTALK4D
--------                                        Student FT (Section F)

Talked with favorite teacher about going to college
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.......................................  0         670        85.8%
Yes......................................  1         111        14.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254        (MISS)
                                                   -----     ---------
 TOTALS:                                            1035       100.0%


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BSTALK4E
--------                                        Student FT (Section F)

Talked with school counselor about going to college
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.......................................  0         693        88.7%
Yes......................................  1          88        11.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254        (MISS)
                                                   -----     ---------
 TOTALS:                                            1035       100.0%


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BSTALK4F
--------                                        Student FT (Section F)

Has not discussed going to college with any of these people
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.......................................  0         692        88.6%
Yes......................................  1          89        11.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254        (MISS)
                                                   -----     ---------
 TOTALS:                                            1035       100.0%


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BSTALK5A
--------                                        Student FT (Section F)

Talked with mother or female guardian about possible adult careers
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

     Possible jobs/careers when you are an adult

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.......................................  0         232        29.7%
Yes......................................  1         549        70.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254        (MISS)
                                                   -----     ---------
 TOTALS:                                            1035       100.0%


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BSTALK5B
--------                                        Student FT (Section F)

Talked with father or male guardian about possible careers as an adult
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.......................................  0         358        45.8%
Yes......................................  1         423        54.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        254        (MISS)
                                                   -----     ---------
 TOTALS:                                            1035       100.0%
```

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BSTALK5C
--------                                        Student FT (Section F)

Talked with friends about possible careers as an adult
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         396      50.7%
Yes....................................   1         385      49.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSTALK5D
--------                                        Student FT (Section F)

Talked with favorite teacher about possible careers as an adult
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         668      85.5%
Yes....................................   1         113      14.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSTALK5E
--------                                        Student FT (Section F)

Talked with school counselor about possible careers as an adult
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         720      92.2%
Yes....................................   1          61       7.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSTALK5F
--------                                        Student FT (Section F)

Has not discussed possible careers with any of these people
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         697      89.2%
Yes....................................   1          84      10.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSTALK6A
--------                                        Student FT (Section F)

Talked with mother or female guardian about personal problems
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

     Personal problems

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         381      48.8%
Yes....................................   1         400      51.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       254      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSTALK6B
--------                                        Student FT (Section F)

Talked with father or male guardian about personal problems
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         553        70.8%
Yes....................................   1         228        29.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254        (MISS)
                                                  -----     ---------
 TOTALS:                                           1035       100.0%
```

```
--------
BSTALK6C
--------                                        Student FT (Section F)

Talked with friends about personal problems
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         325        41.6%
Yes....................................   1         456        58.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254        (MISS)
                                                  -----     ---------
 TOTALS:                                           1035       100.0%
```

```
--------
BSTALK6D
--------                                        Student FT (Section F)

Talked with favorite teacher about personal problems
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         724        92.7%
Yes....................................   1          57         7.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254        (MISS)
                                                  -----     ---------
 TOTALS:                                           1035       100.0%
```

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--------
BSTALK6E
--------                                        Student FT (Section F)

Talked with school counselor about personal problems
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         732        93.7%
Yes....................................   1          49         6.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254        (MISS)
                                                  -----     ---------
 TOTALS:                                           1035       100.0%
```

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BSTALK6F
--------                                        Student FT (Section F)

Has not discussed personal problems with any of these people
     Between the start of 8th grade and now, which of the following
     people have you talked to about the following?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         658        84.3%
Yes....................................   1         123        15.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       254        (MISS)
                                                  -----     ---------
 TOTALS:                                           1035       100.0%
```

```
----------------------------------------------------------------------
FORM: BSADVC          Timing Data (in secs);  Mean:30.86, Median:28.01
----------------------------------------------------------------------
```

```
--------
BSADVC1
--------                                        Student FT (Section F)

Who provided most helpful advice about what courses to take this year
     Who provided the most helpful advice?

     What courses to take this year
```

	CODES	FREQ	NON-MISS PERCENT
Mother/female guardian.....	1	239	49.4%
Father/male guardian.....	2	77	15.9%
Friends.....	3	74	15.3%
Favorite teacher.....	4	41	8.5%
School counselor.....	5	53	11.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	551	(MISS)
TOTALS:		1035	100.0%

```
--------
BSADVC2
--------                                        Student FT (Section F)

Who provided most helpful advice about math courses to take this year
     Who provided the most helpful advice?

     What math courses to take this year
```

	CODES	FREQ	NON-MISS PERCENT
Mother/female guardian.....	1	183	48.5%
Father/male guardian.....	2	70	18.6%
Friends.....	3	37	9.8%
Favorite teacher.....	4	44	11.7%
School counselor.....	5	43	11.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	658	(MISS)
TOTALS:		1035	100.0%

```
--------
BSADVC3
--------                                        Student FT (Section F)

Who provided most helpful advice about science courses to take this yr
     Who provided the most helpful advice?

     What science courses to take this year
```

	CODES	FREQ	NON-MISS PERCENT
Mother/female guardian.....	1	148	46.7%
Father/male guardian.....	2	70	22.1%
Friends.....	3	35	11.0%
Favorite teacher.....	4	27	8.5%
School counselor.....	5	37	11.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	718	(MISS)
TOTALS:		1035	100.0%

```
--------
BSADVC4
--------                                        Student FT (Section F)

Who provided the most helpful advice about going to college
     Who provided the most helpful advice?

     Going to college
```

	CODES	FREQ	NON-MISS PERCENT
Mother/female guardian.....	1	246	52.8%
Father/male guardian.....	2	148	31.8%
Friends.....	3	44	9.4%
Favorite teacher.....	4	13	2.8%
School counselor.....	5	15	3.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	569	(MISS)
TOTALS:		1035	100.0%

```
--------
BSADVC5
--------                                        Student FT (Section F)

Who provided the most helpful advice about possible careers as adult
     Who provided the most helpful advice?

     Possible jobs/careers when you are an adult

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Mother/female guardian..................   1        223      49.7%
Father/male guardian....................   2        150      33.4%
Friends.................................   3         56      12.5%
Favorite teacher........................   4         14       3.1%
School counselor........................   5          6       1.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        586      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSADVC6
--------                                        Student FT (Section F)

Who provided the most helpful advice about personal problems
     Who provided the most helpful advice?

     Personal problems

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Mother/female guardian..................   1        161      47.4%
Father/male guardian....................   2         40      11.8%
Friends.................................   3        123      36.2%
Favorite teacher........................   4         10       2.9%
School counselor........................   5          6       1.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        695      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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-----------------------------------------------------------------------
FORM: BSCLF          Timing Data (in secs);  Mean:24.05, Median:22.97
-----------------------------------------------------------------------
--------
BSCLF_1
--------                                        Student FT (Section F)

Closest friend in 9th grade gets good grades
     Please think of your closest friend in this school who is a ninth
     grader.  As far as you know, are the following statements true or
     false for him/her?

     Gets good grades

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
True....................................   1        631      85.3%
False...................................   2        109      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        295      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSCLF_2
--------                                        Student FT (Section F)

Closest friend in 9th grade is interested in school
     Please think of your closest friend in this school who is a ninth
     grader.  As far as you know, are the following statements true or
     false for him/her?

     Is interested in school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
True....................................   1        513      69.4%
False...................................   2        226      30.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        296      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSCLF_3
--------                                        Student FT (Section F)

Closest friend in 9th grade wants to finish high school
     Please think of your closest friend in this school who is a ninth
     grader.  As far as you know, are the following statements true or
     false for him/her?

     Wants to finish high school

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
True....................................   1         736       98.5%
False...................................   2          11        1.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        288      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSCLF_4
--------                                        Student FT (Section F)

Closest friend in 9th grade attends classes regularly
     Please think of your closest friend in this school who is a ninth
     grader.  As far as you know, are the following statements true or
     false for him/her?

     Attends classes regularly

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
True....................................   1         705       94.5%
False...................................   2          41        5.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        289      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSCLF_5
--------                                        Student FT (Section F)

Closest friend in 9th grade plans to go to college
     Please think of your closest friend in this school who is a ninth
     grader.  As far as you know, are the following statements true or
     false for him/her?

     Plans to go to college

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
True....................................   1         682       92.0%
False...................................   2          59        8.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        294      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSCLF_6
--------                                        Student FT (Section F)

Closest friend in 9th grade is popular with others at school
     Please think of your closest friend in this school who is a ninth
     grader.  As far as you know, are the following statements true or
     false for him/her?

     Is popular with others at school

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
True....................................   1         612       82.7%
False...................................   2         128       17.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        295      (MISS)
                                                   -----    ---------
 TOTALS:                                            1035      100.0%
```

```
---------------------------------------------------------------------

FORM: BSCOST          Timing Data (in secs);  Mean:25.98, Median:25.00
FORM: BSCOSTX         Timing Data (in secs);  Mean:28.68, Median:27.00

SPECIAL NOTE: Respondents were divided into one form or the other
              BSCOST# variables are associated with form BSCOST
              BSCOST#X variables are associated with form BSCOSTX

---------------------------------------------------------------------

--------
BSCOST1
--------                                          Student FT (Section F)

No time for other classes if spends time/effort in math/science class
     How much do you agree or disagree with each of the following
     statements?<br>
<br>
If I spend too much time and effort in my math and science classes...

     I won't have enough time for other classes that I enjoy.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         33       9.5%
Agree...................................   2        105      30.2%
Disagree................................   3        153      44.0%
Strongly Disagree.......................   4         57      16.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       687      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

```
--------
BSCOST1X
--------                                          Student FT (Section F)

No other classes if time/effort in math/sci - incl 'neither' option
     How much do you agree or disagree with each of the following
     statements?  If I spend too much time and effort in my math and
     science classes...

     I won't have enough time for other classes that I enjoy.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         28       7.6%
Agree...................................   2         69      18.6%
Neither Agree nor Disagree..............   3        112      30.3%
Disagree................................   4        113      30.5%
Strongly Disagree.......................   5         48      13.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       665      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

```
--------
BSCOST2
--------                                          Student FT (Section F)

No hanging out w/ friends if spends time/effort in math/science class
     How much do you agree or disagree with each of the following
     statements?<br>
<br>
If I spend too much time and effort in my math and science classes...

     I won't have enough time for hanging out with my friends.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         53      15.2%
Agree...................................   2        103      29.6%
Disagree................................   3        142      40.8%
Strongly Disagree.......................   4         50      14.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       687      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

```
--------
BSCOST2X
--------                                        Student FT (Section F)

No hanging out if time/effort in math/sci - incl 'neither' option
     How much do you agree or disagree with each of the following
     statements?  If I spend too much time and effort in my math and
     science classes...

     I won't have enough time for hanging out with my friends.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1        46        12.4%
Agree..................................    2        88        23.7%
Neither Agree nor Disagree.............    3       101        27.2%
Disagree...............................    4        99        26.6%
Strongly Disagree......................    5        38        10.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       663       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035       100.0%
```

```
--------
BSCOST3
--------                                        Student FT (Section F)

No extracurricular activities if spends time/effort in math/science
     How much do you agree or disagree with each of the following
     statements?<br>
<br>
If I spend too much time and effort in my math and science classes...

     I won't have enough time for extracurricular activities.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1        50        14.4%
Agree..................................    2       107        30.8%
Disagree...............................    3       141        40.6%
Strongly Disagree......................    4        49        14.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       688       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035       100.0%
```

```
--------
BSCOST3X
--------                                        Student FT (Section F)

No extracurricular activities if time/effort in math/sci - incl
'neither' optn
     How much do you agree or disagree with each of the following
     statements?  If I spend too much time and effort in my math and
     science classes...

     I won't have enough time for extracurricular activities.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1        39        10.5%
Agree..................................    2        85        23.0%
Neither Agree nor Disagree.............    3       103        27.8%
Disagree...............................    4       107        28.9%
Strongly Disagree......................    5        36         9.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       665       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035       100.0%
```

```
--------
BSCOST4
--------                                        Student FT (Section F)

Won't be popular if spends too much time/effort in math/science class
     How much do you agree or disagree with each of the following
     statements?<br>
<br>
If I spend too much time and effort in my math and science classes...

     I won't be popular.

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Strongly Agree.........................    1        20         5.7%
Agree..................................    2        31         8.9%
Disagree...............................    3       182        52.1%
Strongly Disagree......................    4       116        33.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       686       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035       100.0%
```

```
--------
BSCOST4X
--------                                        Student FT (Section F)

Not popular if spends time/effort in math/sci - incl 'neither' option
     How much do you agree or disagree with each of the following
     statements?  If I spend too much time and effort in my math and
     science classes...

     I won't be popular.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         14       3.8%
Agree...................................   2         16       4.3%
Neither Agree nor Disagree..............   3        102      27.7%
Disagree................................   4        144      39.1%
Strongly Disagree.......................   5         92      25.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        667      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSCOST5
--------                                        Student FT (Section F)

Made fun of if spends too much time/effort in math/science classes
     How much do you agree or disagree with each of the following
     statements?<br>
<br>
If I spend too much time and effort in my math and science classes...

     I'll be made fun of.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         18       5.2%
Agree...................................   2         38      10.9%
Disagree................................   3        181      51.9%
Strongly Disagree.......................   4        112      32.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        686      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSCOST5X
--------                                        Student FT (Section F)

Made fun of if spends time/effort in math/sci - incl 'neither' option
     How much do you agree or disagree with each of the following
     statements?  If I spend too much time and effort in my math and
     science classes...

     I'll be made fun of.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly Agree..........................   1         15       4.1%
Agree...................................   2         19       5.1%
Neither Agree nor Disagree..............   3         94      25.4%
Disagree................................   4        147      39.7%
Strongly Disagree.......................   5         95      25.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        665      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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-----------------------------------------------------------------------
FORM: BSBOGI          Timing Data (in secs);  Mean:18.61, Median:17.02
-----------------------------------------------------------------------
```

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--------
BSBOGI1
--------                                        Student FT (Section F)

How student compares boys and girls in reading
     How would you compare boys and girls in...

     reading?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Girls are much better...................   1        148      21.0%
Girls are somewhat better...............   2        152      21.6%
Girls and boys are the same.............   3        376      53.4%
Boys are somewhat better................   4         10       1.4%
Boys are much better....................   5         18       2.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        331      (MISS)
                                                   -----   ---------
```

TOTALS:		1035	100.0%

BSBOGI2

Student FT (Section F)

How student compares boys and girls in math
How would you compare boys and girls in...

math?

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	70	10.0%
Girls are somewhat better.....	2	75	10.7%
Girls and boys are the same.....	3	418	59.5%
Boys are somewhat better.....	4	97	13.8%
Boys are much better.....	5	42	6.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	333	(MISS)
TOTALS:		1035	100.0%

BSBOGI4

Student FT (Section F)

How student compares boys and girls in science
How would you compare boys and girls in...

science?

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	64	9.1%
Girls are somewhat better.....	2	51	7.3%
Girls and boys are the same.....	3	443	63.2%
Boys are somewhat better.....	4	98	14.0%
Boys are much better.....	5	45	6.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	334	(MISS)
TOTALS:		1035	100.0%

BSBOGI3

Student FT (Section F)

How student compares boys and girls in writing
How would you compare boys and girls in...

writing?

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	203	28.8%
Girls are somewhat better.....	2	186	26.4%
Girls and boys are the same.....	3	289	41.0%
Boys are somewhat better.....	4	10	1.4%
Boys are much better.....	5	17	2.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	330	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------

FORM: BSFUTR          Timing Data (in secs);  Mean:26.00, Median:25.00
FORM: BSFUTRX         Timing Data (in secs);  Mean:27.14, Median:25.71

SPECIAL NOTE: Respondents were divided into one form or the other
              BSFUTR# variables are associated with form BSFUTR
              BSFUTR#X variables are associated with form BSFUTRX

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BSFUTR1
--------                                        Student FT (Section F)

Student does not think too much about the future
     How much do you agree or disagree with the following statements?

     I don't think too much about the future.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          19        5.9%
Agree...................................    2          60       18.5%
Disagree................................    3         143       44.1%
Strongly Disagree.......................    4         102       31.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         711      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%


--------
BSFUTR1X
--------                                        Student FT (Section F)

Stu does not think too much about the future - incl 'neither' option
     How much do you agree or disagree with the following statements?

     I don't think too much about the future.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          11        3.1%
Agree...................................    2          51       14.3%
Neither Agree nor Disagree..............    3          66       18.5%
Disagree................................    4         128       35.9%
Strongly Disagree.......................    5         101       28.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         678      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%


--------
BSFUTR2
--------                                        Student FT (Section F)

Student thinks its no use worrying about the future
     How much do you agree or disagree with the following statements?

     It's really no use worrying about the future.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          15        4.7%
Agree...................................    2          39       12.2%
Disagree................................    3         135       42.2%
Strongly Disagree.......................    4         131       40.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         715      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%


--------
BSFUTR2X
--------                                        Student FT (Section F)

Stu thinks no use worrying about the future - incl 'neither' option
     How much do you agree or disagree with the following statements?

     It's really no use worrying about the future.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly Agree..........................    1          14        3.9%
Agree...................................    2          30        8.4%
Neither Agree nor Disagree..............    3          72       20.2%
Disagree................................    4         121       33.9%
Strongly Disagree.......................    5         120       33.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         678      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%
```

BSFUTR3

Student FT (Section F)

What will happen in future is important in deciding what should do now
How much do you agree or disagree with the following statements?

What will happen in the future is important in deciding what I should do now.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	129	39.9%
Agree.....	2	146	45.2%
Disagree.....	3	38	11.8%
Strongly Disagree.....	4	10	3.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	712	(MISS)
TOTALS:		1035	100.0%

BSFUTR3X

Student FT (Section F)

When makes decisions thinks how affects future - incl 'neither' option
How much do you agree or disagree with the following statements?

When I make decisions, I often think how they will affect my future.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	82	22.8%
Agree.....	2	160	44.6%
Neither Agree nor Disagree.....	3	67	18.7%
Disagree.....	4	36	10.0%
Strongly Disagree.....	5	14	3.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	676	(MISS)
TOTALS:		1035	100.0%

BSFUTR4

Student FT (Section F)

What does today has little impact on what happens 5-10 yrs from now
How much do you agree or disagree with the following statements?

What I do today will have little impact on what happens 5 to 10 years from now.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	43	13.3%
Agree.....	2	77	23.8%
Disagree.....	3	118	36.4%
Strongly Disagree.....	4	86	26.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	711	(MISS)
TOTALS:		1035	100.0%

BSFUTR4X

Student FT (Section F)

Today has little impact on 5-10 yrs from now - incl 'neither' option
How much do you agree or disagree with the following statements?

What I do today will have little impact on what happens 5 to 10 years from now.

	CODES	FREQ	NON-MISS PERCENT
Strongly Agree.....	1	46	12.8%
Agree.....	2	73	20.3%
Neither Agree nor Disagree.....	3	82	22.8%
Disagree.....	4	94	26.2%
Strongly Disagree.....	5	64	17.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	676	(MISS)
TOTALS:		1035	100.0%

```
---------------------------------------------------------------------

FORM: BSTIME          Timing Data (in secs);  Mean:82.48, Median:78.01
FORM: BSTIMEX        Timing Data (in secs);  Mean:102.28, Median:91.01

SPECIAL NOTE: Respondents were divided into one form or the other
              BSTIME# variables are associated with form BSTIME
              BSTIME#X variables are associated with form BSTIMEX

---------------------------------------------------------------------


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BSTIME1
--------                                        Student FT (Section F)

Hours spent working on math homework and studying for math class
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working on math homework and studying for math class | hours

                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          42       14.0%
{1-55,3.2162/4.9774}...................     C         259       86.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        734      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%


--------
BSTIME1X
--------                                        Student FT (Section F)

Hrs spent working on math homework/studying for math class - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working on math homework and studying for math class | hours

                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          32       10.7%
{1-99,3.6592/9.9684}...................     C         267       89.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        736      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%


--------
BSTIME2
--------                                        Student FT (Section F)

Hours spent working on science homework and studying for science class
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working on science homework and studying for science class |
     hours

                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          60       19.9%
{1-89,3.0871/7.0602}...................     C         241       80.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        734      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%


--------
BSTIME2X
--------                                        Student FT (Section F)

Hrs spent working on sci homework/studying for sci class - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working on science homework and studying for science class |
     hours

                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          56       19.0%
{1-99,3.3933/9.5774}...................     C         239       81.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        740      (MISS)
                                                     -----   ---------
 TOTALS:                                             1035      100.0%
```

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--------
BSTIME3
--------                                        Student FT (Section F)

Hours spent working on homework and studying for other classes
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working on homework and studying for the rest of your classes |
     hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          26       8.6%
{1-90,4.8/8.648}......................      C         275      91.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        734      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSTIME3X
--------                                        Student FT (Section F)

Hrs spent working on homework/studying for other classes - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working on homework and studying for the rest of your classes |
     hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          21       7.0%
{1-99,4.7112/10.3386}.................      C         277      93.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        737      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSTIME4
--------                                        Student FT (Section F)

Hours spent participating in extracurricular activities
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Participating in extracurricular activities such as sports teams,
     clubs, band, student government | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          64      21.8%
{1-99,6.7957/10.473}..................      C         230      78.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        741      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSTIME4X
--------                                        Student FT (Section F)

Hours spent participating in extracurricular activities - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Participating in extracurricular activities such as sports teams,
     clubs, band, student government | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          86      29.4%
{1-99,8.0676/12.5085}.................      C         207      70.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        742      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
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--------
BSTIME5
--------                                        Student FT (Section F)

Hours spent working for pay not including household chores
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working for pay not including chores or jobs you do around your
     house | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0         180       62.5%
{1-89,4.6204/10.4655}..................     C         108       37.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        747      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

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--------
BSTIME5X
--------                                        Student FT (Section F)

Hours spent working for pay not including household chores - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Working for pay not including chores or jobs you do around your
     house | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0         189       65.6%
{1-99,5.1212/11.973}...................     C          99       34.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        747      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

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--------
BSTIME6
--------                                        Student FT (Section F)

Hours spent spending time with your family
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Spending time with your family | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           9        3.0%
{1-96,12.223/17.098}...................     C         287       97.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        739      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

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--------
BSTIME6X
--------                                        Student FT (Section F)

Hours spent spending time with your family - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Spending time with your family | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          21        7.1%
{1-99,10.9058/15.4907}.................     C         276       92.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        738      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

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BSTIME7
--------                                        Student FT (Section F)

Hours spent hanging out or socializing with your friends
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Hanging out or socializing with your friends | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          13       4.4%
{1-99,10.1725/14.4565}..................    C         284      95.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        738      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSTIME7X
--------                                        Student FT (Section F)

Hours spent hanging out or socializing with your friends - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Hanging out or socializing with your friends | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          19       6.3%
{1-99,10.0496/15.0937}..................    C         282      93.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        734      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSTIME8
--------                                        Student FT (Section F)

Hours spent watching television or movies
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Watching television or movies | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          26       8.8%
{1-98,5.7333/8.7626}....................    C         270      91.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        739      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSTIME8X
--------                                        Student FT (Section F)

Hours spent watching television or movies - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Watching television or movies | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          25       8.2%
{1-99,6.5357/10.9998}...................    C         280      91.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        730      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSTIME9
--------                                        Student FT (Section F)

Hours spent playing video games
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Playing video games | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0         123       41.4%
{1-99,7.4368/14.2636}...................    C         174       58.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        738      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

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--------
BSTIME9X
--------                                        Student FT (Section F)

Hours spent playing video games - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Playing video games | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0         133       44.8%
{1-99,6.4878/11.4214}...................    C         164       55.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        738      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

```
--------
BSTIME10
--------                                        Student FT (Section F)

Hours spent chatting or surfing online
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Chatting or surfing online | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          46       15.6%
{1-99,8.1492/14.0297}...................    C         248       84.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        741      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

```
--------
BSTIM10X
--------                                        Student FT (Section F)

Hours spent chatting or surfing online - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Chatting or surfing online | hours

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          41       13.7%
{1-99,6.3707/11.5205}...................    C         259       86.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        735      (MISS)
                                                     -----   ---------
 TOTALS:                                              1035      100.0%
```

```
--------
BSTIME11
--------                                        Student FT (Section F)

Hours spent talking on the phone or text messaging
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Talking on the phone or text messaging | hours

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0          43       14.5%
{1-99,12.3386/19.6033}..................    C         254       85.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        738      (MISS)
                                                     -----    ---------
 TOTALS:                                              1035      100.0%
```

```
--------
BSTIM11X
--------                                        Student FT (Section F)

Hours spent talking on the phone or text messaging - alternate
     About how many hours do you spend <b>outside of school</b> in a
     typical 7-day week <b>during the school year</b> doing each of
     the following?

     Talking on the phone or text messaging | hours

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0          42       14.0%
{1-99,10.0698/16.6283}..................    C         258       86.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        735      (MISS)
                                                     -----    ---------
 TOTALS:                                              1035      100.0%
```

```
-----------------------------------------------------------------------
FORM: BSPGRM          Timing Data (in secs);  Mean:11.07, Median:10.00
-----------------------------------------------------------------------

--------
BSPGRM1
--------                                        Student FT (Section F)

Student is participating in Talent Search
     Are you participating in any of these activities?

     Talent Search

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
No.....................................     0         578       94.9%
Yes....................................     1          31        5.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        426      (MISS)
                                                     -----    ---------
 TOTALS:                                              1035      100.0%
```

```
--------
BSPGRM2
--------                                        Student FT (Section F)

Student is participating in Upward Bound
     Are you participating in any of these activities?

     Upward Bound

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
No.....................................     0         585       96.4%
Yes....................................     1          22        3.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        428      (MISS)
                                                     -----    ---------
 TOTALS:                                              1035      100.0%
```

```
--------
BSPGRM3
--------                                        Student FT (Section F)

Student is participating in Gear Up
     Are you participating in any of these activities?

     Gear Up

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         582     95.4%
Yes....................................   1          28      4.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       425     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%


----------------------------------------------------------------------
FORM: BSMATHYR        Timing Data (in secs);  Mean:20.52, Median:18.01
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--------
BSMTHYR1
--------                                        Student FT (Section G)

Plans on taking a math course in spring 2009
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Spring 2009

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         129     17.0%
Yes....................................   1         630     83.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMTHYR2
--------                                        Student FT (Section G)

Plans on taking a math course in fall 2009
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Fall 2009

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         133     17.5%
Yes....................................   1         626     82.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%


--------
BSMTHYR3
--------                                        Student FT (Section G)

Plans on taking a math course in spring 2010
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Spring 2010

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         179     23.6%
Yes....................................   1         580     76.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276     (MISS)
                                                  -----  ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSMTHYR4
--------                                        Student FT (Section G)

Plans on taking a math course in fall 2010
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Fall 2010

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         170       22.4%
Yes....................................   1         589       77.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

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--------
BSMTHYR5
--------                                        Student FT (Section G)

Plans on taking a math course in spring 2011
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Spring 2011

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         208       27.4%
Yes....................................   1         551       72.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

```
--------
BSMTHYR6
--------                                        Student FT (Section G)

Plans on taking a math course in fall 2011
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Fall 2011

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         216       28.5%
Yes....................................   1         543       71.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

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--------
BSMTHYR7
--------                                        Student FT (Section G)

Plans on taking a math course in spring 2012
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     Spring 2012

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         250       32.9%
Yes....................................   1         509       67.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       276       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

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--------
BSMTHYR8
--------                                        Student FT (Section G)

Does not plan on taking math courses in any of these semesters
     Please check all the semesters in which you plan on taking a <b>
     math</b> course during high school.

     You do not plan on taking math courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         729      96.0%
Yes....................................   1          30       4.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       276      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


----------------------------------------------------------------------
FORM: BSMAAP          Timing Data (in secs);  Mean:15.28, Median:14.00
----------------------------------------------------------------------

--------
BSMAAP1
--------                                        Student FT (Section G)

Plans to enroll in an Advanced Placement calculus course
     Do you plan to enroll in...

     an Advanced Placement (AP) calculus course?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes....................................   1         227      32.3%
No.....................................   2         167      23.8%
Doesn't know what that is..............   3          94      13.4%
Hasn't thought about it yet............   4         215      30.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       332      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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--------
BSMAAP2
--------                                        Student FT (Section G)

Plans to enroll in an International Baccalaureate calculus course
     Do you plan to enroll in...

     an International Baccalaureate (IB) calculus course?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes....................................   1         107      15.3%
No.....................................   2         159      22.7%
Doesn't know what that is..............   3         264      37.8%
Hasn't thought about it yet............   4         169      24.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       336      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


----------------------------------------------------------------------
FORM: BSMARE          Timing Data (in secs);  Mean:25.74, Median:25.00
----------------------------------------------------------------------

--------
BSMARE_1
--------                                        Student FT (Section G)

Plans for more math because it is required to graduate
     Check all the reasons you plan to take more math courses during
     high school.

     It is required to graduate

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         317      45.2%
Yes....................................   1         384      54.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       334      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

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--------
BSMARE_2
--------                                        Student FT (Section G)

Plans for more math because parents will want him/her to
     Check all the reasons you plan to take more math courses during
     high school.

     Your parents will want you to

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         378      53.9%
Yes....................................   1         323      46.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSMARE_3
--------                                        Student FT (Section G)

Plans for more math b/c teacher/guidance counselor wants him/her to
     Check all the reasons you plan to take more math courses during
     high school.

     Your teachers and/or guidance counselor will want you to

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         538      76.7%
Yes....................................   1         163      23.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSMARE_4
--------                                        Student FT (Section G)

Plans for more math because is good at math
     Check all the reasons you plan to take more math courses during
     high school.

     You are good at math

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         418      59.6%
Yes....................................   1         283      40.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMARE_5
--------                                        Student FT (Section G)

Plans for more math because will need advanced math for career
     Check all the reasons you plan to take more math courses during
     high school.

     You will need advanced math for the type of career you want

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         503      71.8%
Yes....................................   1         198      28.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMARE_6
--------                                        Student FT (Section G)

Plans for more math b/c students like him/her take advanced courses
     Check all the reasons you plan to take more math courses during
     high school.

     Most students like you take advanced courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         617      88.0%
Yes....................................   1          84      12.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSMARE_7
--------                                        Student FT (Section G)

Plans for more math because enjoys studying math
     Check all the reasons you plan to take more math courses during
     high school.

     You enjoy studying math

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         539      76.9%
Yes....................................   1         162      23.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMARE_8
--------                                        Student FT (Section G)

Plans for more math b/c will be useful for getting into college
     Check all the reasons you plan to take more math courses during
     high school.

     That kind of math will be useful for getting into college

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         318      45.4%
Yes....................................   1         383      54.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMARE_9
--------                                        Student FT (Section G)

Plans for more math because will be useful in college
     Check all the reasons you plan to take more math courses during
     high school.

     That kind of math will be useful in college

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         329      46.9%
Yes....................................   1         372      53.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSMARE10
--------                                        Student FT (Section G)

Doesn't know why will take more math just probably will
     Check all the reasons you plan to take more math courses during
     high school.

     You don't know why, you just probably will

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         567      80.9%
Yes....................................   1         134      19.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

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--------
BSMARE11
--------                                        Student FT (Section G)

Plans for more math because friends are going to take it
     Check all the reasons you plan to take more math courses during
     high school.

     Your friends are going to take it

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         628      89.6%
Yes....................................   1          73      10.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

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--------
BSMARE12
--------                                        Student FT (Section G)

Haven't thought about why plans to take more math
     Check all the reasons you plan to take more math courses during
     high school.

     You really haven't thought about it

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         620      88.4%
Yes....................................   1          81      11.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

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--------
BSMARE13
--------                                        Student FT (Section G)

Plans for more math for none of these reasons
     Check all the reasons you plan to take more math courses during
     high school.

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         685      97.7%
Yes....................................   1          16       2.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       334      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

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----------------------------------------------------------------------
FORM: BSMAMI          Timing Data (in secs);  Mean:12.98, Median:11.01
----------------------------------------------------------------------

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BSMAMI
--------                                        Student FT (Section G)

Most important reason plans to take more math during high school
     What is the most important reason you plan to take more math
     courses during high school?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Required to graduate....................    1       125      22.6%
Parents will want them to...............    2        23       4.2%
Teachers/counselor will want them to....    3         3       0.5%
Good at math............................    4        40       7.2%
Will need advanced math for career......    5        59      10.7%
Students like them take advanced courses    6         4       0.7%
Enjoys studying math....................    7        28       5.1%
Will be useful for getting into college.    8       138      25.0%
Will be useful in college...............    9        79      14.3%
Friends are going to take it............   10         4       0.7%
Doesn't know why/probably will..........   11        40       7.2%
Hasn't thought about it.................   12         9       1.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       483      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%


----------------------------------------------------------------------
FORM: BSSCIEYR        Timing Data (in secs);  Mean:11.83, Median:10.00
----------------------------------------------------------------------

--------
BSSCIYR1
--------                                        Student FT (Section G)

Plans on taking a science course in spring 2009
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Spring 2009

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
```

```
                                          -----   -----   ---------
No......................................    0       153      21.3%
Yes.....................................    1       564      78.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       318      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%


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BSSCIYR2
--------                                        Student FT (Section G)

Plans on taking a science course in fall 2009
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Fall 2009

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................    0       161      22.5%
Yes.....................................    1       556      77.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       318      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%


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BSSCIYR3
--------                                        Student FT (Section G)

Plans on taking a science course in spring 2010
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Spring 2010

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................    0       176      24.5%
Yes.....................................    1       541      75.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       318      (MISS)
                                                   -----   ---------
 TOTALS:                                           1035      100.0%
```

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--------
BSSCIYR4
--------                                        Student FT (Section G)

Plans on taking a science course in fall 2010
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Fall 2010

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         192      26.8%
Yes....................................   1         525      73.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       318      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCIYR5
--------                                        Student FT (Section G)

Plans on taking a science course in spring 2011
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Spring 2011

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         224      31.2%
Yes....................................   1         493      68.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       318      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCIYR6
--------                                        Student FT (Section G)

Plans on taking a science course in fall 2011
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Fall 2011

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         248      34.6%
Yes....................................   1         469      65.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       318      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCIYR7
--------                                        Student FT (Section G)

Plans on taking a science course in spring 2012
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     Spring 2012

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         288      40.2%
Yes....................................   1         429      59.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       318      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSSCIYR8
--------                                        Student FT (Section G)

Does not plan on taking science courses in any of these semesters
     Please check all the semesters in which you plan on taking a <b>
     science</b> course during high school.

     I do not plan on taking science courses

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         677       94.4%
Yes....................................   1          40        5.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       318       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%


-----------------------------------------------------------------------
FORM: BSSCAP            Timing Data (in secs);  Mean:7.96, Median:7.00
-----------------------------------------------------------------------

--------
BSSCAP1
--------                                        Student FT (Section G)

Plans to enroll in an Advanced Placement science course
     Do you plan to enroll in...

     an Advanced Placement (AP) science course?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Yes....................................   1         229       34.7%
No.....................................   2         171       25.9%
Doesn't know what that is..............   3          92       14.0%
Hasn't thought about it yet............   4         167       25.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       376       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

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BSSCAP2
--------                                        Student FT (Section G)

Plans to enroll in an International Baccalaureate science course
     Do you plan to enroll in...

     an International Baccalaureate (IB) science course?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Yes....................................   1          91       14.0%
No.....................................   2         163       25.0%
Doesn't know what that is..............   3         237       36.3%
Hasn't thought about it yet............   4         161       24.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       383       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%


-----------------------------------------------------------------------
FORM: BSSCRE            Timing Data (in secs);  Mean:17.04, Median:15.02
-----------------------------------------------------------------------

--------
BSSCRE_1
--------                                        Student FT (Section G)

Plans for more science because it is required to graduate
     Check all the reasons you plan to take more science courses
     during high school.

     It is required to graduate

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         311       47.8%
Yes....................................   1         339       52.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385       (MISS)
                                                  -----    ---------
 TOTALS:                                           1035      100.0%
```

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--------
BSSCRE_2
--------                                        Student FT (Section G)

Plans for more science because parents will want him/her to
     Check all the reasons you plan to take more science courses
     during high school.

     Your parents will want you to

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         403      62.0%
Yes....................................   1         247      38.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCRE_3
--------                                        Student FT (Section G)

Plans for more science b/c teacher/guidance counselor wants him/her to
     Check all the reasons you plan to take more science courses
     during high school.

     Your teachers and/or guidance counselor will want you to

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         539      82.9%
Yes....................................   1         111      17.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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BSSCRE_4
--------                                        Student FT (Section G)

Plans for more science because is good at science
     Check all the reasons you plan to take more science courses
     during high school.

     You are good at science

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         437      67.2%
Yes....................................   1         213      32.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCRE_5
--------                                        Student FT (Section G)

Plans for more science because will need advanced science for career
     Check all the reasons you plan to take more science courses
     during high school.

     You will need advanced science for the type of career you want

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         507      78.0%
Yes....................................   1         143      22.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCRE_6
--------                                        Student FT (Section G)

Plans for more science b/c students like him/her take advanced courses
     Check all the reasons you plan to take more science courses
     during high school.

     Most students like you take advanced courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         571      87.8%
Yes....................................   1          79      12.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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--------
BSSCRE_7
--------                                        Student FT (Section G)

Plans for more science because enjoys studying science
     Check all the reasons you plan to take more science courses
     during high school.

     You enjoy studying science

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         466      71.7%
Yes....................................   1         184      28.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSSCRE_8
--------                                        Student FT (Section G)

Plans for more science b/c will be useful for getting into college
     Check all the reasons you plan to take more science courses
     during high school.

     That kind of science will be useful for getting into college

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         381      58.6%
Yes....................................   1         269      41.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSSCRE_9
--------                                        Student FT (Section G)

Plans for more math because will be useful in college
     Check all the reasons you plan to take more science courses
     during high school.

     That kind of science will be useful in college

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         389      59.8%
Yes....................................   1         261      40.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSSCRE10
--------                                        Student FT (Section G)

Doesn't know why will take more science just probably will
     Check all the reasons you plan to take more science courses
     during high school.

     You don't know why, you just probably will

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         553      85.1%
Yes....................................   1          97      14.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSSCRE11
--------                                        Student FT (Section G)

Plans for more science because friends are going to take it
     Check all the reasons you plan to take more science courses
     during high school.

     Your friends are going to take it

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         572      88.0%
Yes....................................   1          78      12.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSSCRE12
--------                                        Student FT (Section G)

Haven't thought about why plans to take more science
     Check all the reasons you plan to take more science courses
     during high school.

     You really haven't thought about it

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         576      88.6%
Yes....................................   1          74      11.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSSCRE13
--------                                        Student FT (Section G)

Plans for more science for none of these reasons
     Check all the reasons you plan to take more science courses
     during high school.

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         628      96.6%
Yes....................................   1          22       3.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       385      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

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-----------------------------------------------------------------------
FORM: BSSCMI            Timing Data (in secs);  Mean:9.49, Median:8.00
-----------------------------------------------------------------------

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BSSCMI
--------                                        Student FT (Section G)

Most important reason plans to take more science during high school
     What is the most important reason you plan to take more science
     courses during high school?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Required to graduate....................   1        91        23.7%
Parents will want them to...............   2        16         4.2%
Teachers/counselor will want them to....   3         2         0.5%
Good at science.........................   4        38         9.9%
Will need advanced science for career...   5        61        15.9%
Students like them take advanced courses   6         5         1.3%
Enjoys studying science.................   7        35         9.1%
Will be useful for getting into college.   8        76        19.8%
Will be useful in college...............   9        40        10.4%
Friends are going to take it............  10         2         0.5%
Doesn't know why/probably will..........  11         9         2.3%
Hasn't thought about it.................  12         9         2.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       651       (MISS)
                                                  -----    ---------
 TOTALS:                                          1035       100.0%


-----------------------------------------------------------------------
FORM: BSCNOT            Timing Data (in secs);  Mean:8.45, Median:8.00
-----------------------------------------------------------------------

--------
BSCNOT
--------                                        Student FT (Section G)

Whether there is course student wanted to take this term but couldn't
     Was there any course you wanted to take this term but couldn't?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No......................................  0        425        60.5%
Yes.....................................  1        278        39.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       332       (MISS)
                                                  -----    ---------
 TOTALS:                                          1035       100.0%


-----------------------------------------------------------------------
FORM: BSCWHY          Timing Data (in secs);  Mean:21.29, Median:18.00
-----------------------------------------------------------------------

--------
BSCWHY_1
--------                                        Student FT (Section G)

Unable to take course because couldn't fit it into schedule
     Why were you not able to take this course?

     You couldn't fit it into your schedule

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No......................................  0        148        55.2%
Yes.....................................  1        120        44.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       767       (MISS)
                                                  -----    ---------
 TOTALS:                                          1035       100.0%


--------
BSCWHY_2
--------                                        Student FT (Section G)

Unable to take course because it wasn't available
     Why were you not able to take this course?

     It wasn't available

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No......................................  0        194        72.4%
Yes.....................................  1         74        27.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       767       (MISS)
                                                  -----    ---------
 TOTALS:                                          1035       100.0%
```

```
--------
BSCWHY_3
--------                                        Student FT (Section G)

Unable to take course because needed to take required courses instead
     Why were you not able to take this course?

     You needed to take required courses instead

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0         210      78.4%
Yes......................................  1          58      21.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        767      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSCWHY_4
--------                                        Student FT (Section G)

Unable to take course b/c was discouraged from taking it by parents
     Why were you not able to take this course?

     You were discouraged from taking it by your parents

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0         259      96.6%
Yes......................................  1           9       3.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        767      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSCWHY_5
--------                                        Student FT (Section G)

Unable to take course b/c discouraged from taking by teacher/counselor
     Why were you not able to take this course?

     You were discouraged from taking it by a teacher or guidance
     counselor

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0         262      97.8%
Yes......................................  1           6       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        767      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSCWHY_6
--------                                        Student FT (Section G)

Unable to take course because discouraged from taking it by friends
     Why were you not able to take this course?

     You were discouraged from taking it by your friends

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0         267      99.6%
Yes......................................  1           1       0.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        767      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSCWHY_7
--------                                        Student FT (Section G)

Unable to take course because of another reason
     Why were you not able to take this course?

     Another reason

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0         219      81.7%
Yes......................................  1          49      18.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        767      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
----------------------------------------------------------------------
FORM: BSCOPLAN          Timing Data (in secs);  Mean:8.06, Median:7.00
----------------------------------------------------------------------

--------
BSCOPLAN
--------                                        Student FT (Section G)

Whether student has put together a college plan
     Have you put together a "college plan" - for example, a series of
     activities and courses that you will need to complete in order to
     get into college?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         435      63.2%
Yes....................................   1         253      36.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        347      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


----------------------------------------------------------------------
FORM: BSCOHELP          Timing Data (in secs);  Mean:9.49, Median:7.52
----------------------------------------------------------------------

--------
BSCOHLP1
--------                                        Student FT (Section G)

A counselor helped student put together college plan
     Who helped you put the "college plan" together?

     A counselor

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         195      78.6%
Yes....................................   1          53      21.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        787      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSCOHLP2
--------                                        Student FT (Section G)

A teacher helped student put together college plan
     Who helped you put the "college plan" together?

     A teacher

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         211      85.1%
Yes....................................   1          37      14.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        787      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSCOHLP3
--------                                        Student FT (Section G)

Parents helped student put together college plan
     Who helped you put the "college plan" together?

     Your parents

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          95      38.3%
Yes....................................   1         153      61.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        787      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSCOHLP4
--------                                        Student FT (Section G)

Other person helped student put together college plan
     Who helped you put the "college plan" together?

     Other

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0         217     87.5%
Yes......................................   1          31     12.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        787     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


--------
BSCOHLP5
--------                                        Student FT (Section G)

No one helped student put together college plan
     Who helped you put the "college plan" together?

     No one

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0         196     79.0%
Yes......................................   1          52     21.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        787     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


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```
FORM: BSCAPLAN          Timing Data (in secs);  Mean:7.18, Median:6.01
----------------------------------------------------------------------

--------
BSCAPLAN
--------                                        Student FT (Section G)

Whether student has put together a career plan
     Have you put together a "career plan" - for example, a series of
     activities and courses that you will need to complete in order to
     be successful in your future career?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0         388     58.1%
Yes......................................   1         280     41.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        367     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%


----------------------------------------------------------------------
FORM: BSCAHELP          Timing Data (in secs);  Mean:7.28, Median:6.00
----------------------------------------------------------------------

--------
BSCAHLP1
--------                                        Student FT (Section G)

A counselor helped student put together career plan
     Who helped you put the "career plan" together?

     A counselor

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0         251     90.3%
Yes......................................   1          27      9.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        757     (MISS)
                                                     -----  ---------
 TOTALS:                                             1035     100.0%
```

```
--------
BSCAHLP2
--------                                        Student FT (Section G)

A teacher helped student put together career plan
     Who helped you put the "career plan" together?

     A teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         237      85.3%
Yes....................................     1          41      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        757     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSCAHLP3
--------                                        Student FT (Section G)

Parents helped student put together career plan
     Who helped you put the "career plan" together?

     Your parents

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         112      40.3%
Yes....................................     1         166      59.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        757     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
--------
BSCAHLP4
--------                                        Student FT (Section G)

Other person helped student put together career plan
     Who helped you put the "career plan" together?

     Other

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         255      91.7%
Yes....................................     1          23       8.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        757     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

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--------
BSCAHLP5
--------                                        Student FT (Section G)

No one helped student put together career plan
     Who helped you put the "career plan" together?

     No one

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         193      69.4%
Yes....................................     1          85      30.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        757     (MISS)
                                                     -----  ---------
 TOTALS:                                              1035     100.0%
```

```
---------------------------------------------------------------------
FORM: BSTEST          Timing Data (in secs);  Mean:17.46, Median:16.00
---------------------------------------------------------------------

--------
BSTEST1
--------                                        Student FT (Section G)

Taken/plans to take the PSAT
     Have you taken or are you planning to take...

     the PSAT?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes.....................................  1         392      61.0%
No......................................  2          93      14.5%
Doesn't know what it is.................  3         158      24.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        392      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSTEST2
--------                                        Student FT (Section G)

Taken/plans to take the SAT
     Have you taken or are you planning to take...

     the SAT?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes.....................................  1         432      68.0%
No......................................  2         110      17.3%
Doesn't know what it is.................  3          93      14.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        400      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSTEST3
--------                                        Student FT (Section G)

Taken/plans to take the ACT
     Have you taken or are you planning to take...

     American College Testing Service (ACT) test?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes.....................................  1         285      45.7%
No......................................  2         126      20.2%
Doesn't know what it is.................  3         213      34.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        411      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%


--------
BSTEST4
--------                                        Student FT (Section G)

Taken/plans to take an Advanced Placement test
     Have you taken or are you planning to take...

     an Advanced Placement (AP) test?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes.....................................  1         274      43.9%
No......................................  2         171      27.4%
Doesn't know what it is.................  3         179      28.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        411      (MISS)
                                                   -----   ---------
 TOTALS:                                            1035     100.0%
```

```
--------
BSTEST5
--------                                        Student FT (Section G)

Taken/plans to take a test for the International Baccalaureate
     Have you taken or are you planning to take...

     a test for the International Baccalaureate (IB)?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes.....................................   1        102      16.6%
No......................................  2        164      26.7%
Doesn't know what it is.................  3        349      56.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       420      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%


-----------------------------------------------------------------------
FORM: BSENRLX           Timing Data (in secs);  Mean:7.26, Median:6.01
-----------------------------------------------------------------------

--------
BSENRLX
--------                                        Student FT (Section G)

Whether student expects to be enrolled in school six months from now
     Do you still expect to be enrolled in school six months from now?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         28       4.2%
Yes.....................................  1        631      95.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       376      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

```
-----------------------------------------------------------------------
FORM: BSEXPECT        Timing Data (in secs);  Mean:20.39, Median:18.00
-----------------------------------------------------------------------

--------
BSEXPECT
--------                                        Student FT (Section H)

How far in school student thinks he/she will get
     As things stand now, how far in school do you think you will get?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Less than high school...................  1          8       1.0%
High school graduation or GED only......  2         26       3.2%
Attend or complete a 2-year school......  3         33       4.0%
Attend 4-year college but not graduate..  4         19       2.3%
Graduate from 4-year college............  5        311      37.9%
Master's degree or equivalent...........  6        154      18.8%
Ph.D./other advanced degree.............  7        159      19.4%
Doesn't know............................  8        110      13.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       215      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%


-----------------------------------------------------------------------
FORM: BSDISAPP          Timing Data (in secs);  Mean:9.11, Median:8.00
-----------------------------------------------------------------------

--------
BSDISAPP
--------                                        Student FT (Section H)

Whether student would be disappointed if no four-year degree by age 30
     Would you be disappointed if you did not graduate from college
     with a four-year degree by the time you are 30 years old?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         77       9.5%
Yes.....................................  1        734      90.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       224      (MISS)
                                                  -----   ---------
 TOTALS:                                          1035     100.0%
```

FORM: BSAFTER Timing Data (in secs); Mean:19.23, Median:18.00

BSAFTER

Student FT (Section H)

Main activity student plans to do right after high school
What is the main activity that you plan to do right after you leave high school? If you plan on doing more than one of these, please select the activity that you expect will be your top priority.

	CODES	FREQ	NON-MISS PERCENT
Enroll in 4-year college/university.....	1	496	61.5%
Enroll in 2-year community college.....	2	74	9.2%
Enroll in vocational/tech/trade school..	3	14	1.7%
Join the armed services.....	4	32	4.0%
Get a job.....	5	87	10.8%
Start a family.....	6	15	1.9%
Travel.....	7	18	2.2%
Do volunteer or missionary work.....	8	11	1.4%
Not sure what he/she wants to do.....	9	59	7.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	229	(MISS)
TOTALS:		1035	100.0%

FORM: BSJOB30 Timing Data (in secs); Mean:19.19, Median:16.00

BSJOB302

Student FT (Section H)

Does not know what job/occupation expects or plans to have at age 30
As things stand now, what is the job or occupation that you expect or plan to have at age 30?

I don't know

	CODES	FREQ	NON-MISS PERCENT
No.....	0	598	74.3%
Yes.....	1	207	25.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	230	(MISS)
TOTALS:		1035	100.0%

FORM: BSJOBT Timing Data (in secs); Mean:6.26, Median:5.01

BSJOBT

Student FT (Section H)

How much student has thought about choice of occupation at age 30
How much have you thought about this choice?

	CODES	FREQ	NON-MISS PERCENT
A little.....	1	35	6.0%
Somewhat.....	2	108	18.5%
A lot.....	3	441	75.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	451	(MISS)
TOTALS:		1035	100.0%

```
----------------------------------------------------------------------
FORM: BSJOBV          Timing Data (in secs);  Mean:26.61, Median:25.00
----------------------------------------------------------------------
```

```
--------
BSJOBV1
--------                                        Student FT (Section H)

Importance of helping people for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Helping people
```

	CODES	FREQ	NON-MISS PERCENT
Very important.....	1	397	71.3%
Somewhat important.....	2	129	23.2%
Not important.....	3	31	5.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	478	(MISS)
TOTALS:		1035	100.0%

```
--------
BSJOBV2
--------                                        Student FT (Section H)

Importance of working to improve society for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Working to improve society
```

	CODES	FREQ	NON-MISS PERCENT
Very important.....	1	320	57.6%
Somewhat important.....	2	189	34.0%
Not important.....	3	47	8.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	479	(MISS)
TOTALS:		1035	100.0%

```
--------
BSJOBV3
--------                                        Student FT (Section H)

Importance of having lots of free time for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Having lots of free time
```

	CODES	FREQ	NON-MISS PERCENT
Very important.....	1	166	29.8%
Somewhat important.....	2	317	56.9%
Not important.....	3	74	13.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	478	(MISS)
TOTALS:		1035	100.0%

```
--------
BSJOBV4
--------                                        Student FT (Section H)

Importance of working closely with people for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Working closely with people
```

	CODES	FREQ	NON-MISS PERCENT
Very important.....	1	317	56.7%
Somewhat important.....	2	202	36.1%
Not important.....	3	40	7.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	476	(MISS)
TOTALS:		1035	100.0%

```
--------
BSJOBV5
--------                                        Student FT (Section H)

Importance of building or creating things for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Building or creating things

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        210        37.8%
Somewhat important......................   2        205        36.9%
Not important...........................   3        141        25.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       479       (MISS)
                                                  -----     ---------
 TOTALS:                                          1035       100.0%
```

```
--------
BSJOBV6
--------                                        Student FT (Section H)

Importance of having lots of money for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Having lots of money

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        297        52.9%
Somewhat important......................   2        234        41.7%
Not important...........................   3         30         5.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       474       (MISS)
                                                  -----     ---------
 TOTALS:                                          1035       100.0%
```

```
--------
BSJOBV7
--------                                        Student FT (Section H)

Importance of working outdoors for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Working outdoors

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        122        21.9%
Somewhat important......................   2        213        38.2%
Not important...........................   3        222        39.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       478       (MISS)
                                                  -----     ---------
 TOTALS:                                          1035       100.0%
```

```
-----------------------------------------------------------------------
FORM: BSJOBW          Timing Data (in secs);  Mean:23.37, Median:22.01
-----------------------------------------------------------------------
```

```
--------
BSJOBW1
--------                                        Student FT (Section H)

Importance of learning new things for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Learning new things

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        368        69.2%
Somewhat important......................   2        136        25.6%
Not important...........................   3         28         5.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       503       (MISS)
                                                  -----     ---------
 TOTALS:                                          1035       100.0%
```

```
--------
BSJOBW2
--------                                        Student FT (Section H)

Importance of expressing yourself for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Expressing yourself

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        356       67.2%
Somewhat important......................   2        135       25.5%
Not important...........................   3         39        7.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        505      (MISS)
                                                   -----     ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSJOBW3
--------                                        Student FT (Section H)

Importance of working with animals for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Working with animals

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1         99       18.7%
Somewhat important......................   2        148       28.0%
Not important...........................   3        282       53.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        506      (MISS)
                                                   -----     ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSJOBW4
--------                                        Student FT (Section H)

Importance of not having to sit at desk all day for occupatn at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Not having to sit at a desk all day

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        236       44.7%
Somewhat important......................   2        152       28.8%
Not important...........................   3        140       26.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        507      (MISS)
                                                   -----     ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSJOBW5
--------                                        Student FT (Section H)

Importance of using math for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Using math

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
Very important..........................   1        155       29.3%
Somewhat important......................   2        228       43.1%
Not important...........................   3        146       27.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        506      (MISS)
                                                   -----     ---------
 TOTALS:                                            1035      100.0%
```

```
--------
BSJOBW6
--------                                        Student FT (Section H)

Importance of using a computer for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Using a computer

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Very important..........................   1        213      40.3%
Somewhat important......................   2        217      41.1%
Not important...........................   3         98      18.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        507      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
--------
BSJOBW7
--------                                        Student FT (Section H)

Importance of working in a lab for occupation at age 30
     For the job you expect to have at age 30, how important are the
     following to you?

     Working in a lab

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Very important..........................   1         92      17.5%
Somewhat important......................   2        171      32.4%
Not important...........................   3        264      50.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        508      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
-----------------------------------------------------------------------
FORM: BSTKFUTP        Timing Data (in secs);  Mean:16.44, Median:15.00
-----------------------------------------------------------------------

--------
BSTKFUTP
--------                                        Student FT (Section H)

Who student talks to about future plans
     When you talk about your future plans, would you say you talk...

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Mostly to parents.......................   1        250      33.8%
More to parents than friends............   2         91      12.3%
Parents and friends about the same......   3        185      25.0%
More to friends than parents............   4         79      10.7%
Mostly to friends.......................   5         77      10.4%
Does not talk to parents or friends.....   6         57       7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        296      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
-----------------------------------------------------------------------
FORM: BSNOMATH        Timing Data (in secs);  Mean:24.83, Median:20.51
-----------------------------------------------------------------------

--------
BSNOMATH
--------                                        Student FT (Section G)

Reason for not planning to take any more math during high school
     What are the reasons you do not plan to take any more math
     courses during your high school career?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}.................................  Alpha      27     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       1008      (MISS)
                                                  -----   ---------
 TOTALS:                                           1035     100.0%
```

```
----------------------------------------------------------------------
FORM: BSNOSCI         Timing Data (in secs);  Mean:22.60, Median:16.51
----------------------------------------------------------------------

--------
BSNOSCI
--------                                          Student FT (Section G)

Reason for not planning to take any more science during high school
     What are the reasons you do not plan to take any more science
     courses during your high school career?


                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
{Alpha}..................................     Alpha      35      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9       1000      (MISS)
                                                      -----   ---------
 TOTALS:                                               1035      100.0%
```

Parent

```
----------------------------------------------------------------------
FORM: BPRELSHP        Timing Data (in secs);  Mean:14.28, Median:11.00
----------------------------------------------------------------------

--------
BPRELSHP
--------                                          Parent FT (Section A)

Respondent's relationship to 9th grader
     What is your relationship to your 9th grader? Are you [his/her/
     your 9th grader's] biological parent, adoptive parent, stepparent
     or someone else?

If Y_SEX=1 fill "his"
If Y_SEX=2 fill "her"
Else fill "your 9th grader's"

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Biological mother......................    1        470      69.8%
Biological father......................    2        155      23.0%
Adoptive mother........................    3         13       1.9%
Adoptive father........................    4          6       0.9%
Stepmother.............................    5          3       0.4%
Stepfather.............................    6          4       0.6%
Male partner of parent or guardian......   10          1       0.1%
Grandmother............................   11         12       1.8%
Grandfather............................   12          1       0.1%
Other female relative..................   13          4       0.6%
Other female guardian..................   15          3       0.4%
Other male guardian....................   16          1       0.1%
                                                 -----   ---------
 TOTALS:                                           673     100.0%


----------------------------------------------------------------------
FORM: BPHHPRNT        Timing Data (in secs);  Mean:34.42, Median:15.01
----------------------------------------------------------------------

--------
BPHHPRNT
--------                                          Parent FT (Section A)

Number of 9th grader's parents in household
     Does your 9th grader have biological, adoptive, step- or foster
     parents who live in your household?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
One parent in household................    1          3      15.0%
Two parents in household...............    2          2      10.0%
No parents in household................    3         15      75.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        653     (MISS)
                                                 -----   ---------
 TOTALS:                                           673     100.0%


----------------------------------------------------------------------
FORM: BPHHPAR         Timing Data (in secs);  Mean:34.34, Median:17.00
----------------------------------------------------------------------

--------
BPHHPAR1
--------                                          Parent FT (Section A)

First resident parent's relationship to 9th grader
     What [is this parent's relationship/are these parents'
     relationships] to your 9th grader? Note to programmer:  If
     BPHHPRNT=1 then fill "is this parent's relationship".  Else fill
     "are these parents' relationships".

     First Parent

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Biological mother......................    1          3      75.0%
Biological father......................    2          1      25.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        669     (MISS)
                                                 -----   ---------
 TOTALS:                                           673     100.0%
```

```
--------
BPHHPAR2
--------                                        Parent FT (Section A)

Second resident parent's relationship to 9th grader
     What [is this parent's relationship/are these parents'
     relationships] to your 9th grader? Note to programmer:  If
     BPHHPRNT=1 then fill "is this parent's relationship".  Else fill
     "are these parents' relationships".

     Second Parent

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Biological father......................     2           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         672      (MISS)
                                                     -----   ---------
 TOTALS:                                                673      100.0%


----------------------------------------------------------------------
FORM: BPSPOUSE         Timing Data (in secs);  Mean:10.53, Median:9.00
----------------------------------------------------------------------

--------
BPSPOUSE
--------                                        Parent FT (Section A)

Respondent has a spouse/partner who lives in household
     Do you have a spouse or partner who lives in the same household
     as you and your 9th grader?


                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Spouse.................................     1         493       74.1%
Partner................................     2          28        4.2%
No spouse or partner...................     3         144       21.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           8      (MISS)
                                                     -----   ---------
 TOTALS:                                                673      100.0%
```

```
----------------------------------------------------------------------
FORM: BPSPSREL         Timing Data (in secs);  Mean:10.92, Median:8.01
----------------------------------------------------------------------

--------
BPSPSREL
--------                                        Parent FT (Section A)

Respondent's spouse/partner's relationship to 9th grader
     What is your [spouse's/partner's] relationship to your 9th
     grader? Note to programmer:  If BPSPOUSE=1 then fill "spouse's."
     Else fill "partner's".


                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Biological mother......................     1         121       23.2%
Biological father......................     2         282       54.0%
Adoptive mother........................     3           3        0.6%
Adoptive father........................     4          14        2.7%
Stepmother.............................     5          16        3.1%
Stepfather.............................     6          68       13.0%
Female partner of parent or guardian....     9           5        1.0%
Male partner of parent or guardian......     10          5        1.0%
Grandfather............................     12          4        0.8%
Other male relative....................     14          2        0.4%
Other female guardian..................     15          1        0.2%
Other male guardian....................     16          1        0.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         151      (MISS)
                                                     -----   ---------
 TOTALS:                                                673      100.0%
```

FORM: BPMAR Timing Data (in secs); Mean:17.12, Median:9.00

BPMAR
-------- Parent FT (Section A)

9th grader's parents' marital status
[What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]

Note to programmer:
If BPRELSHP=1 -10 then fill "What is your current marital status?"
Else if BPRELSHP is greater than 10 or blank and BPHHPRNT=3 then fill "What is your current marital status?"
Else if BPRELSHP is greater than 10 or blank and BPHHPRNT=1 then fill "What is this parent's current marital status?"
Else if BPRELSHP is greater than 10 or blank and BPHHPRNT=2 then fill "What is the current marital relationship of these parents?"
Else fill "What is your current marital status?"

	CODES	FREQ	NON-MISS PERCENT
Married	1	11	7.4%
Divorced	2	78	52.3%
Separated	3	23	15.4%
Never Married	4	29	19.5%
Widowed	5	8	5.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	524	(MISS)
TOTALS:		673	100.0%

FORM: BPHHNUM Timing Data (in secs); Mean:28.63, Median:22.00

BPHHLT18
-------- Parent FT (Section A)

Number of household residents less than 18 years of age
Including yourself and your 9th grader, how many people living in your household are...

under the age of 18?

	CODES	FREQ	NON-MISS PERCENT
{0}	0	2	0.3%
{1}	1	238	36.1%
{2}	2	230	34.8%
{3}	3	129	19.5%
{4}	4	41	6.2%
{5}	5	11	1.7%
{6}	6	8	1.2%
{7}	7	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	13	(MISS)
TOTALS:		673	100.0%

BPHH18PL
-------- Parent FT (Section A)

Number of household residents 18 years or older
Including yourself and your 9th grader, how many people living in your household are...

18 years of age or older?

	CODES	FREQ	NON-MISS PERCENT
{1}	1	101	15.5%
{2}	2	408	62.6%
{3}	3	106	16.3%
{4}	4	28	4.3%
{5}	5	7	1.1%
{6}	6	2	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	21	(MISS)
TOTALS:		673	100.0%

FORM: BPHHTIME Timing Data (in secs); Mean:12.04, Median:11.00

BPHHTIME
Parent FT (Section A)

How much of the time 9th grader lives with respondent
How much of the time does your 9th grader live with you?

	CODES	FREQ	NON-MISS PERCENT
All of the time.....	1	621	93.2%
More than half of the time.....	2	28	4.2%
Half of the time.....	3	9	1.4%
Less than half of the time.....	4	8	1.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	7	(MISS)
TOTALS:		673	100.0%

FORM: BPOTHHH Timing Data (in secs); Mean:14.21, Median:11.01

BPOTHHH
Parent FT (Section A)

Where 9th grader lives when not living with respondent
With whom does your 9th grader live most of the time when not living with you?

	CODES	FREQ	NON-MISS PERCENT
With another parent.....	1	41	91.1%
With another adult relative.....	2	2	4.4%
Other.....	7	2	4.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	628	(MISS)
TOTALS:		673	100.0%

FORM: BPSIBS Timing Data (in secs); Mean:41.05, Median:34.04

BPFULLBR
Parent FT (Section A)

Number of full brothers
How many brothers and sisters does your 9th grader have?
Consider all siblings including adoptive, half-, and stepsiblings, regardless of where they live.

Full and/or adoptive brother(s)

	CODES	FREQ	NON-MISS PERCENT
0.....	0	276	45.0%
1.....	1	220	35.8%
2.....	2	86	14.0%
3.....	3	22	3.6%
4.....	4	3	0.5%
5.....	5	5	0.8%
6 or more.....	6	2	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	59	(MISS)
TOTALS:		673	100.0%

BPHALFBR

Parent FT (Section A)

Number of half brothers
How many brothers and sisters does your 9th grader have? Consider all siblings including adoptive, half-, and stepsiblings, regardless of where they live.

Half-brother(s)

	CODES	FREQ	NON-MISS PERCENT
0	0	409	75.6%
1	1	78	14.4%
2	2	37	6.8%
3	3	12	2.2%
4	4	1	0.2%
5	5	3	0.6%
6 or more	6	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	132	(MISS)
TOTALS:		673	100.0%

BPSTEPBR

Parent FT (Section A)

Number of stepbrothers
How many brothers and sisters does your 9th grader have? Consider all siblings including adoptive, half-, and stepsiblings, regardless of where they live.

Step-brother(s)

	CODES	FREQ	NON-MISS PERCENT
0	0	472	88.9%
1	1	42	7.9%
2	2	10	1.9%
3	3	4	0.8%
4	4	3	0.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	142	(MISS)
TOTALS:		673	100.0%

BPFULLSS

Parent FT (Section A)

Number of full sisters
How many brothers and sisters does your 9th grader have? Consider all siblings including adoptive, half-, and stepsiblings, regardless of where they live.

Full and/or adoptive sister(s)

	CODES	FREQ	NON-MISS PERCENT
0	0	271	46.4%
1	1	220	37.7%
2	2	70	12.0%
3	3	11	1.9%
4	4	5	0.9%
5	5	5	0.9%
6 or more	6	2	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	89	(MISS)
TOTALS:		673	100.0%

BPHALFSS

Parent FT (Section A)

Number of half sisters
How many brothers and sisters does your 9th grader have? Consider all siblings including adoptive, half-, and stepsiblings, regardless of where they live.

Half-sister(s)

	CODES	FREQ	NON-MISS PERCENT
0	0	432	80.1%
1	1	63	11.7%
2	2	34	6.3%
3	3	9	1.7%
5	5	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	134	(MISS)
TOTALS:		673	100.0%

```
--------
BPSTEPSS
--------                                        Parent FT (Section A)

Number of stepsisters
     How many brothers and sisters does your 9th grader have?
     Consider all siblings including adoptive, half-, and
     stepsiblings, regardless of where they live.

     Step-sister(s)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
0.......................................    0         480      90.6%
1.......................................    1          30       5.7%
2.......................................    2          17       3.2%
3.......................................    3           3       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143     (MISS)
                                                     -----  ---------
 TOTALS:                                              673     100.0%
```

```
-----------------------------------------------------------------------
FORM: BPOLDSIB         Timing Data (in secs);  Mean:12.02, Median:9.00
-----------------------------------------------------------------------

--------
BPOLDSBS
--------                                        Parent FT (Section A)

Number of older siblings
     If only one sibling selected on BPSIBS: "Is this sibling older
     than
     your 9th grader?"
     If more than one sibling selected on BPSIBS: "How many of these
     siblings are older than your 9th grader?"

     | older siblings (Please enter 0 if your 9th grader is the
     oldest.)

                                                                NON-MISS
                                                CODES    FREQ   PERCENT
                                                -----   -----  ---------
{0}.....................................        0        104      26.7%
{1}.....................................        1        103      26.4%
{2}.....................................        2         95      24.4%
{3}.....................................        3         41      10.5%
{4}.....................................        4         21       5.4%
{5}.....................................        5         13       3.3%
{6}.....................................        6         10       2.6%
{8}.....................................        8          2       0.5%
{9}.....................................        9          1       0.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9        283     (MISS)
                                                         -----  ---------
 TOTALS:                                                  673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPHISPP1          Timing Data (in secs);  Mean:6.82, Median:5.00
----------------------------------------------------------------------

--------
BPHISPP1
--------                                          Parent FT (Section B)

Respondent/1st resident parent is Hispanic/Latino
     [Are you/Is your 9th grader's mother/Is your 9th grader's father/
     Is your 9th grader's adoptive mother/Is your 9th grader's
     adoptive father/Is your 9th
     grader's stepmother/Is your 9th grader's stepfather/Is your 9th
     grader's foster mother/Is your 9th grader's foster father]
     Hispanic or [Latino/Latina]?

If BPRELSHP=1, 3, 5, 7, 9 fill "Are you" and "Latina"
Else if BPRELSHP=2, 4, 6, 8, 10 fill "Are you" and "Latino"
Else if BPRELSHP=11, 13, 15 and BPHHPRNT=1 or 3 then fill "Are you"
and "Latina"
Else if BPRELSHP=12, 14, 16 and BPHHPRNT=1 or 3 then fill "Are you"
and "Latino"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "Is your 9th grader's mother" and "Latina"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "Is your 9th grader's father" and "Latino"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "Is your 9th grader's adoptive mother" and "Latina"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "Is your 9th grader's adoptive father" and "Latino"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is your 9th grader's stepmother" and "Latina"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is your 9th grader's stepfather" and "Latino"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is your 9th grader's foster mother" and "Latina"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is your 9th grader's foster father" and "Latino"
Else if BPRELSHP=11, 13, or 15 and BPHHPRNT=2 and BPHHPAR1=1-8 and
BPHHPAR2=blank then fill "Are you" and "Latina"
Else if BPRELSHP=12, 14, or 16 and BPHHPRNT=2 and BPHHPAR1=1-8 and
BPHHPAR2=blank then fill "Are you" and "Latino"
Else if BPRELSHP=11, 13, or 15 and BPHHPRNT=2 and BPHHPAR1=blank and
BPHHPAR2=1-8 fill "Are you" and "Latina"
Else if BPRELSHP=12, 14, or 16 and BPHHPRNT=2 and BPHHPAR1=blank and
BPHHPAR2=1-8 fill "Are you" and "Latino"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "Is your 9th grader's mother" and "Latina"
Else fill "Are you" and "Latino or Latina"
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	552	83.1%
Yes.....	1	112	16.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		673	100.0%

```
----------------------------------------------------------------------
FORM: BPMEXP1          Timing Data (in secs);  Mean:12.94, Median:9.00
----------------------------------------------------------------------

--------
BPMEXP1
--------                                          Parent FT (Section B)

Respondent/1st resident parent is Mexican or other Hispanic
     [Are you/Is she/Is he]...

If BPRELSHP=1-10 fill "Are you"
Else if BPRELSHP=11-16 and BPHHPRNT=1 or 3 then fill "Are you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "Is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "Is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "Is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "Is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "Are you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "Are you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "Is she"
Else fill "Are you"

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
Mexican/Mexican-American/Chicano........  1          47      42.0%
Other Hispanic or Latino................  2          65      58.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       561     (MISS)
                                                  -----  ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPRACEP1        Timing Data (in secs);  Mean:19.78, Median:15.00
----------------------------------------------------------------------

--------
BPWHTP1
--------                                          Parent FT (Section B)

Respondent/1st resident parent is White
     Please select one or more of the following choices to best
     describe [your/your 9th grader’s mother’s/your 9th grader’s
     father’s/your 9th grader’s adoptive mother’s/your 9th grader’s
     adoptive father’s/your 9th grader's stepmother's/your 9th
     grader's stepfather's/your 9th grader's foster mother's/your 9th
     grader's foster father's] race.

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "your 9th grader’s mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "your 9th grader’s father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepmother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepfather's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster mother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster father's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "your 9th grader’s mother’s"
Else fill "your"
     White
                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No......................................  0         123      18.9%
Yes.....................................  1         529      81.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21     (MISS)
                                                  -----  ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPBLKP1
--------                                        Parent FT (Section B)

Respondent/1st resident parent is Black/African American
     Please select one or more of the following choices to best
     describe [your/your 9th grader’s mother’s/your 9th grader’s
     father’s/your 9th grader’s adoptive mother’s/your 9th grader’s
     adoptive father’s/your 9th grader's stepmother's/your 9th
     grader's stepfather's/your 9th grader's foster mother's/your 9th
     grader's foster father's] race.

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "your 9th grader’s mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "your 9th grader’s father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepmother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepfather's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster mother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster father's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "your 9th grader’s mother’s"
Else fill "your"


     Black/African American

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         584      89.6%
Yes....................................   1          68      10.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21      (MISS)
                                                   -----   ---------
 TOTALS:                                             673     100.0%
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--------
BPASNP1
--------                                        Parent FT (Section B)

Respondent/1st resident parent is Asian
     Please select one or more of the following choices to best
     describe [your/your 9th grader’s mother’s/your 9th grader’s
     father’s/your 9th grader’s adoptive mother’s/your 9th grader’s
     adoptive father’s/your 9th grader's stepmother's/your 9th
     grader's stepfather's/your 9th grader's foster mother's/your 9th
     grader's foster father's] race.

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "your 9th grader’s mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "your 9th grader’s father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepmother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepfather's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster mother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster father's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "your 9th grader’s mother’s"
Else fill "your"


     Asian

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         603      92.5%
Yes....................................   1          49       7.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21      (MISS)
                                                   -----   ---------
 TOTALS:                                             673     100.0%
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--------
BPPISLP1
--------                                        Parent FT (Section B)

Respondent/1st resident parent is Native Hawaiian/Pacific Islander
     Please select one or more of the following choices to best
     describe [your/your 9th grader’s mother’s/your 9th grader’s
     father’s/your 9th grader’s adoptive mother’s/your 9th grader’s
     adoptive father’s/your 9th grader's stepmother's/your 9th
     grader's stepfather's/your 9th grader's foster mother's/your 9th
     grader's foster father's] race.

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "your 9th grader’s mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "your 9th grader’s father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepmother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepfather's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster mother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster father's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "your 9th grader’s mother’s"
Else fill "your"


     Native Hawaiian or other Pacific Islander

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        646      99.1%
Yes....................................    1          6       0.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21     (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
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--------
BPNTVP1
--------                                        Parent FT (Section B)

Respondent/1st resident parent is American Indian or Alaska Native
     Please select one or more of the following choices to best
     describe [your/your 9th grader’s mother’s/your 9th grader’s
     father’s/your 9th grader’s adoptive mother’s/your 9th grader’s
     adoptive father’s/your 9th grader's stepmother's/your 9th
     grader's stepfather's/your 9th grader's foster mother's/your 9th
     grader's foster father's] race.

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "your 9th grader’s mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "your 9th grader’s father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive mother’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive father’s"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepmother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Is your 9th grader’s stepfather's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster mother's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Is your 9th grader’s foster father's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "your"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "your 9th grader’s mother’s"
Else fill "your"


     American Indian or Alaska Native

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        626      96.0%
Yes....................................    1         26       4.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21     (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
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----------------------------------------------------------------------
FORM: BPATYPP1        Timing Data (in secs);  Mean:13.06, Median:11.00
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BPATYPP1
--------                                          Parent FT (Section B)

Asian origin of respondent/1st resident parent
     Which one of the following [are you/is she/is he]?

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "are you"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 then fill "are you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "is she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "is he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "are you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "are you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "is she"
Else fill "are you"
```

	CODES	FREQ	NON-MISS PERCENT
Chinese.....	1	23	48.9%
Filipino.....	2	11	23.4%
Southeast Asian.....	3	3	6.4%
South Asian.....	4	2	4.3%
Other Asian.....	5	8	17.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	626	(MISS)
TOTALS:		673	100.0%

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----------------------------------------------------------------------
FORM: BPHISPP2         Timing Data (in secs);  Mean:6.97, Median:6.00
----------------------------------------------------------------------

--------
BPHISPP2
--------                                          Parent FT (Section B)

Spouse/partner/2nd resident parent is Hispanic/Latino
     Is your [spouse/partner/9th grader's mother/9th grader's father/9th
     grader's adoptive mother/9th grader's adoptive father/9th
     grader's stepmother/9th grader's stepfather/9th
     grader's foster mother/9th grader's foster father/9th grader's
     parent] Hispanic or [Latino/Latina]?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	431	82.4%
Yes.....	1	92	17.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	150	(MISS)
TOTALS:		673	100.0%

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FORM: BPMEXP2          Timing Data (in secs);  Mean:10.79, Median:8.01
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BPMEX2
--------                                        Parent FT (Section B)

Spouse/partner/2nd resident parent is Mexican or other Hispanic/Latino
     Is [your spouse/your partner/she/he/your 9th grader's parent]...

If BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15
then fill "she"
Else if BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=1-10 and BPSPOUSE=1 then fill "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11,
13, 15 then fill "she"
Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=1-10 and BPSPOUSE=2 fill "your partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "your 9th grader's
parent"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11,
13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 fill and "your spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11,
13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "your partner"
```

	CODES	FREQ	NON-MISS PERCENT
Mexican/Mexican-American/Chicano.....	1	42	45.7%
Other Hispanic or Latino.....	2	50	54.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	581	(MISS)
TOTALS:		673	100.0%

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----------------------------------------------------------------------
FORM: BPRACEP2        Timing Data (in secs);  Mean:17.57, Median:14.01
----------------------------------------------------------------------

--------
BPWHTP2
--------                                          Parent FT (Section B)

Spouse/partner/2nd resident parent is White
     Please select one or more of the following choices to best
     describe your [spouse’s/partner’s/9th grader’s mother’s/9th
     grader’s father’s/9th grader’s adoptive mother’s/9th grader’s
     adoptive father’s/9th grader's stepmother/9th grader's stepfather
     /9th grader's foster mother/9th grader's foster father/9th grader
     ’s parent’s] race. Is [your spouse/your partner/she/he/your 9th
     grader’s parent]...?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse's" and "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner's" and "your
partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader's stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader's stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader's foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader's foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s
parent's" and "your 9th grader's parent's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "9th grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse's" and "your
spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 then fill "partner's" and "your
partner"


     White

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
No.....................................         0          96       18.9%
Yes....................................         1         411       81.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9        166      (MISS)
                                                         -----   ---------
 TOTALS:                                                   673      100.0%
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--------
BPBLKP2
--------                                        Parent FT (Section B)

Spouse/partner/2nd resident parent is Black/African American
     Please select one or more of the following choices to best
     describe your [spouse’s/partner’s/9th grader’s mother’s/9th
     grader’s father’s/9th grader’s adoptive mother’s/9th grader’s
     adoptive father’s/9th grader's stepmother/9th grader's stepfather
     /9th grader's foster mother/9th grader's foster father/9th grader
     ’s parent’s] race. Is [your spouse/your partner/she/he/your 9th
     grader’s parent]...?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse's" and "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner's" and "your
partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader's stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader's stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader's foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader's foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s
parent's" and "your 9th grader's parent's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "9th grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse's" and "your
spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 then fill "partner's" and "your
partner"


     Black/African American

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0         463       91.3%
Yes....................................       1          44        8.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        166      (MISS)
                                                      -----   ---------
 TOTALS:                                                673      100.0%
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BPASNP2
--------                                        Parent FT (Section B)

Spouse/partner/2nd resident parent is Asian
     Please select one or more of the following choices to best
     describe your [spouse’s/partner’s/9th grader’s mother’s/9th
     grader’s father’s/9th grader’s adoptive mother’s/9th grader’s
     adoptive father’s/9th grader's stepmother/9th grader's stepfather
     /9th grader's foster mother/9th grader's foster father/9th grader
     ’s parent’s] race. Is [your spouse/your partner/she/he/your 9th
     grader’s parent]...?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse's" and "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner's" and "your
partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader's stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader's stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader's foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader's foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s
parent's" and "your 9th grader's parent's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "9th grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse's" and "your
spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 then fill "partner's" and "your
partner"


     Asian

                                                                  NON-MISS
                                              CODES    FREQ      PERCENT
                                              -----   -----    ---------
No.....................................       0         466        91.9%
Yes....................................       1          41         8.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         166       (MISS)
                                                       -----    ---------
 TOTALS:                                                 673       100.0%
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BPPISLP2
--------                                        Parent FT (Section B)

Spouse/partner/2nd resident parent is Native Hawaiian/Pacific Islander
     Please select one or more of the following choices to best
     describe your [spouse’s/partner’s/9th grader’s mother’s/9th
     grader’s father’s/9th grader’s adoptive mother’s/9th grader’s
     adoptive father’s/9th grader's stepmother/9th grader's stepfather
     /9th grader's foster mother/9th grader's foster father/9th grader
     ’s parent’s] race. Is [your spouse/your partner/she/he/your 9th
     grader’s parent]...?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse's" and "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner's" and "your
partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader's stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader's stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader's foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader's foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s
parent's" and "your 9th grader's parent's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "9th grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse's" and "your
spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 then fill "partner's" and "your
partner"


     Native Hawaiian or other Pacific Islander

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0         497       98.0%
Yes....................................       1          10        2.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        166      (MISS)
                                                       -----   ---------
 TOTALS:                                                673      100.0%
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BPNTVP2
--------                                        Parent FT (Section B)

Spouse/partner/2nd resident parent is American Indian or Alaska Native
     Please select one or more of the following choices to best
     describe your [spouse’s/partner’s/9th grader’s mother’s/9th
     grader’s father’s/9th grader’s adoptive mother’s/9th grader’s
     adoptive father’s/9th grader's stepmother/9th grader's stepfather
     /9th grader's foster mother/9th grader's foster father/9th grader
     ’s parent’s] race. Is [your spouse/your partner/she/he/your 9th
     grader’s parent]...?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse's" and "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner's" and "your
partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader's stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader's stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader's foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader's foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s
parent's" and "your 9th grader's parent's"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
grader’s mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
grader’s adoptive father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
grader’s stepmother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
grader’s stepfather's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
grader’s foster mother's" and "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
grader’s foster father's" and "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "9th grader’s father's" and "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse's" and "your
spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 then fill "partner's" and "your
partner"


     American Indian or Alaska Native

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0         496      97.8%
Yes....................................       1          11       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        166      (MISS)
                                                       -----   ---------
 TOTALS:                                                673      100.0%
```

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----------------------------------------------------------------------
FORM: BPATYPP2          Timing Data (in secs);  Mean:9.87, Median:9.00
----------------------------------------------------------------------

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BPATYPP2
--------                                          Parent FT (Section B)

Asian origin of spouse/partner/2nd resident parent
     Which of the following is [your spouse/your partner/she/he/your 9th
     grader's parent]?

If BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15
then fill "she"
Else if BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=1-10 and BPSPOUSE=1 then fill "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11,
13, 15 then fill "she"
Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=1-10 and BPSPOUSE=2 fill "your partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "your 9th grader's
parent"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11,
13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 fill and "your spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11,
13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12,
14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "your partner"
```

	CODES	FREQ	NON-MISS PERCENT
Chinese.....	1	22	53.7%
Filipino.....	2	9	22.0%
Southeast Asian.....	3	3	7.3%
South Asian.....	4	3	7.3%
Other Asian.....	5	4	9.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	632	(MISS)
TOTALS:		673	100.0%

FORM: BPBYRP1 Timing Data (in secs); Mean:11.58, Median:8.00

BPBYRP1

Parent FT (Section B)

Birth year of respondent or 1st resident parent
In what year [were you/was your 9th grader’s mother/was your 9th grader’s father/was your 9th grader’s adoptive mother/was your 9th grader’s adoptive father/was your 9th grader's stepmother/was your 9th grader's stepfather/was your 9th grader's foster mother/was your 9th grader's foster father] born?
If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "were you"
Else if BPRELSHP=11, 12, 13, 14, 15, 16 and BPHHPRNT=1 or 3 then fill "were you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8 then fill "was your 9th grader’s mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8 then fill "was your 9th grader’s father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8 then fill "was your 9th grader’s adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8 then fill "was your 9th grader’s adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8 then fill "was your 9th grader’s stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8 then fill "was your 9th grader’s stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8 then fill "was your 9th grader’s foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8 then fill "was your 9th grader’s foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=blank then fill "were you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=1-8 fill "were you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=blank then fill "was your 9th grader’s mother"
Else fill "were you"

| (Please enter your answer in this format: 19XX)

	CODES	FREQ	NON-MISS PERCENT
{1931}.....	1931	1	0.2%
{1938}.....	1938	1	0.2%
{1940}.....	1940	2	0.3%
{1944}.....	1944	1	0.2%
{1945}.....	1945	2	0.3%
{1946}.....	1946	2	0.3%
{1947}.....	1947	1	0.2%
{1948}.....	1948	2	0.3%
{1949}.....	1949	3	0.5%
{1950}.....	1950	5	0.8%
{1951}.....	1951	3	0.5%
{1952}.....	1952	3	0.5%
{1953}.....	1953	10	1.5%
{1954}.....	1954	14	2.1%
{1955}.....	1955	23	3.5%
{1956}.....	1956	15	2.3%
{1957}.....	1957	20	3.0%
{1958}.....	1958	24	3.6%
{1959}.....	1959	34	5.1%
{1960}.....	1960	28	4.2%
{1961}.....	1961	27	4.1%
{1962}.....	1962	38	5.7%
{1963}.....	1963	37	5.6%
{1964}.....	1964	47	7.1%
{1965}.....	1965	58	8.8%
{1966}.....	1966	42	6.4%
{1967}.....	1967	32	4.8%
{1968}.....	1968	36	5.4%
{1969}.....	1969	32	4.8%
{1970}.....	1970	28	4.2%
{1971}.....	1971	16	2.4%
{1972}.....	1972	16	2.4%
{1973}.....	1973	14	2.1%
{1974}.....	1974	15	2.3%
{1975}.....	1975	12	1.8%
{1976}.....	1976	6	0.9%
{1977}.....	1977	9	1.4%
{1978}.....	1978	2	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	12	(MISS)
		---	---
TOTALS:		673	100.0%

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----------------------------------------------------------------------
FORM: BPUSP1            Timing Data (in secs);  Mean:6.75, Median:5.01
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--------
BPUSP1
--------                                          Parent FT (Section B)

Respondent/1st resident parent was born in U.S.
     [Were you/Was she/Was he] born in the United States or another
     country?

If BPRELSHP=1, 2, 3, 4, 5, 6, 7, 8, 9, 10 fill "Were you"
Else if BPRELSHP=11, 12, 13, 14, 15, 16 and BPHHPRNT=1 or 3 then fill
"Were you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "Was she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "Was he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "Was she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "Was he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "Was she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "Was he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "Was she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "Was he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "Were you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
1-8 fill "Were you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "Was she"
Else fill "Were you"
```

	CODES	FREQ	NON-MISS PERCENT
United States.....	1	520	78.3%
Another country.....	2	144	21.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		673	100.0%

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----------------------------------------------------------------------
FORM: BPUSYRP1        Timing Data (in secs);  Mean:19.32, Median:14.00
----------------------------------------------------------------------

--------
BPUSYRP1
--------                                          Parent FT (Section B)

Year respondent/1st resident parent came to U.S. to stay
     In what year did [you/she/he] come to the United States to stay
     permanently?
     If BPRELSHP=1-10 fill "you"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 or 3 then fill "you"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and
     BPHHPAR2=1-8 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and
     BPHHPAR2=1-8 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and
     BPHHPAR2=1-8 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and
     BPHHPAR2=1-8 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and
     BPHHPAR2=1-8 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and
     BPHHPAR2=1-8 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and
     BPHHPAR2=1-8 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and
     BPHHPAR2=1-8 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and
     BPHHPAR2=blank then fill "you"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=1-8 fill "you"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=blank then fill "she"
     Else fill "you"

     | (Please enter your answer in the following format:  19XX or 20
     XX)
```

	CODES	FREQ	NON-MISS PERCENT
{1960}.....	1960	1	0.7%
{1961}.....	1961	3	2.1%
{1962}.....	1962	2	1.4%
{1966}.....	1966	3	2.1%
{1967}.....	1967	2	1.4%
{1968}.....	1968	3	2.1%
{1969}.....	1969	1	0.7%
{1970}.....	1970	1	0.7%

{1971}.....	1971	2	1.4%
{1973}.....	1973	3	2.1%
{1974}.....	1974	2	1.4%
{1975}.....	1975	2	1.4%
{1977}.....	1977	1	0.7%
{1978}.....	1978	1	0.7%
{1979}.....	1979	3	2.1%
{1980}.....	1980	9	6.4%
{1981}.....	1981	6	4.3%
{1982}.....	1982	3	2.1%
{1983}.....	1983	3	2.1%
{1984}.....	1984	4	2.8%
{1985}.....	1985	5	3.5%
{1986}.....	1986	9	6.4%
{1987}.....	1987	7	5.0%
{1988}.....	1988	9	6.4%
{1989}.....	1989	4	2.8%
{1990}.....	1990	7	5.0%
{1991}.....	1991	4	2.8%
{1992}.....	1992	7	5.0%
{1993}.....	1993	1	0.7%
{1994}.....	1994	2	1.4%
{1995}.....	1995	1	0.7%
{1996}.....	1996	1	0.7%
{1997}.....	1997	3	2.1%
{1998}.....	1998	1	0.7%
{1999}.....	1999	4	2.8%
{2000}.....	2000	6	4.3%
{2001}.....	2001	4	2.8%
{2003}.....	2003	1	0.7%
{2004}.....	2004	1	0.7%
{2005}.....	2005	1	0.7%
{2006}.....	2006	3	2.1%
{2008}.....	2008	5	3.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	532	(MISS)
		---	---
TOTALS:		673	100.0%

BPNOUSP1
--- Parent FT (Section B)

Respondent/first resident parent is not in U.S. to stay

In what year did [you/she/he] come to the United States to stay permanently?

If BPRELSHP=1-10 fill "you"
Else if BPRELSHP=11-16 and BPHHPRNT=1 or 3 then fill "you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8 fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8 fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8 fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8 fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8 fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8 fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8 fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8 fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=blank then fill "you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=1-8 fill "you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=blank then fill "she"
Else fill "you"

| Check here if you are not in the United States to stay.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	144	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	529	(MISS)
		---	---
TOTALS:		673	100.0%

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FORM: BPBYRP2           Timing Data (in secs);  Mean:9.86, Median:7.99
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--------
BPBYRP2
--------                                          Parent FT (Section B)

Birth year of spouse/partner or 2nd resident parent
     In what year was your [spouse/partner/9th grader’s mother/9th
     grader’s father/9th grader’s adoptive mother/9th grader’s
     adoptive father/9th grader's stepmother/9th grader's stepfather/9th
     grader's foster mother/9th grader's foster father/9th grader's
     parent] born?
     If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
     grader’s mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
     grader’s father"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
     grader’s adoptive mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
     grader’s adoptive father"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
     grader’s stepmother"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
     grader’s stepfather"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
     grader’s foster mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
     grader’s foster father"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s
     parent"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
     grader’s mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
     grader’s father"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
     grader’s adoptive mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
     grader’s adoptive father"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
     grader’s stepmother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
     grader’s stepfather"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
     grader’s foster stepmother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
     grader’s foster father"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
     grader’s mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
     grader’s father"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
     grader’s adoptive mother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
     grader’s adoptive father"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
     grader’s stepmother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
     grader’s stepfather"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
     grader’s foster stepmother"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
     grader’s foster father"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=blank then fill "9th grader’s father"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 then fill "partner"

     | (Please enter your answer in this format: 19XX)
```

	CODES	FREQ	NON-MISS PERCENT
{1927}.....	1927	1	0.2%
{1937}.....	1937	2	0.4%
{1938}.....	1938	1	0.2%
{1941}.....	1941	1	0.2%
{1942}.....	1942	1	0.2%
{1945}.....	1945	1	0.2%
{1946}.....	1946	1	0.2%
{1947}.....	1947	1	0.2%
{1948}.....	1948	6	1.2%
{1949}.....	1949	5	1.0%
{1950}.....	1950	3	0.6%
{1951}.....	1951	2	0.4%
{1952}.....	1952	10	1.9%
{1953}.....	1953	10	1.9%
{1954}.....	1954	11	2.1%
{1955}.....	1955	11	2.1%
{1956}.....	1956	21	4.0%
{1957}.....	1957	19	3.7%
{1958}.....	1958	22	4.2%
{1959}.....	1959	22	4.2%
{1960}.....	1960	28	5.4%
{1961}.....	1961	34	6.5%
{1962}.....	1962	33	6.3%
{1963}.....	1963	35	6.7%
{1964}.....	1964	34	6.5%
{1965}.....	1965	32	6.2%

{1966}.....	1966	26	5.0%
{1967}.....	1967	28	5.4%
{1968}.....	1968	22	4.2%
{1969}.....	1969	21	4.0%
{1970}.....	1970	19	3.7%
{1971}.....	1971	14	2.7%
{1972}.....	1972	8	1.5%
{1973}.....	1973	11	2.1%
{1974}.....	1974	5	1.0%
{1975}.....	1975	6	1.2%
{1976}.....	1976	4	0.8%
{1977}.....	1977	4	0.8%
{1978}.....	1978	1	0.2%
{1979}.....	1979	3	0.6%
{1982}.....	1982	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	153	(MISS)
		---	---
TOTALS:		673	100.0%

FORM: BPUSP2 Timing Data (in secs); Mean:5.95, Median:5.00

BPUSP2

Parent FT (Section B)

Spouse/partner/2nd resident parent was born in U.S.
Was [your spouse/your partner/she/he/your 9th grader's parent] born in the United States or another country?

If BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15 then fill "she"
Else if BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12, 14, 16 then fill "he"
Else if BPRELSHP=1-10 and BPSPOUSE=1 then fill "your spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15 then fill "she"
Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12, 14, 16 then fill "he"
Else if BPRELSHP=1-10 and BPSPOUSE=2 fill "your partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "your 9th grader's parent"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=blank then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12, 14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 fill and "your spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12, 14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "your partner"

	CODES	FREQ	NON-MISS PERCENT
	---	---	---
United States.....	1	383	73.2%
Another country.....	2	140	26.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	150	(MISS)
		---	---
TOTALS:		673	100.0%

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----------------------------------------------------------------------
FORM: BPUSYRP2        Timing Data (in secs);  Mean:18.07, Median:13.00
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BPUSYRP2
--------                                          Parent FT (Section B)

Year spouse/partner/2nd resident parent came to U.S. to stay
     In what year did [your spouse/your partner/she/he/your 9th grader
     's parent] come to the United States to stay permanently?
     If BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11,
     13, 15 then fill "she"
     Else if BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10,
     12, 14, 16 then fill "he"
     Else if BPRELSHP=1-10 and BPSPOUSE=1 then fill "your spouse"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10,
     12, 14, 16 then fill "he"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 fill "your partner"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "your 9th grader'
     s parent"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=blank then fill "he"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8,
     10, 12, 14, 16 then fill "he"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 fill and "your spouse"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8,
     10, 12, 14, 16 then fill "he"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "your partner"

     | (Please enter your answer in the following format:  19XX or 20
     XX)
```

	CODES	FREQ	NON-MISS PERCENT
{1956}.....	1956	1	0.8%
{1959}.....	1959	1	0.8%
{1962}.....	1962	1	0.8%
{1963}.....	1963	1	0.8%
{1964}.....	1964	2	1.5%
{1965}.....	1965	2	1.5%
{1966}.....	1966	1	0.8%
{1967}.....	1967	3	2.3%
{1968}.....	1968	1	0.8%
{1969}.....	1969	1	0.8%
{1970}.....	1970	1	0.8%
{1971}.....	1971	3	2.3%

```
{1972}..................................     1972        4        3.0%
{1973}..................................     1973        1        0.8%
{1974}..................................     1974        1        0.8%
{1975}..................................     1975        2        1.5%
{1976}..................................     1976        4        3.0%
{1977}..................................     1977        4        3.0%
{1979}..................................     1979        4        3.0%
{1980}..................................     1980        6        4.5%
{1981}..................................     1981        5        3.8%
{1982}..................................     1982        2        1.5%
{1983}..................................     1983        3        2.3%
{1984}..................................     1984        3        2.3%
{1985}..................................     1985        7        5.3%
{1986}..................................     1986        5        3.8%
{1987}..................................     1987        3        2.3%
{1988}..................................     1988        4        3.0%
{1989}..................................     1989        7        5.3%
{1990}..................................     1990        6        4.5%
{1991}..................................     1991        4        3.0%
{1992}..................................     1992        2        1.5%
{1993}..................................     1993        2        1.5%
{1994}..................................     1994        1        0.8%
{1995}..................................     1995        3        2.3%
{1996}..................................     1996        1        0.8%
{1997}..................................     1997        2        1.5%
{1998}..................................     1998        5        3.8%
{1999}..................................     1999        3        2.3%
{2000}..................................     2000        7        5.3%
{2001}..................................     2001        2        1.5%
{2003}..................................     2003        1        0.8%
{2005}..................................     2005        3        2.3%
{2006}..................................     2006        4        3.0%
{2007}..................................     2007        1        0.8%
{2008}..................................     2008        3        2.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9        540      (MISS)
                                            -----   ---------
 TOTALS:                                      673      100.0%



--------
BPNOUSP2
--------                                        Parent FT (Section B)

Spouse/partner/2nd resident parent is not in U.S. to stay
     In what year did [your spouse/your partner/she/he/your 9th grader
     's parent] come to the United States to stay permanently?
     If BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11,
     13, 15 then fill "she"
     Else if BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10,
     12, 14, 16 then fill "he"
     Else if BPRELSHP=1-10 and BPSPOUSE=1 then fill "your spouse"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10,
     12, 14, 16 then fill "he"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 fill "your partner"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "your 9th grader'
     s parent"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "
     she"
```

Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill " he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill " she"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill " he"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=blank then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10, 12, 14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=1 fill and "your spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9, 11, 13, 15 then fill "she"
Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10, 12, 14, 16 then fill "he"
Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "your partner"

| Check here if this parent or guardian is not in the United States to stay.

	CODES	FREQ	NON-MISS PERCENT
No.....	0	140	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	533	(MISS)
TOTALS:		673	100.0%

FORM: BPUS9TH Timing Data (in secs); Mean:6.62, Median:6.00

BPUS9TH

Parent FT (Section B)

Whether 9th grader was born in the U.S.
Was your 9th grader born in the United States or another country?

	CODES	FREQ	NON-MISS PERCENT
United States.....	1	626	94.3%
Another country.....	2	38	5.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		673	100.0%

FORM: BPUSYR9 Timing Data (in secs); Mean:12.98, Median:10.00

BPUSYR9

Parent FT (Section B)

Year 9th grader came to the U.S. to stay
In what year did your 9th grader come to the United States to stay permanently?

| (Please enter your answer in the following format: 19XX or 20XX)

	CODES	FREQ	NON-MISS PERCENT
{1989}.....	1989	1	2.8%
{1993}.....	1993	1	2.8%
{1994}.....	1994	3	8.3%
{1995}.....	1995	4	11.1%
{1997}.....	1997	1	2.8%
{1998}.....	1998	1	2.8%
{1999}.....	1999	3	8.3%
{2000}.....	2000	4	11.1%
{2001}.....	2001	5	13.9%
{2003}.....	2003	1	2.8%
{2004}.....	2004	1	2.8%
{2005}.....	2005	1	2.8%
{2006}.....	2006	6	16.7%
{2008}.....	2008	4	11.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	637	(MISS)
TOTALS:		673	100.0%

```
--------
BPNOUS9
--------                                        Parent FT (Section B)

Ninth grader is not in the U.S. to stay
     In what year did your 9th grader come to the United States to
     stay permanently?

     Check here if your 9th grader is not in the United States to stay
     permanently.
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	37	97.4%
Yes.....	1	1	2.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	635	(MISS)
TOTALS:		673	100.0%

```
----------------------------------------------------------------------
FORM: BPSCHPLC        Timing Data (in secs);  Mean:17.30, Median:15.00
----------------------------------------------------------------------

--------
BPSCHPLC
--------                                        Parent FT (Section B)

Grade level 9th grader was placed in when started school in U.S.
     In what grade was your 9th grader placed when [he/she/he or she]
     started school in the United States?

Note to programmer:
If Y_SEX=1 fill "he"
If Y_SEX=2 fill "she"
Else fill "he or she"
```

	CODES	FREQ	NON-MISS PERCENT
Pre-kindergarten.....	1	5	13.2%
Kindergarten.....	2	6	15.8%
1st grade.....	3	7	18.4%
2nd grade.....	4	3	7.9%
3rd grade.....	5	1	2.6%
4th grade.....	6	1	2.6%
5th grade.....	7	1	2.6%
6th grade.....	8	2	5.3%
7th grade.....	9	6	15.8%
8th grade.....	10	1	2.6%
9th grade.....	11	5	13.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	635	(MISS)
TOTALS:		673	100.0%

```
----------------------------------------------------------------------
FORM: BPOTHLNG        Timing Data (in secs);  Mean:8.53, Median:6.03
----------------------------------------------------------------------

--------
BPOTHLNG
--------                                        Parent FT (Section B)

Language other than English is regularly spoken in home
     Is any language other than English regularly spoken in your home?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	510	76.8%
Yes.....	1	154	23.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		673	100.0%

```
----------------------------------------------------------------------
FORM: BPHHLNG         Timing Data (in secs);  Mean:21.07, Median:18.00
----------------------------------------------------------------------
```

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BPHHLNG1
--------                                          Parent FT (Section B)

Spanish is regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Spanish
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	56	37.1%
Yes.....	1	95	62.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	522	(MISS)
TOTALS:		673	100.0%

```
--------
BPHHLNG2
--------                                          Parent FT (Section B)

Other European language is regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Another European language (for example, French, German, Russian,
     etc.)
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	134	88.7%
Yes.....	1	17	11.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	522	(MISS)
TOTALS:		673	100.0%

```
--------
BPHHLNG3
--------                                          Parent FT (Section B)

Chinese language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Chinese language
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	129	85.4%
Yes.....	1	22	14.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	522	(MISS)
TOTALS:		673	100.0%

```
--------
BPHHLNG4
--------                                          Parent FT (Section B)

Filipino language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Filipino language
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	141	93.4%
Yes.....	1	10	6.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	522	(MISS)
TOTALS:		673	100.0%

```
--------
BPHHLNG5
--------                                        Parent FT (Section B)

Southeast Asian language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Southeast Asian language (for example, Vietnamese, Thai, etc.)

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         146      96.7%
Yes....................................   1           5       3.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       522      (MISS)
                                                  -----  ---------
 TOTALS:                                            673     100.0%
```

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--------
BPHHLNG6
--------                                        Parent FT (Section B)

South Asian language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     South Asian language (for example, Hindi, Tamil)

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         149      98.7%
Yes....................................   1           2       1.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       522      (MISS)
                                                  -----  ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPHHLNG7
--------                                        Parent FT (Section B)

Other Asian language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Another Asian language (for example, Japanese, Korean)

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         149      98.7%
Yes....................................   1           2       1.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       522      (MISS)
                                                  -----  ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPHHLNG8
--------                                        Parent FT (Section B)

Middle Eastern language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Middle Eastern language (for example, Arabic, Farsi)

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0         147      97.4%
Yes....................................   1           4       2.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       522      (MISS)
                                                  -----  ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPHHLNG9
--------                                        Parent FT (Section B)

Other language regularly spoken in home
     What languages other than English are regularly spoken in your
     home?

     Other language

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         143      94.7%
Yes....................................   1           8       5.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       522      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPENGLSH          Timing Data (in secs);  Mean:7.71, Median:6.01
----------------------------------------------------------------------

--------
BPENGLSH
--------                                        Parent FT (Section B)

English is regularly spoken in home
     Is English also regularly spoken in your home?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          13       8.4%
Yes....................................   1         141      91.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       519      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPHHLNGS         Timing Data (in secs);  Mean:11.56, Median:9.00
----------------------------------------------------------------------

--------
BPHHLNGS
--------                                        Parent FT (Section B)

Language 9th grader usually speaks to respondent in home
     What language does your 9th grader usually speak to you in your
     home?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
English................................   0         105      75.5%
Spanish................................   1          24      17.3%
European language other than Spanish....  2           1       0.7%
Chinese language.......................   3           5       3.6%
Filipino language......................   4           1       0.7%
Southeast Asian language...............   5           2       1.4%
Another Asian language.................   7           1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       534      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

FORM: BPHHLNGP Timing Data (in secs); Mean:10.37, Median:8.01

BPHHLNGP

Parent FT (Section B)

Language respondent usually speaks to 9th grader in home
What language do you usually speak to your 9th grader in your home?

	CODES	FREQ	NON-MISS PERCENT
English	0	79	58.1%
Spanish	1	36	26.5%
Another European language	2	2	1.5%
Chinese language	3	11	8.1%
Filipino language	4	2	1.5%
Southeast Asian language	5	3	2.2%
South Asian language	6	1	0.7%
Another Asian language	7	1	0.7%
Other language	9	1	0.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	537	(MISS)
TOTALS:		673	100.0%

FORM: BPESLEVR Timing Data (in secs); Mean:14.20, Median:10.01

BPESLEVR

Parent FT (Section B)

Whether 9th grader ever in English Language Learners program
Has your 9th grader ever been enrolled in a program for English language learners (ELLs) such as English as a Second Language (ESL) or bilingual education?

	CODES	FREQ	NON-MISS PERCENT
Yes	1	61	9.2%
No	2	593	89.3%
Don't know	3	10	1.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		673	100.0%

FORM: BPESLNOW Timing Data (in secs); Mean:18.02, Median:14.00

BPESLNOW

Parent FT (Section B)

Whether 9th grader currently in English Language learners program
Is your 9th grader currently enrolled in an English as a Second Language (ESL) or bilingual education program?

	CODES	FREQ	NON-MISS PERCENT
Yes	1	29	47.5%
No	2	31	50.8%
Don't know	3	1	1.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	612	(MISS)
TOTALS:		673	100.0%

```
----------------------------------------------------------------------
FORM: BPEDUP1         Timing Data (in secs);  Mean:34.03, Median:31.01
----------------------------------------------------------------------

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BPEDUP1
--------                                          Parent FT (Section C)

Respondent/1st resident parent’s level of education
     What is the highest level of education [you have/your 9th grader’
     s mother has/your 9th grader’s father has/your 9th grader’s
     adoptive mother has/your 9th grader’s adoptive father has/your 9
     th grader's stepmother has/your 9th grader's stepfather has/your
     9th grader's foster mother has/your 9th grader's foster father
     has] reached?

If BPRELSHP=1-10 then fill "you have"
Else if BPRELSHP=11-16 and BPHHPRNT= 1 or 3 fill "you have"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8
then fill "your 9th grader’s mother has"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8
then fill "your 9th grader’s father has"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive mother has";
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8
then fill "your 9th grader’s adoptive father has";
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8
then fill "your 9th grader’s stepmother has"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8
then fill "your 9th grader’s stepfather has"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8
then fill "your 9th grader’s foster mother has"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8
then fill "your 9th grader’s foster father has"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2=
blank then fill "you have"

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Has not finished high school............  1          50        7.6%
Graduated from high school/GED..........  2         136       20.5%
Started 2-year school or college degree.  3         108       16.3%
Graduated from a 2-year school or college     4          90
13.6%     0.0%
Started 4-year college degree...........  5          40        6.0%
Graduated from a 4-year college.........  6         128       19.3%
Started Master’s degree.................  7          22        3.3%
Completed Master’s degree...............  8          58        8.8%
Started Ph.D./advanced professional degree     9           4        0.
6%     0.0%
Completed a Ph.D./advanced professional degree     10         26
3.9%     0.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         11      (MISS)
                                                       -----   ---------
 TOTALS:                                                673      100.0%


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FORM: BPEDUP2         Timing Data (in secs);  Mean:24.07, Median:18.00
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BPEDUP2
--------                                          Parent FT (Section C)

Spouse/partner/2nd resident parent’s level of education
     What is the highest level of education your [spouse/partner/ 9th
     grader’s mother/ 9th grader’s father / 9th grader’s adoptive
     mother / 9th grader’s adoptive father/9th
     grader's stepmother/9th grader's stepfather/9th
     grader's foster mother/9th grader's foster father/9th grader’s
     parent] has reached?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader’s mother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader’s father"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader’s adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader’s adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader’s stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader’s stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader’s foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader’s foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader’s parent"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader’s mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader’s father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader’s adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
```

grader’s adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th grader’s stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th grader’s stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th grader’s foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th grader’s foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th grader’s mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th grader’s father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th grader’s adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th grader’s adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th grader’s stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th grader’s stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th grader’s foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th grader’s foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2= blank then fill "9th grader’s father"
Else if BPRELSHP=11-16 and BPSPOUSE=1 fill "spouse"
Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "partner"

	CODES	FREQ	NON-MISS PERCENT
Has not finished high school.....	1	47	9.0%
Graduated from high school/GED.....	2	139	26.6%
Started 2-year school or college degree.	3	47	9.0%
Graduated from a 2-year school or college	4	74	14.2%
Started 4-year college degree.....	5	41	7.9%
Graduated from a 4-year college.....	6	99	19.0%
Started Master’s degree.....	7	11	2.1%
Completed Master’s degree.....	8	38	7.3%
Started Ph.D./advanced professional degree	9	5	1.0%
Completed a Ph.D./advanced professional degree	10	21	4.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	151	(MISS)
TOTALS:		673	100.0%

FORM: BPEMPP1 Timing Data (in secs); Mean:12.26, Median:9.01

BPEMPP1
-------- Parent FT (Section C)

Respondent/1st resident parent holds a job
During the past week, did [you/your 9th grader’s mother/your 9th grader’s father/your 9th grader’s adoptive mother /your 9th grader’s adoptive father/your 9th grader's stepmother/your 9th grader's stepfather/your 9th grader's foster mother/your 9th grader's foster father] hold a job for pay or income?

If BPRELSHP=1-10 fill "you"
Else if BPRELSHP=11-16 and BPHHPRNT=1 or 3 then fill "you"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and BPHHPAR2=1-8 then fill "your 9th grader’s mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and BPHHPAR2=1-8 then fill "your 9th grader’s father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and BPHHPAR2=1-8 then fill "your 9th grader’s adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and BPHHPAR2=1-8 then fill "your 9th grader’s adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and BPHHPAR2=1-8 then fill "your 9th grader’s stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and BPHHPAR2=1-8 then fill "your 9th grader’s stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and BPHHPAR2=1-8 then fill "your 9th grader’s foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and BPHHPAR2=1-8 then fill "your 9th grader’s foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and BPHHPAR2= blank then fill "you"

	CODES	FREQ	NON-MISS PERCENT
No.....	0	131	19.8%
Yes.....	1	532	80.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	10	(MISS)
TOTALS:		673	100.0%

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FORM: BPWKHRP1        Timing Data (in secs);  Mean:19.25, Median:14.00
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BPWKHRP1
--------                                          Parent FT (Section C)

Hours respondent/1st resident parent works per week
     About how many total hours per week [do you/does she/does he]
     usually work for pay or income?  If [you work/she works/he works]
     more than one job, count hours spent on all jobs.
     If BPRELSHP=1-10 fill "do you" and "you work"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 or 3 then fill "do you" and
     "you work"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 and
     BPHHPAR2=1-8 fill "does she" and "she works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 and
     BPHHPAR2=1-8 fill "does he" and "he works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 and
     BPHHPAR2=1-8 fill "does she" and "she works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 and
     BPHHPAR2=1-8 fill "does he" and "he works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 and
     BPHHPAR2=1-8 fill "does she" and "she works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 and
     BPHHPAR2=1-8 fill "does he" and "he works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 and
     BPHHPAR2=1-8 fill "does she" and "she works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 and
     BPHHPAR2=1-8 fill "does he" and "he works"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1-8 and
     BPHHPAR2=blank then fill "do you" and "you work"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=1-8 fill "do you" and "you work"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=blank then fill "does she" and "she works"
     Else fill "do you" and "you work"
```

	CODES	FREQ	NON-MISS PERCENT
{1}.....	1	1	0.2%
{3}.....	3	1	0.2%
{4}.....	4	1	0.2%
{5}.....	5	3	0.6%
{6}.....	6	3	0.6%
{8}.....	8	1	0.2%
{10}.....	10	4	0.8%
{11}.....	11	1	0.2%
{12}.....	12	2	0.4%
{14}.....	14	1	0.2%
{15}.....	15	4	0.8%
{16}.....	16	3	0.6%
{20}.....	20	14	2.6%
{21}.....	21	2	0.4%
{22}.....	22	1	0.2%
{23}.....	23	2	0.4%
{24}.....	24	5	0.9%
{25}.....	25	11	2.1%
{26}.....	26	2	0.4%
{28}.....	28	2	0.4%
{29}.....	29	1	0.2%
{30}.....	30	20	3.8%
{32}.....	32	8	1.5%
{33}.....	33	2	0.4%
{34}.....	34	1	0.2%
{35}.....	35	11	2.1%
{36}.....	36	10	1.9%
{37}.....	37	4	0.8%
{38}.....	38	6	1.1%
{40}.....	40	234	44.2%
{41}.....	41	1	0.2%
{42}.....	42	5	0.9%
{43}.....	43	4	0.8%
{44}.....	44	4	0.8%
{45}.....	45	32	6.0%
{46}.....	46	2	0.4%
{48}.....	48	7	1.3%
{50}.....	50	58	11.0%
{52}.....	52	3	0.6%
{55}.....	55	10	1.9%
{56}.....	56	4	0.8%
{57}.....	57	1	0.2%
{60}.....	60	23	4.3%
{64}.....	64	2	0.4%
{66}.....	66	1	0.2%
{68}.....	68	1	0.2%
{70}.....	70	5	0.9%
{72}.....	72	3	0.6%
{80}.....	80	1	0.2%
{90}.....	90	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	144	(MISS)
TOTALS:		673	100.0%

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FORM: BPEMPP2          Timing Data (in secs);  Mean:12.09, Median:7.03
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BPEMPP2
--------                                          Parent FT (Section C)

Spouse/partner/2nd resident parent holds a job
     During the past week, did your [spouse/partner/9th grader's
     mother/9th grader's father/9th grader's adoptive mother/9th
     grader's adoptive father/9th grader's stepmother/9th grader's
     stepfather/9th grader's foster mother/9th grader's foster father/
     9th grader's parent] hold a job for pay or income?

If BPRELSHP=1-10 and BPSPOUSE=1 then fill "spouse"
Else if BPRELSHP=1-10 and BPSPOUSE=2 then fill "partner"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "9th
grader's mother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "9th
grader's father"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "9th
grader's adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "9th
grader's adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "9th
grader's stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "9th
grader's stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "9th
grader's foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "9th
grader's foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "9th grader's parent"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 then fill "9th
grader's mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 then fill "9th
grader's father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 then fill "9th
grader's adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 then fill "9th
grader's adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 then fill "9th
grader's stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 then fill "9th
grader's stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 then fill "9th
grader's foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 then fill "9th
grader's foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 then fill "9th
grader's mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 then fill "9th
grader's father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 then fill "9th
grader's adoptive mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 then fill "9th
grader's adoptive father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 then fill "9th
grader's stepmother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 then fill "9th
grader's stepfather"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 then fill "9th
grader's foster mother"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 then fill "9th
grader's foster father"
Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and BPHHPAR2=
blank then fill "9th grader's father"
Else if BPRELSHP=11-16 and BPSPOUSE=1 then fill "spouse"
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	92	17.8%
Yes.....	1	425	82.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	156	(MISS)
TOTALS:		673	100.0%

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FORM: BPWKHRP2        Timing Data (in secs);  Mean:15.65, Median:13.00
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--------
BPWKHRP2
--------                                          Parent FT (Section C)

Hours spouse/partner/2nd resident parent works per week
     About how many total hours per week does [she/he/your spouse/your
     partner/your 9th
     grader's parent] usually work for pay or income? If [she/he/your
spouse/your partner/your 9th grader'
     s parent] works more than one job, count hours spent on all jobs.
     If BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9, 11,
     13, 15 then fill "she"
     Else if BPRELSHP=1-10 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8, 10,
     12, 14, 16 then fill "he"
     Else if BPRELSHP=1-10 and BPSPOUSE=1 then fill "your spouse"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8, 10,
     12, 14, 16 then fill "he"
     Else if BPRELSHP=1-10 and BPSPOUSE=2 fill "your partner"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=1 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=2 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=3 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=4 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=5 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=6 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=7 then fill "
     she"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 and BPHHPAR1=8 then fill "
     he"
     Else if BPRELSHP=11-16 and BPHHPRNT=1 then fill "your 9th grader'
     s parent"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=1 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=2 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=3 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=4 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=5 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=6 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=7 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR2=8 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=1 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=2 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=3 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=4 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=5 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=6 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=7 fill "she"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=8 fill "he"
     Else if BPRELSHP=11-16 and BPHHPRNT=2 and BPHHPAR1=blank and
     BPHHPAR2=blank then fill "he"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 and BPSPSREL=2, 4, 6, 8,
     10, 12, 14, 16 then fill "he"
     Else if BPRELSHP=11-16 and BPSPOUSE=1 fill and "your spouse"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=1, 3, 5, 7, 9,
     11, 13, 15 then fill "she"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 and BPSPSREL=2, 4, 6, 8,
     10, 12, 14, 16 then fill "he"
     Else if BPRELSHP=11-16 and BPSPOUSE=2 fill "your partner"
```

	CODES	FREQ	NON-MISS PERCENT
{5}.....	5	1	0.2%
{8}.....	8	1	0.2%
{10}.....	10	3	0.7%
{12}.....	12	1	0.2%
{14}.....	14	1	0.2%
{15}.....	15	4	1.0%
{18}.....	18	1	0.2%
{20}.....	20	9	2.1%
{24}.....	24	1	0.2%
{25}.....	25	4	1.0%
{28}.....	28	1	0.2%
{30}.....	30	13	3.1%
{32}.....	32	6	1.4%
{35}.....	35	8	1.9%
{36}.....	36	4	1.0%
{37}.....	37	1	0.2%
{38}.....	38	4	1.0%
{40}.....	40	194	46.3%
{41}.....	41	1	0.2%
{42}.....	42	2	0.5%
{43}.....	43	1	0.2%
{44}.....	44	1	0.2%
{45}.....	45	27	6.4%
{46}.....	46	1	0.2%
{48}.....	48	7	1.7%
{50}.....	50	61	14.6%
{52}.....	52	1	0.2%

{55}.....	55	5	1.2%
{60}.....	60	36	8.6%
{65}.....	65	2	0.5%
{70}.....	70	9	2.1%
{72}.....	72	1	0.2%
{75}.....	75	1	0.2%
{80}.....	80	6	1.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	254	(MISS)
TOTALS:		673	100.0%

FORM: BPINCOME Timing Data (in secs); Mean:39.37, Median:24.00

BPINCOME

Parent FT (Section C)

Household income in 2007-continuous form
What was your total household income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in calendar year 2007?

$ | (Please enter whole numbers only. Do not enter commas or decimals.)

	CODES	FREQ	NON-MISS PERCENT
.....	0	3	0.6%
{10-3000000,101782.28/182741.45}.....	C	535	99.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	135	(MISS)
TOTALS:		673	100.0%

FORM: BPINCCAT Timing Data (in secs); Mean:48.73, Median:43.00

BPINCCAT

Parent FT (Section C)

Household income in 2007-categorical form
Income is a key family characteristic that factors into many research questions including how family finances affect students' ability to go to college. This information is critically important to the success of this study and will be kept completely confidential.

Please select the range that best estimates your total household income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in calendar year 2007?

	CODES	FREQ	NON-MISS PERCENT
$14,999 or less.....	1	9	9.7%
$15,000 - $34,999.....	2	16	17.2%
$35,000 - $54,999.....	3	13	14.0%
$55,000 - $74,999.....	4	13	14.0%
$75,000 - $94,999.....	5	17	18.3%
$95,000 - $114,999.....	6	4	4.3%
$115,000 - $134,999.....	7	8	8.6%
$135,000 - $154,999.....	8	2	2.2%
$155,000 - $174,999.....	9	5	5.4%
$175,000 - $194,999.....	10	1	1.1%
$215,000 - $234,999.....	12	1	1.1%
$235,000 and above.....	13	4	4.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	580	(MISS)
TOTALS:		673	100.0%

```
----------------------------------------------------------------------
FORM: BPHMOWN           Timing Data (in secs);  Mean:9.19, Median:8.00
----------------------------------------------------------------------

--------
BPHMOWN
--------                                          Parent FT (Section C)

Home is owned, rented or other arrangement
     Do you...

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Owns home...............................   1        508      77.8%
Rents home..............................   2        110      16.8%
Other arrangement.......................   3         35       5.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPREPEAT          Timing Data (in secs);  Mean:7.77, Median:6.99
----------------------------------------------------------------------

--------
BPREPEAT
--------                                          Parent FT (Section D)

Ninth grader has repeated a grade
     Since starting kindergarten, has your 9th grader <b>repeated</b>
     any grades?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0        591      90.1%
Yes.....................................  1         65       9.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         17      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPRPT             Timing Data (in secs);  Mean:10.18, Median:7.00
----------------------------------------------------------------------

--------
BPRPT_1
--------                                          Parent FT (Section D)

Ninth grader repeated kindergarten
     What grades did your 9th grader repeat?

     Kindergarten

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         57      87.7%
Yes.....................................  1          8      12.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPRPT_2
--------                                          Parent FT (Section D)

Ninth grader repeated 1st grade
     What grades did your 9th grader repeat?

     1st Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         49      75.4%
Yes.....................................  1         16      24.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPRPT_3
--------                                        Parent FT (Section D)

Ninth grader repeated 2nd grade
     What grades did your 9th grader repeat?

     2nd Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          48       73.8%
Yes....................................   1          17       26.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%


--------
BPRPT_4
--------                                        Parent FT (Section D)

Ninth grader repeated 3rd grade
     What grades did your 9th grader repeat?

     3rd Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          56       86.2%
Yes....................................   1           9       13.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%


--------
BPRPT_5
--------                                        Parent FT (Section D)

Ninth grader repeated 4th grade
     What grades did your 9th grader repeat?

     4th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          63       96.9%
Yes....................................   1           2        3.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%


--------
BPRPT_6
--------                                        Parent FT (Section D)

Ninth grader repeated 5th grade
     What grades did your 9th grader repeat?

     5th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          62       95.4%
Yes....................................   1           3        4.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%


--------
BPRPT_7
--------                                        Parent FT (Section D)

Ninth grader repeated 6th grade
     What grades did your 9th grader repeat?

     6th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          61       93.8%
Yes....................................   1           4        6.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       608      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

```
--------
BPRPT_8
--------                                        Parent FT (Section D)

Ninth grader repeated 7th grade
     What grades did your 9th grader repeat?

     7th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          60       92.3%
Yes....................................   1           5        7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        608      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%
```

```
--------
BPRPT_9
--------                                        Parent FT (Section D)

Ninth grader repeated 8th grade
     What grades did your 9th grader repeat?

     8th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          61       93.8%
Yes....................................   1           4        6.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        608      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%
```

```
--------
BPRPT_10
--------                                        Parent FT (Section D)

Ninth grader repeated 9th grade
     What grades did your 9th grader repeat?

     9th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          58       89.2%
Yes....................................   1           7       10.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        608      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%
```

```
-----------------------------------------------------------------------
FORM: BPSKIP            Timing Data (in secs);  Mean:6.95, Median:5.01
-----------------------------------------------------------------------

--------
BPSKIP
--------                                        Parent FT (Section D)

Ninth grader has skipped a grade
     Since starting kindergarten, has your 9th grader <b>skipped</b>
     any grades?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         649       98.9%
Yes....................................   1           7        1.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         17      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%
```

```
----------------------------------------------------------------------
FORM: BPSKP           Timing Data (in secs);  Mean:17.40, Median:15.00
----------------------------------------------------------------------
```

```
--------
BPSKP_1
--------                                          Parent FT (Section D)

Ninth grader skipped kindergarten
     What grades did your 9th grader skip?

     Kindergarten
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	6	85.7%
Yes.....	1	1	14.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	666	(MISS)
TOTALS:		673	100.0%

```
--------
BPSKP_2
--------                                          Parent FT (Section D)

Ninth grader skipped 1st grade
     What grades did your 9th grader skip?

     1st Grade
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	7	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	666	(MISS)
TOTALS:		673	100.0%

```
--------
BPSKP_3
--------                                          Parent FT (Section D)

Ninth grader skipped 2nd grade
     What grades did your 9th grader skip?

     2nd Grade
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	6	85.7%
Yes.....	1	1	14.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	666	(MISS)
TOTALS:		673	100.0%

```
--------
BPSKP_4
--------                                          Parent FT (Section D)

Ninth grader skipped 3rd grade
     What grades did your 9th grader skip?

     3rd Grade
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	6	85.7%
Yes.....	1	1	14.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	666	(MISS)
TOTALS:		673	100.0%

```
--------
BPSKP_5
--------                                    Parent FT (Section D)

Ninth grader skipped 4th grade
     What grades did your 9th grader skip?

     4th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           7      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        666      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%


--------
BPSKP_6
--------                                    Parent FT (Section D)

Ninth grader skipped 5th grade
     What grades did your 9th grader skip?

     5th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           7      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        666      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%


--------
BPSKP_7
--------                                    Parent FT (Section D)

Ninth grader skipped 6th grade
     What grades did your 9th grader skip?

     6th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           5       71.4%
Yes....................................   1           2       28.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        666      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%


--------
BPSKP_8
--------                                    Parent FT (Section D)

Ninth grader skipped 7th grade
     What grades did your 9th grader skip?

     7th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           6       85.7%
Yes....................................   1           1       14.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        666      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%


--------
BPSKP_9
--------                                    Parent FT (Section D)

Ninth grader skipped 8th grade
     What grades did your 9th grader skip?

     8th Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           6       85.7%
Yes....................................   1           1       14.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        666      (MISS)
                                                   -----   ---------
 TOTALS:                                             673      100.0%
```

```
----------------------------------------------------------------------
FORM: BPTRANSFR       Timing Data (in secs);  Mean:24.34, Median:18.00
----------------------------------------------------------------------

--------
BPTRNSFR
--------                                          Parent FT (Section D)

Number of times 9th grader has changed schools
     How many times has your 9th grader changed schools since [he/she/
     he or she] first entered school?<br>
     <br>Do not count changes that occurred as a result of promotion
     to the next grade or level (for example, a move from an
     elementary school to a middle school or from a middle school to a
     high school in the same district).
     Note to programmer:
     If y_sex=1 fill "he"
     if y_sex=2 fill "she"
     else fill "he or she"

     | (Please enter zero if your 9th grader has not changed schools
     except for promotion.)
                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{0}....................................     0        329      50.2%
{1}....................................     1        144      22.0%
{2}....................................     2         77      11.7%
{3}....................................     3         53       8.1%
{4}....................................     4         21       3.2%
{5}....................................     5         19       2.9%
{6}....................................     6          6       0.9%
{7}....................................     7          4       0.6%
{9}....................................     9          3       0.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         17      (MISS)
                                                     -----  ---------
 TOTALS:                                              673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPDROP          Timing Data (in secs);  Mean:11.49, Median:10.00
----------------------------------------------------------------------

--------
BPDROP
--------                                          Parent FT (Section D)

Ninth grader ever dropped out of school
     Since the first grade, has your 9th grader ever stopped going to
     school for a period of a month or more other than for illness,
     injury or vacation?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0        649      98.9%
Yes....................................     1          7       1.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         17      (MISS)
                                                     -----  ---------
 TOTALS:                                              673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPSUSEXP          Timing Data (in secs);  Mean:9.03, Median:7.01
----------------------------------------------------------------------

--------
BPSUSEXP
--------                                          Parent FT (Section D)

Ninth grader ever suspended or expelled
     Since the first grade, has your 9th grader ever been suspended (
     not counting detentions) or expelled from school?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0        588      89.8%
Yes....................................     1         67      10.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         18      (MISS)
                                                     -----  ---------
 TOTALS:                                              673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPSCHCNT        Timing Data (in secs);  Mean:29.77, Median:26.00
----------------------------------------------------------------------

--------
BPBEHAVE
--------                                          Parent FT (Section D)

How often contacted by school about problem behavior
     During the last school year, how often did your teenager's school
     contact you or another family member about [his/her/his or
     her]...

Note to programmer:

If Y_SEX=1 fill "his"
Else if Y_SEX=2 fill "her"
Else fill "his or her"


     problem behavior in school?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1         535      81.8%
Rarely..................................    2          71      10.9%
Sometimes...............................    3          34       5.2%
Often...................................    4          14       2.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         19     (MISS)
                                                     -----  ---------
 TOTALS:                                                673     100.0%


--------
BPATTEND
--------                                          Parent FT (Section D)

How often contacted by school about poor attendance
     During the last school year, how often did your teenager's school
     contact you or another family member about [his/her/his or
     her]...

Note to programmer:

If Y_SEX=1 fill "his"
Else if Y_SEX=2 fill "her"
Else fill "his or her"

     poor attendance record at school?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1         574      88.0%
Rarely..................................    2          48       7.4%
Sometimes...............................    3          22       3.4%
Often...................................    4           8       1.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         21     (MISS)
                                                     -----  ---------
 TOTALS:                                                673     100.0%


--------
BPPERFRM
--------                                          Parent FT (Section D)

How often contacted by school about poor performance
     During the last school year, how often did your teenager's school
     contact you or another family member about [his/her/his or
     her]...

Note to programmer:

If Y_SEX=1 fill "his"
Else if Y_SEX=2 fill "her"
Else fill "his or her"


     poor academic performance?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1         466      71.1%
Rarely..................................    2         112      17.1%
Sometimes...............................    3          63       9.6%
Often...................................    4          14       2.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         18     (MISS)
                                                     -----  ---------
 TOTALS:                                                673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPALGBRA         Timing Data (in secs);  Mean:13.99, Median:9.00
----------------------------------------------------------------------

--------
BPALGBRA
--------                                          Parent FT (Section D)

Ninth grader took algebra before 9th grade
     Did your 9th grader take algebra in either the 7th or 8th grade?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes....................................    1        466      71.0%
No.....................................    2        152      23.2%
Don't know.............................    3         38       5.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         17      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

```
----------------------------------------------------------------------
FORM: BPACINST        Timing Data (in secs);  Mean:16.89, Median:14.00
----------------------------------------------------------------------

--------
BPACINST
--------                                          Parent FT (Section D)

Ninth grader had academic instruction outside of school
     Between the start of 8th grade and now, has your 9th grader had
     any academic instruction outside of school such as from a
     Saturday Academy, learning center, personal tutor or summer
     school program?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        546      83.4%
Yes....................................    1        109      16.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         18      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

```
----------------------------------------------------------------------
FORM: BPSBJCT         Timing Data (in secs);  Mean:22.57, Median:17.00
----------------------------------------------------------------------

--------
BPSBJCT1
--------                                          Parent FT (Section D)

Instruction in reading outside of school
     In what subjects was this instruction?

     Reading

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         67      62.6%
Yes....................................    1         40      37.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        566      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

```
--------
BPSBJCT2
--------                                          Parent FT (Section D)

Instruction in math outside of school
     In what subjects was this instruction?

     Math

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         20      18.7%
Yes....................................    1         87      81.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        566      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

```
--------
BPSBJCT3
--------                                        Parent FT (Section D)

Instruction in science outside of school
     In what subjects was this instruction?

     Science

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          86      80.4%
Yes....................................   1          21      19.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        566      (MISS)
                                                   -----   ---------
 TOTALS:                                             673     100.0%
```

```
--------
BPSBJCT4
--------                                        Parent FT (Section D)

Instruction in writing outside of school
     In what subjects was this instruction?

     Writing

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          85      79.4%
Yes....................................   1          22      20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        566      (MISS)
                                                   -----   ---------
 TOTALS:                                             673     100.0%
```

```
--------
BPSBJCT5
--------                                        Parent FT (Section D)

Instruction in other academic subject outside of school
     In what subjects was this instruction?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          84      78.5%
Yes....................................   1          23      21.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        566      (MISS)
                                                   -----   ---------
 TOTALS:                                             673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPREMEDL         Timing Data (in secs);  Mean:11.48, Median:8.99
----------------------------------------------------------------------
```

```
--------
BPREMEDL
--------                                        Parent FT (Section D)

Received outside instruction to catch up in school
     Was the purpose of any of this instruction to help your 9th
     grader catch up in school?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          51      47.2%
Yes....................................   1          57      52.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        565      (MISS)
                                                   -----   ---------
 TOTALS:                                             673     100.0%
```

FORM: BPIEP Timing Data (in secs); Mean:16.04, Median:13.00

BPIEP — Parent FT (Section D)

Ninth grader currently has an IEP
Does your 9th grader currently have an Individualized Education Program (IEP)? An IEP is a written plan that describes an educational program designed to meet a student's special needs.

	CODES	FREQ	NON-MISS PERCENT
Yes	1	60	9.2%
No	2	564	86.1%
Don't know	3	31	4.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	18	(MISS)
TOTALS:		673	100.0%

FORM: BPIEPTYP Timing Data (in secs); Mean:39.60, Median:23.00

BPIEPTYP — Parent FT (Section D)

Main disability category of 9th grader's IEP
What is the main disability category for your 9th grader's IEP?

	CODES	FREQ	NON-MISS PERCENT
Emotional disturbance	4	1	1.7%
Hearing impairment	5	1	1.7%
Learning disability	6	30	50.8%
Mental retardation	7	1	1.7%
Other health impairment	10	1	1.7%
Other	14	25	42.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	614	(MISS)
TOTALS:		673	100.0%

FORM: BPDIAGNS Timing Data (in secs); Mean:8.21, Median:7.00

BPDIAGNS — Parent FT (Section D)

Ninth grader ever diagnosed with a learning disability
Has your 9th grader ever been diagnosed as having a specific learning disability?

	CODES	FREQ	NON-MISS PERCENT
No	0	591	90.5%
Yes	1	62	9.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	20	(MISS)
TOTALS:		673	100.0%

FORM: BPLRNDIS Timing Data (in secs); Mean:7.54, Median:6.00

BPLRNDIS — Parent FT (Section D)

Respondent thinks 9th grader has learning disability
In your opinion, does your 9th grader have a specific learning disability?

	CODES	FREQ	NON-MISS PERCENT
No	0	582	89.0%
Yes	1	72	11.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	19	(MISS)
TOTALS:		673	100.0%

```
-----------------------------------------------------------------------
FORM: BPGATE           Timing Data (in secs);  Mean:11.89, Median:9.00
-----------------------------------------------------------------------

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BPGATE
--------                                          Parent FT (Section D)

Ninth grader currently enrolled in gifted/honors course
     Is your 9th grader currently enrolled in a gifted and talented
     education program or any honors classes?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         377      58.1%
Yes....................................   1         272      41.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         24      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
-----------------------------------------------------------------------
FORM: BPSCHTLK        Timing Data (in secs);  Mean:17.93, Median:15.00
-----------------------------------------------------------------------

--------
BPSCHTLK
--------                                          Parent FT (Section E)

Talk with parents about 9th grader’s 2007-2008 school
     In the past year, how often did you talk with other parents about
     school events, courses, or teachers at the school your teenager
     attended last year?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1          68      10.4%
Rarely.................................   2         104      15.9%
Sometimes..............................   3         228      34.9%
Often..................................   4         253      38.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
-----------------------------------------------------------------------
FORM: BPTALKG9        Timing Data (in secs);  Mean:14.16, Median:12.97
-----------------------------------------------------------------------

--------
BPTALKG9
--------                                          Parent FT (Section E)

Talk with parents about 9th grader’s current school
     In the past year, how often did you talk with other parents about
     school events, courses or teachers at your 9th grader's <b>
     current school</b>?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1          91      14.0%
Rarely.................................   2         112      17.2%
Sometimes..............................   3         241      37.0%
Often..................................   4         208      31.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
-----------------------------------------------------------------------
FORM: BPOPENHS        Timing Data (in secs);  Mean:11.49, Median:10.00
-----------------------------------------------------------------------

--------
BPOPENHS
--------                                          Parent FT (Section E)

Attended an open house before current school year began
     Did you or another family member attend an open house or
     orientation at your 9th grader’s high school before this school
     year began?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         102      15.6%
Yes....................................   1         550      84.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPRQUEST        Timing Data (in secs);  Mean:13.73, Median:11.00
----------------------------------------------------------------------

--------
BPRQUEST
--------                                          Parent FT (Section E)

Requested high school course or teacher for 9th grader
     Did you or another family member request that your 9th grader get
     or not get a particular teacher or course at [his/her] high
     school?  Note to programmer:  If Y_SSEX=1 (male) fill "his." If
     Y_SSEX=2 (female) fill "her."

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         534      82.0%
Yes....................................   1         117      18.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         22      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%


----------------------------------------------------------------------
FORM: BPTALK          Timing Data (in secs);  Mean:57.90, Median:53.01
----------------------------------------------------------------------

--------
BPTLKPRG
--------                                          Parent FT (Section E)

How often talked about choosing courses or programs
     In the past year, how often did you discuss the following
     subjects with your 9th grader?

     Selecting courses or programs at school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1          18       2.8%
Rarely.................................   2          46       7.0%
Sometimes..............................   3         268      41.0%
Often..................................   4         321      49.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

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--------
BPTLKACT
--------                                          Parent FT (Section E)

How often talked about school activities or events
     In the past year, how often did you discuss the following
     subjects with your 9th grader?


     School activities or events

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1          13       2.0%
Rarely.................................   2          29       4.4%
Sometimes..............................   3         166      25.5%
Often..................................   4         444      68.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%


--------
BPTLKCLS
--------                                          Parent FT (Section E)

How often talked about topics studied in class
     In the past year, how often did you discuss the following
     subjects with your 9th grader?


     Things your 9th grader has studied in class

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never..................................   1          10       1.5%
Rarely.................................   2          21       3.2%
Sometimes..............................   3         179      27.4%
Often..................................   4         443      67.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20      (MISS)
                                                   -----   ---------
 TOTALS:                                            673      100.0%
```

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--------
BPTLKGRD
--------                                        Parent FT (Section E)

How often talked about grades
     In the past year, how often did you discuss the following
     subjects with your 9th grader?


     Your 9th grader's grades

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           4       0.6%
Rarely..................................   2          10       1.5%
Sometimes...............................   3          84      12.9%
Often...................................   4         553      84.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          22      (MISS)
                                                     -----   ---------
 TOTALS:                                                673     100.0%
```

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--------
BPTLKPLN
--------                                        Parent FT (Section E)

How often talked about plans after leaving high school
     In the past year, how often did you discuss the following
     subjects with your 9th grader?


     Your 9th grader's plans after leaving high school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          14       2.1%
Rarely..................................   2          42       6.4%
Sometimes...............................   3         250      38.3%
Often...................................   4         346      53.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          21      (MISS)
                                                     -----   ---------
 TOTALS:                                                673     100.0%
```

```
--------
BPTLKAPP
--------                                        Parent FT (Section E)

How often talked about applying to postsecondary school
     In the past year, how often did you discuss the following
     subjects with your 9th grader?

     Applying to colleges or other schools after high school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          35       5.4%
Rarely..................................   2          86      13.2%
Sometimes...............................   3         275      42.1%
Often...................................   4         257      39.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          20      (MISS)
                                                     -----   ---------
 TOTALS:                                                673     100.0%
```

```
--------
BPTLKJOB
--------                                        Parent FT (Section E)

How often talked about jobs 9th grader would like
     In the past year, how often did you discuss the following
     subjects with your 9th grader?

     Jobs your 9th grader might like to have when [he/she/he or she]
     grows up

Note to programmer:
If Y_SEX=1 fill "he"
Else if Y_SEX=2 fill "she"
Else fill "he or she"

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           7       1.1%
Rarely..................................   2          37       5.7%
Sometimes...............................   3         278      42.6%
Often...................................   4         331      50.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          20      (MISS)
                                                     -----   ---------
 TOTALS:                                                673     100.0%
```

FORM: BPINFLNC Timing Data (in secs); Mean:13.97, Median:11.00

BPINFLNC

Parent FT (Section E)

Perceived influence on 9th grader's educational choices
How much influence do you think you have on the choices your 9th grader makes about school?

	CODES	FREQ	NON-MISS PERCENT
None	1	4	0.6%
A little	2	38	5.8%
Some	3	243	37.3%
A lot	4	367	56.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	21	(MISS)
TOTALS:		673	100.0%

FORM: BPHLPFRQ Timing Data (in secs); Mean:17.88, Median:15.01

BPHLPFRQ

Parent FT (Section E)

How often helped 9th grader with homework
During the last school year, how often did you help your 9th grader with homework?

	CODES	FREQ	NON-MISS PERCENT
Never	1	88	13.5%
Less than once a week	2	199	30.5%
Once or twice a week	3	231	35.4%
3 or 4 times a week	4	99	15.2%
5 or more times a week	5	36	5.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	20	(MISS)
TOTALS:		673	100.0%

FORM: BPHLPWRK Timing Data (in secs); Mean:35.62, Median:32.00

BPHLPMTH

Parent FT (Section E)

Confidence in helping with 9th grade math homework
How confident do you feel about your ability to help your 9th grader in each of the following subjects?

The math your 9th grader has this year

	CODES	FREQ	NON-MISS PERCENT
Very confident	1	174	26.7%
Somewhat confident	2	274	42.0%
Not at all confident	3	204	31.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	21	(MISS)
TOTALS:		673	100.0%

BPHLPSCI

Parent FT (Section E)

Confidence in helping with 9th grade science homework
How confident do you feel about your ability to help your 9th grader in each of the following subjects?

The science your 9th grader has this year

	CODES	FREQ	NON-MISS PERCENT
Very confident	1	215	33.0%
Somewhat confident	2	328	50.4%
Not at all confident	3	108	16.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	22	(MISS)
TOTALS:		673	100.0%

```
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BPHLPENG
--------                                        Parent FT (Section E)

Confidence in helping with 9th grade English homework
     How confident do you feel about your ability to help your 9th
     grader in each of the following subjects?

     The English composition, literature, or reading your 9th grader
     has this year

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
Very confident.........................    1        304       46.6%
Somewhat confident.....................    2        275       42.2%
Not at all confident...................    3         73       11.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21       (MISS)
                                                   -----    ---------
 TOTALS:                                            673      100.0%


-----------------------------------------------------------------------
FORM: BPRULES         Timing Data (in secs);  Mean:17.77, Median:13.00
-----------------------------------------------------------------------

--------
BPRULGRD
--------                                        Parent FT (Section E)

Ninth grader has rules about earning acceptable grades
     Are there family rules that are enforced for your 9th grader
     about...

     earning acceptable grades in school?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         56        8.6%
Yes....................................   1        594       91.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         23       (MISS)
                                                   -----    ---------
 TOTALS:                                            673      100.0%
```

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--------
BPRULHMW
--------                                        Parent FT (Section E)

Ninth grader has rules about doing homework
     Are there family rules that are enforced for your 9th grader
     about...

     doing homework?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0         41        6.3%
Yes....................................   1        611       93.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         21       (MISS)
                                                   -----    ---------
 TOTALS:                                            673      100.0%


-----------------------------------------------------------------------
FORM: BPCHECK         Timing Data (in secs);  Mean:10.27, Median:7.01
-----------------------------------------------------------------------

--------
BPCHECK
--------                                        Parent FT (Section E)

Checks to see that 9th grader's homework is done
     Do you or another family member check to see that your 9th grader
     's homework is done?

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----    ---------
No.....................................   0        178       27.3%
Yes....................................   1        475       72.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20       (MISS)
                                                   -----    ---------
 TOTALS:                                            673      100.0%
```

FORM: BPCURFEW Timing Data (in secs); Mean:24.60, Median:20.02

BPCURFEW
-------- Parent FT (Section E)

Latest 9th grader may stay out on school nights
In a typical week, what is the latest your 9th grader can stay out on school nights (Sunday - Thursday)?

	CODES	FREQ	NON-MISS PERCENT
Not allowed out.....	1	181	28.0%
No later than 8:00 PM.....	2	181	28.0%
No later than 9:00 PM.....	3	190	29.4%
No later than 10:00 PM.....	4	78	12.1%
No later than 11:00 PM.....	5	12	1.9%
No later than midnight.....	6	3	0.5%
As late as 9th grader wants.....	7	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	27	(MISS)
TOTALS:		673	100.0%

FORM: BPACTVTY Timing Data (in secs); Mean:47.04, Median:41.01

BPART
-------- Parent FT (Section E)

Out of school activities-performing/visual arts
During the last 12 months, has your 9th grader participated in any of the following activities outside of school?

Music, dance, art, or theater

	CODES	FREQ	NON-MISS PERCENT
No.....	0	336	56.6%
Yes.....	1	258	43.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	79	(MISS)
TOTALS:		673	100.0%

BPSPORT
-------- Parent FT (Section E)

Out of school activities-organized sports
During the last 12 months, has your 9th grader participated in any of the following activities outside of school?

Organized sports supervised by an adult

	CODES	FREQ	NON-MISS PERCENT
No.....	0	213	35.9%
Yes.....	1	381	64.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	79	(MISS)
TOTALS:		673	100.0%

BPRELIG
-------- Parent FT (Section E)

Out of school activities-religious group/instruction
During the last 12 months, has your 9th grader participated in any of the following activities outside of school?

Religious youth group or religious instruction

	CODES	FREQ	NON-MISS PERCENT
No.....	0	254	42.8%
Yes.....	1	340	57.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	79	(MISS)
TOTALS:		673	100.0%

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BPSCOUT
--------                                        Parent FT (Section E)

Out of school activities-scouting/other club
     During the last 12 months, has your 9th grader participated in
     any of the following activities outside of school?

     Scouting or another group or club activity

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         426        71.7%
Yes....................................   1         168        28.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         79       (MISS)
                                                   -----     ---------
 TOTALS:                                             673       100.0%
```

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BPMSCMP
--------                                        Parent FT (Section E)

Out of school activities-math or science camp
     During the last 12 months, has your 9th grader participated in
     any of the following activities outside of school?

     A math or science camp

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         568        95.6%
Yes....................................   1          26         4.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         79       (MISS)
                                                   -----     ---------
 TOTALS:                                             673       100.0%
```

```
--------
BPOTHCMP
--------                                        Parent FT (Section E)

Out of school activities-camp other than math/science
     During the last 12 months, has your 9th grader participated in
     any of the following activities outside of school?

     Another camp

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         434        73.1%
Yes....................................   1         160        26.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         79       (MISS)
                                                   -----     ---------
 TOTALS:                                             673       100.0%
```

```
--------
BPOTHACT
--------                                        Parent FT (Section E)

Out of school activities-other activity
     During the last 12 months, has your 9th grader participated in
     any of the following activities outside of school?

     Any other regular activities or lessons

                                                              NON-MISS
                                          CODES    FREQ      PERCENT
                                          -----   -----     ---------
No.....................................   0         458        77.1%
Yes....................................   1         136        22.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         79       (MISS)
                                                   -----     ---------
 TOTALS:                                             673       100.0%
```

FORM: BPSTEM Timing Data (in secs); Mean:61.97, Median:52.09

BPZOO
--- Parent FT (Section E)

Went to science or engineering museum with 9th grader
In the last year, which of the following activities have you or another family member done with your 9th grader?

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

	CODES	FREQ	NON-MISS PERCENT
No.....	0	248	39.6%
Yes.....	1	378	60.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	47	(MISS)
TOTALS:		673	100.0%

BPCMPTR
--- Parent FT (Section E)

Worked or played on computer with 9th grader
In the last year, which of the following activities have you or another family member done with your 9th grader?

Worked or played on a computer together

	CODES	FREQ	NON-MISS PERCENT
No.....	0	71	11.3%
Yes.....	1	555	88.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	47	(MISS)
TOTALS:		673	100.0%

BPBUILT
--- Parent FT (Section E)

Built or fixed something with 9th grader
In the last year, which of the following activities have you or another family member done with your 9th grader?

Built or fixed something such as a vehicle or appliance

	CODES	FREQ	NON-MISS PERCENT
No.....	0	352	56.2%
Yes.....	1	274	43.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	47	(MISS)
TOTALS:		673	100.0%

BPSCFAIR
--- Parent FT (Section E)

Attended a school science fair with 9th grader
In the last year, which of the following activities have you or another family member done with your 9th grader?

Attended a school science fair

	CODES	FREQ	NON-MISS PERCENT
No.....	0	492	78.6%
Yes.....	1	134	21.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	47	(MISS)
TOTALS:		673	100.0%

```
--------
BPSCHELP
--------                                        Parent FT (Section E)

Helped 9th grader with a school science fair project
     In the last year, which of the following activities have you or
     another family member done with your 9th grader?

     Helped your 9th grader with a school science fair project

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        353      56.4%
Yes....................................    1        273      43.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         47      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

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--------
BPSTMTLK
--------                                        Parent FT (Section E)

Discussed STEM program or article with 9th grader
     In the last year, which of the following activities have you or
     another family member done with your 9th grader?

     Discussed a program or article about math, science, or technology

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        218      34.8%
Yes....................................    1        408      65.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         47      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPOTHSTM
--------                                        Parent FT (Section E)

Did another STEM activity with 9th grader
     In the last year, which of the following activities have you or
     another family member done with your 9th grader?

     Another science, technology, engineering or math-related activity

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        507      81.0%
Yes....................................    1        119      19.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         47      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

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-----------------------------------------------------------------------
FORM: BPGRLBOY        Timing Data (in secs);  Mean:47.20, Median:43.01
-----------------------------------------------------------------------
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--------
BPSXREAD
--------                                        Parent FT (Section E)

Comparison of girls' and boys' abilities in reading
     How would you compare boys and girls in...

     reading?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Girls are much better..................    1        125      19.7%
Girls are somewhat better..............    2        155      24.4%
Girls and boys are the same............    3        339      53.3%
Boys are somewhat better...............    4         12       1.9%
Boys are much better...................    5          5       0.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         37      (MISS)
                                                  -----   ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPSXMATH
--------                                        Parent FT (Section E)

Comparison of girls' and boys' abilities in math
     How would you compare boys and girls in...

     math?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Girls are much better...................   1         25       4.0%
Girls are somewhat better...............   2         39       6.2%
Girls and boys are the same.............   3        391      62.0%
Boys are somewhat better................   4        134      21.2%
Boys are much better....................   5         42       6.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         42      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

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--------
BPSXSCI
--------                                        Parent FT (Section E)

Comparison of girls' and boys' abilities in science
     How would you compare boys and girls in...

     science?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Girls are much better...................   1         13       2.1%
Girls are somewhat better...............   2         34       5.4%
Girls and boys are the same.............   3        449      71.0%
Boys are somewhat better................   4        105      16.6%
Boys are much better....................   5         31       4.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         41      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
--------
BPSXWRIT
--------                                        Parent FT (Section E)

Comparison of girls' and boys' abilities in writing
     How would you compare boys and girls in...

     writing?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Girls are much better...................   1        150      23.7%
Girls are somewhat better...............   2        219      34.5%
Girls and boys are the same.............   3        246      38.8%
Boys are somewhat better................   4         15       2.4%
Boys are much better....................   5          4       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         39      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPEDASP         Timing Data (in secs);  Mean:24.02, Median:23.00
----------------------------------------------------------------------
```

```
--------
BPEDASP
--------                                        Parent FT (Section F)

How far in school respondent would like 9th grader to go
     How far in school do you want your 9th grader to go?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Graduate from high school/GED...........   2         15       2.3%
Graduate from a 2-year school or college   3         31       4.8%
Graduate from a 4-year college..........   4        272      41.8%
Complete a Master's degree..............   5        161      24.7%
Complete a Ph.D./advanced professional degree     6         172
26.4%     0.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         22      (MISS)
                                                   -----   ---------
 TOTALS:                                            673     100.0%
```

```
----------------------------------------------------------------------
FORM: BPEDEXP         Timing Data (in secs);  Mean:23.51, Median:23.01
----------------------------------------------------------------------

--------
BPEDEXP
--------                                          Parent FT (Section F)

How far in school respondent thinks 9th grader will go
     As things stand now, how far in school do you think your 9th
     grader will actually get?

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Graduate from high school/GED...........    2          43        6.6%
Graduate from a 2-year school or college    3          63        9.7%
Graduate from a 4-year college..........    4         277       42.5%
Complete a Master's degree..............    5         122       18.7%
Complete a Ph.D./advanced professional degree     6          99
15.2%     0.0%
Don't know..............................    7          48        7.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          21      (MISS)
                                                     -----   ---------
 TOTALS:                                              673      100.0%


----------------------------------------------------------------------
FORM: BPPSSTRT        Timing Data (in secs);  Mean:15.90, Median:14.00
----------------------------------------------------------------------

--------
BPPSSTRT
--------                                          Parent FT (Section F)

Postsecondary level respondent thinks 9th grader will enter first
     Do you think your 9th grader will start [his/her/his or her]
     college education at a... Note to programmer:  If Y_SEX=1 fill
     "his."  If Y_SEX=2 fill "her."  Else fill "his or her"

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Vocational or trade school..............    1          18        3.2%
2-year school or college................    2         161       28.8%
4-year school...........................    3         338       60.5%
Has not thought about this yet..........    4          42        7.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         114      (MISS)
                                                     -----   ---------
 TOTALS:                                              673      100.0%


----------------------------------------------------------------------
FORM: BPHLPPAY        Timing Data (in secs);  Mean:11.86, Median:9.01
----------------------------------------------------------------------

--------
BPHLPPAY
--------                                          Parent FT (Section F)

Family plans to help 9th grader pay for postsecondary education
     Do you or does anyone in your family plan to help your 9th grader
     pay for [his/her/his or her] education after high school?  Note
     to programmer:  If Y_SEX=1 fill "his."  If Y_SEX=2 fill "her."
     Else fill "his or her"

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Yes.....................................    1         500       89.4%
No......................................    2          37        6.6%
Has not thought about this yet..........    3          22        3.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         114      (MISS)
                                                     -----   ---------
 TOTALS:                                              673      100.0%
```

FORM: BPGOALS Timing Data (in secs); Mean:32.33, Median:32.00

BPGLREAD
--- Parent FT (Section F)

Importance of reading to 9th grader's educational goals
How important do you think the following subjects are for your 9th grader to meet [his/her/his or her] educational goals? Note to programmer: If Y_SEX=1 then fill "his". If Y_SEX=2 fill "her." Else fill "his or her"

Reading

	CODES	FREQ	NON-MISS PERCENT
Extremely important.....	1	462	71.0%
Very important.....	2	186	28.6%
Not very important.....	3	2	0.3%
Not at all important.....	4	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	22	(MISS)
TOTALS:		673	100.0%

BPGLMATH
--- Parent FT (Section F)

Importance of math to 9th grader's educational goals
How important do you think the following subjects are for your 9th grader to meet [his/her/his or her] educational goals? Note to programmer: If Y_SEX=1 then fill "his". If Y_SEX=2 fill "her." Else fill "his or her"

Math

	CODES	FREQ	NON-MISS PERCENT
Extremely important.....	1	419	64.4%
Very important.....	2	218	33.5%
Not very important.....	3	12	1.8%
Not at all important.....	4	2	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	22	(MISS)
TOTALS:		673	100.0%

BPGLWRIT
--- Parent FT (Section F)

Importance of writing to 9th grader's educational goals
How important do you think the following subjects are for your 9th grader to meet [his/her/his or her] educational goals? Note to programmer: If Y_SEX=1 then fill "his". If Y_SEX=2 fill "her." Else fill "his or her"

Writing

	CODES	FREQ	NON-MISS PERCENT
Extremely important.....	1	379	58.3%
Very important.....	2	262	40.3%
Not very important.....	3	8	1.2%
Not at all important.....	4	1	0.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	23	(MISS)
TOTALS:		673	100.0%

BPGLSCI
--- Parent FT (Section F)

Importance of science to 9th grader's educational goals
How important do you think the following subjects are for your 9th grader to meet [his/her/his or her] educational goals? Note to programmer: If Y_SEX=1 then fill "his". If Y_SEX=2 fill "her." Else fill "his or her"

Science

	CODES	FREQ	NON-MISS PERCENT
Extremely important.....	1	295	45.3%
Very important.....	2	306	47.0%
Not very important.....	3	45	6.9%
Not at all important.....	4	5	0.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	22	(MISS)
TOTALS:		673	100.0%

Teacher

```
----------------------------------------------------------------------
FORM: BTCONFRM          Timing Data (in secs);  Mean:7.26, Median:4.00
----------------------------------------------------------------------

--------
BTMCLSS1
--------                                              Teacher FT (Intro)

Teacher confirms s/he teaches 1st preloaded math class
     There are four sections of the HSLS teacher questionnaire:

     <b>Section A:</b> The first section asks questions about your
     background.

     <b>Sections B and C:</b> These sections ask about your
     instruction. Section B is for math teachers. Section C is for
     science teachers.

     [If (Y_TCHTYP=1 or 3) and (at least one course is preloaded in
     Y_MRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section B.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_MCRS1]
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	8	4.3%
Yes.....	1	179	95.7%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	140	(MISS)
TOTALS:		327	100.0%

```
--------
BTMCLSS2
--------                                              Teacher FT (Intro)

Teacher confirms s/he teaches 2nd preloaded math class
     There are four sections of the HSLS teacher questionnaire:

     <b>Section A:</b> The first section asks questions about your
     background.

     <b>Sections B and C:</b> These sections ask about your
     instruction. Section B is for math teachers. Section C is for
     science teachers.

     [If (Y_TCHTYP=1 or 3) and (at least one course is preloaded in
     Y_MRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section B.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_MCRS2]
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	4	7.0%
Yes.....	1	53	93.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	270	(MISS)
TOTALS:		327	100.0%

```
--------
BTMCLSS3
--------                                                Teacher FT (Intro)

Teacher confirms s/he teaches 3rd preloaded math class
     There are four sections of the HSLS teacher questionnaire:

     <b>Section A:</b> The first section asks questions about your
     background.

     <b>Sections B and C:</b> These sections ask about your
     instruction. Section B is for math teachers. Section C is for
     science teachers.

     [If (Y_TCHTYP=1 or 3) and (at least one course is preloaded in
     Y_MRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section B.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_MCRS3]

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           2      25.0%
Yes....................................     1           6      75.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        319      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTMCLSS4
--------                                                Teacher FT (Intro)

Teacher confirms s/he teaches 4th preloaded math class
     There are four sections of the HSLS teacher questionnaire:

     <b>Section A:</b> The first section asks questions about your
     background.

     <b>Sections B and C:</b> These sections ask about your
     instruction. Section B is for math teachers. Section C is for
     science teachers.

     [If (Y_TCHTYP=1 or 3) and (at least one course is preloaded in
     Y_MRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section B.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_MCRS4]

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes....................................     1           2     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        325      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTMCLNO
--------                                                Teacher FT (Intro)

Teacher does not teach any preloaded math class
     There are four sections of the HSLS teacher questionnaire:

     <b>Section A:</b> The first section asks questions about your
     background.

     <b>Sections B and C:</b> These sections ask about your
     instruction. Section B is for math teachers. Section C is for
     science teachers.

     [If (Y_TCHTYP=1 or 3) and (at least one course is preloaded in
     Y_MRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section B.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     Check here if you do not teach any of the above courses.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0         186      99.5%
Yes....................................     1           1       0.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        140      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%
```

```
--------
BTSCLSS1
--------                                                Teacher FT (Intro)

Teacher confirms s/he teaches 1st preloaded science class
     [If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in
     Y_SRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section C.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_SCRS1]

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0           2       1.4%
Yes......................................   1         139      98.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        186      (MISS)
                                                     -----  ---------
 TOTALS:                                              327      100.0%


--------
BTSCLSS2
--------                                                Teacher FT (Intro)

Teacher confirms s/he teaches 2nd preloaded science class
     [If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in
     Y_SRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section C.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_SCRS2]

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes......................................   1          20     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        307      (MISS)
                                                     -----  ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSCLSS3
--------                                                Teacher FT (Intro)

Teacher confirms s/he teaches 3rd preloaded science class
     [If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in
     Y_SRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section C.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_SCRS3]

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes......................................   1           3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327      100.0%


--------
BTSCLSS4
--------                                                Teacher FT (Intro)

Teacher confirms s/he teaches 4th preloaded science class
     [If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in
     Y_SRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section C.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_SCRS4]

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes......................................   1           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSCLSS5
--------                                          Teacher FT (Intro)

Teacher confirms s/he teaches 5th preloaded science class
     [If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in
     Y_SRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section C.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     [Y_SCRS5]
                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Yes.....................................    1           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327     100.0%


--------
BTSCLNO
--------                                          Teacher FT (Intro)

Teacher does not teach any preloaded science class
     [If (Y_TCHTYP=2 or 3) and (at least one course is preloaded in
     Y_SRCRS1-6) then display:]
     <b>These are the courses we plan to ask you about in Section C.
     Please confirm that you teach these classes by checking the box
     for each class you teach</b> (this may not be a complete list of
     all the courses you teach).

     Check here if you do not teach any of the above courses.
                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0         141     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        186      (MISS)
                                                     -----   ---------
 TOTALS:                                              327     100.0%
```

```
-----------------------------------------------------------------------
FORM: BTSEX            Timing Data (in secs);  Mean:4.20, Median:4.00
-----------------------------------------------------------------------

--------
BTSEX
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Teacher's sex
     Are you male or female?

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
Male....................................        1         118      36.2%
Female..................................        2         208      63.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9          1      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%


-----------------------------------------------------------------------
FORM: BTLATINO         Timing Data (in secs);  Mean:5.80, Median:4.00
-----------------------------------------------------------------------

--------
BTLATINO
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Teacher is Hispanic or Latino
     Are you of Hispanic or [Latino/Latina] origin?

Conditional wording:
If BTSEX=2 (female) fill "Latina"; else if BTSEX=1 (male) or missing
fill "Latino".

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
No......................................        0         297      91.1%
Yes.....................................        1          29       8.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9          1      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%
```

```
----------------------------------------------------------------------
FORM: BTRACE            Timing Data (in secs);  Mean:7.01, Median:5.00
----------------------------------------------------------------------

--------
BTWHITE
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is White
     What is your race?

     White

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          39      12.3%
Yes....................................   1         279      87.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9     (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTBLACK
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is Black
     What is your race?

     Black/African American

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         294      92.5%
Yes....................................   1          24       7.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9     (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTASIAN
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is Asian
     What is your race?

     Asian

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         304      95.6%
Yes....................................   1          14       4.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9     (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTPACIFC
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is Native Hawaiian/Pacific Islander
     What is your race?

     Native Hawaiian or Other Pacific Islander

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         317      99.7%
Yes....................................   1           1       0.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9     (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTAMINDN
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is American Indian/Alaskan Native
     What is your race?

     American Indian or Alaska Native

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         312      98.1%
Yes....................................   1           6       1.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


-----------------------------------------------------------------------
FORM: BTBACHLR          Timing Data (in secs);  Mean:4.59, Median:4.00
-----------------------------------------------------------------------

--------
BTBACHLR
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has a Bachelor’s degree
     Do you have a bachelor's degree?


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes....................................   1         326      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
-----------------------------------------------------------------------
FORM: BTBAYEAR         Timing Data (in secs);  Mean:16.77, Median:9.01
-----------------------------------------------------------------------

--------
BTBAYEAR
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Year received Bachelor’s degree
     In what year did you receive your bachelor's degree?

     |(please enter in YYYY format)

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
{1960-2008,1991.43/11.9627}.............        C         326      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9          1      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327      100.0%
```

```
----------------------------------------------------------------------
FORM: BTSCH01         Timing Data (in secs);  Mean:64.13, Median:48.00
----------------------------------------------------------------------

--------
BTIPED01
--------                                Teacher FT (SectionA-TchrBckgrnd)

IPEDS ID of school from which teacher received Bachelor's degree
     [IF web mode and iteration=1]
        [if MBCHECK = 1]
           What is the name of the school at which you plan to enroll
           before July 1, 2008?
        [else]
           What is the name of the school at which you were most
           recently
           enrolled between July 1, 2005 and June 30, 2008?
        [endif]
     [ELSE IF WEB MODE AND ITERATION > 1]
        At what other school have you been enrolled between July 1,
        2005
        and June 30, 2008?
        To code your school:
           1. Enter all or part of the school name, and its city and
              state, if known, then click "Search for School" to
              display a
              list of matching schools.
              If your school is outside the US and its territories,
              enter
              the school name and city, select "Foreign Country" from
              the
              state list, and click "Search for School."
            2. Click on the name of your school in the resulting list.
        [DISPLAY ENTRY FIELDS HERE]
        Hints:    Do not use abbreviations or acronyms such as ASU for
                  Arizona State University. Entering a school name
                  with
                  the city and state will help to limit the number of
                  schools displayed.
     [ELSE if (TIO mode) and iteration =1]
        What is the name of the school at which you were most recently
        enrolled, and in what city and state is it located?
     [ELSE if (TIO mode) and iteration > 1]
        At what other school have you been enrolled between July 1,
        2005
        and June 30, 2008, and in what city and state is it located?
        PLEASE BEAR WITH ME AS I CODE THIS - IT SHOULD JUST take A
        SECOND.
```

	CODES	FREQ	NON-MISS PERCENT
{Alpha}.....	Alpha	205	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	122	(MISS)
TOTALS:		327	100.0%

```
--------
BTLEVL01
--------                                Teacher FT (SectionA-TchrBckgrnd)

Level of school from which teacher received Bachelor's degree
     [IF web mode and iteration=1]
        [if MBCHECK = 1]
           What is the name of the school at which you plan to enroll
           before July 1, 2008?
        [else]
           What is the name of the school at which you were most
           recently
           enrolled between July 1, 2005 and June 30, 2008?
        [endif]
     [ELSE IF WEB MODE AND ITERATION > 1]
        At what other school have you been enrolled between July 1,
        2005
        and June 30, 2008?
        To code your school:
           1. Enter all or part of the school name, and its city and
              state, if known, then click "Search for School" to
              display a
              list of matching schools.
              If your school is outside the US and its territories,
              enter
              the school name and city, select "Foreign Country" from
              the
              state list, and click "Search for School."
            2. Click on the name of your school in the resulting list.
        [DISPLAY ENTRY FIELDS HERE]
        Hints:    Do not use abbreviations or acronyms such as ASU for
                  Arizona State University. Entering a school name
                  with
                  the city and state will help to limit the number of
                  schools displayed.
     [ELSE if (TIO mode) and iteration =1]
        What is the name of the school at which you were most recently
        enrolled, and in what city and state is it located?
     [ELSE if (TIO mode) and iteration > 1]
        At what other school have you been enrolled between July 1,
```

```
        2005
        and June 30, 2008, and in what city and state is it located?
        PLEASE BEAR WITH ME AS I CODE THIS - IT SHOULD JUST take A
        SECOND.


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
4-year..................................    1         202     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        125      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%



--------
BTCTRL01
--------                              Teacher FT (SectionA-TchrBckgrnd)

Control of school from which teacher received Bachelor's degree
     [IF web mode and iteration=1]
        [if MBCHECK = 1]
           What is the name of the school at which you plan to enroll
           before July 1, 2008?
        [else]
           What is the name of the school at which you were most
           recently
           enrolled between July 1, 2005 and June 30, 2008?
        [endif]
     [ELSE IF WEB MODE AND ITERATION > 1]
        At what other school have you been enrolled between July 1,
        2005
        and June 30, 2008?
        To code your school:
           1. Enter all or part of the school name, and its city and
              state, if known, then click "Search for School" to
              display a
              list of matching schools.
              If your school is outside the US and its territories,
              enter
              the school name and city, select "Foreign Country" from
              the
              state list, and click "Search for School."
            2. Click on the name of your school in the resulting list.
        [DISPLAY ENTRY FIELDS HERE]
        Hints:    Do not use abbreviations or acronyms such as ASU for
                  Arizona State University. Entering a school name
                  with
                  the city and state will help to limit the number of
                  schools displayed.
     [ELSE if (TIO mode) and iteration =1]
        What is the name of the school at which you were most recently
        enrolled, and in what city and state is it located?
     [ELSE if (TIO mode) and iteration > 1]
        At what other school have you been enrolled between July 1,
        2005
        and June 30, 2008, and in what city and state is it located?
        PLEASE BEAR WITH ME AS I CODE THIS - IT SHOULD JUST take A
        SECOND.


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Public..................................    1         149      73.0%
Private not-for-profit..................    2          52      25.5%
Private for-profit......................    3           3       1.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        123      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%



-----------------------------------------------------------------------
FORM: BTBAEDUC         Timing Data (in secs);  Mean:13.59, Median:9.00
-----------------------------------------------------------------------

--------
BTBAEDUC
--------                              Teacher FT (SectionA-TchrBckgrnd)

Bachelor's degree awarded by school's department of education
     Was this bachelor's degree awarded by [institution name]'s
     department of education?


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         181      55.9%
Yes.....................................    1         143      44.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
-----------------------------------------------------------------------
FORM: BTBAMAJR        Timing Data (in secs);  Mean:45.33, Median:31.01
-----------------------------------------------------------------------

--------
BTMJ1SPE
--------                                Teacher FT (SectionA-TchrBckgrnd)

Bachelor’s degree major specific discipline code
     What was your major or field of study for your bachelor's degree?
     <br>
<br>
Please type your major in the space below and click on "Search for
major".

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1.03-53,23.6901/13.2259}...............  C         184      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        143      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


--------
BTMJ1GEN
--------                                Teacher FT (SectionA-TchrBckgrnd)

Bachelor’s degree major general area code
     What was your major or field of study for your bachelor's degree?
     <br>
<br>
Please type your major in the space below and click on "Search for
major".

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-52,23.5561/13.1591}..................  C         187      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
-----------------------------------------------------------------------
FORM: BTBA2ND         Timing Data (in secs);  Mean:11.98, Median:8.00
-----------------------------------------------------------------------

--------
BTBA2ND
--------                                Teacher FT (SectionA-TchrBckgrnd)

Teacher has a minor/second major for Bachelor’s degree
     Did you have a second undergraduate major or minor field of
     study?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         186       57.2%
Yes.....................................  1         139       42.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


-----------------------------------------------------------------------
FORM: BTBAMAJ2        Timing Data (in secs);  Mean:32.55, Median:22.02
-----------------------------------------------------------------------

--------
BTMJ2SPE
--------                                Teacher FT (SectionA-TchrBckgrnd)

Bachelor’s degree minor/second major specific discipline code
     What was your second undergraduate major or minor field of study?
     <br>
<br>
Please type your second major or minor in the space below and click on
"Search for major".

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1.1-52.08,26.7828/14.0679}.............  C          75      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        252      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
--------
BTMJ2GEN
--------                                Teacher FT (SectionA-TchrBckgrnd)

Bachelor's degree minor/second major general area code
     What was your second undergraduate major or minor field of study?
     <br>
<br>
Please type your second major or minor in the space below and click on
"Search for major".


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{1-52,26.7067/14.0883}..................    C          75     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        252      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


----------------------------------------------------------------------
FORM: BTMASTER          Timing Data (in secs);  Mean:7.56, Median:4.00
----------------------------------------------------------------------

--------
BTMASTER
--------                                Teacher FT (SectionA-TchrBckgrnd)

Teacher has a master's degree
     Do you have a master's degree?


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0         156      48.1%
Yes.....................................    1         168      51.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
----------------------------------------------------------------------
FORM: BTMAYEAR         Timing Data (in secs);  Mean:20.63, Median:8.00
----------------------------------------------------------------------

--------
BTMAYEAR
--------                                Teacher FT (SectionA-TchrBckgrnd)

Year received master's degree
     In what year did you receive your master's degree?

     |(please enter in YYYY format)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{1967-2008,1996.51/11.0057}.............    C         168     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        159      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

FORM: BTSCH02 Timing Data (in secs); Mean:36.42, Median:30.00

BTST02

Teacher FT (SectionA-TchrBckgrnd)

State of school from which teacher received master’s degree
What is the name of the college or university where you earned your
master's degree?

	CODES	FREQ	NON-MISS PERCENT
Alabama	1	2	1.2%
Arizona	3	2	1.2%
Arkansas	4	2	1.2%
California	5	10	6.0%
Florida	10	28	16.8%
Georgia	11	1	0.6%
Illinois	14	33	19.8%
Indiana	15	3	1.8%
Iowa	16	2	1.2%
Maine	20	1	0.6%
Michigan	23	2	1.2%
Mississippi	25	2	1.2%
Missouri	26	1	0.6%
Nebraska	28	1	0.6%
New Hampshire	30	1	0.6%
New Mexico	32	1	0.6%
New York	33	52	31.1%
North Carolina	34	1	0.6%
Oklahoma	37	1	0.6%
Texas	44	16	9.6%
Virginia	47	3	1.8%
Washington	48	1	0.6%
RESERVE CODES:			
Don’t know	-1	1	(MISS)
{Missing, Not applicable, Not reached}	-9	160	(MISS)
TOTALS:		327	100.0%

BTLEVL02

Teacher FT (SectionA-TchrBckgrnd)

Level of school from which teacher received master’s degree
What is the name of the college or university where you earned your
master's degree?

	CODES	FREQ	NON-MISS PERCENT
4-year	1	90	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	237	(MISS)
TOTALS:		327	100.0%

BTCTRL02

Teacher FT (SectionA-TchrBckgrnd)

Control of school from which teacher received master’s degree
What is the name of the college or university where you earned your
master's degree?

	CODES	FREQ	NON-MISS PERCENT
Public	1	46	52.3%
Private not-for-profit	2	41	46.6%
Private for-profit	3	1	1.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	239	(MISS)
TOTALS:		327	100.0%

```
----------------------------------------------------------------------
FORM: BTMAEDUC         Timing Data (in secs);  Mean:12.75, Median:7.01
----------------------------------------------------------------------

--------
BTMAEDUC
--------                              Teacher FT (SectionA-TchrBckgrnd)

Master’s degree awarded by school’s department of education
     Was this master's degree awarded by [institution name]'s
     department of education?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          31      18.5%
Yes....................................   1         137      81.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       159      (MISS)
                                                     -----   ---------
 TOTALS:                                                327     100.0%


----------------------------------------------------------------------
FORM: BTMAMAJR        Timing Data (in secs);  Mean:39.25, Median:23.00
----------------------------------------------------------------------

--------
BTMJ3SPE
--------                              Teacher FT (SectionA-TchrBckgrnd)

Master’s degree specific discipline code
     What was your major or field of study for your master's degree?<
     br>
<br>
Please type your major in the space below and click on "Search for
major".

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{3.01-52.14,16.1551/8.1671}............   C          84     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       243      (MISS)
                                                     -----   ---------
 TOTALS:                                                327     100.0%
```

```
--------
BTMJ3GEN
--------                              Teacher FT (SectionA-TchrBckgrnd)

Master’s degree field of study general area code
     What was your major or field of study for your master's degree?<
     br>
<br>
Please type your major in the space below and click on "Search for
major".

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{3-52,16.0235/8.1343}..................   C          85     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       242      (MISS)
                                                     -----   ---------
 TOTALS:                                                327     100.0%


----------------------------------------------------------------------
FORM: BTOTHDEG        Timing Data (in secs);  Mean:22.42, Median:17.01
----------------------------------------------------------------------

--------
BTOTHDG1
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has a vocational certificate
     Have you earned any of the degrees or certificates listed below?

     Vocational certificate

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         286      96.0%
Yes....................................   1          12       4.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        29      (MISS)
                                                     -----   ---------
 TOTALS:                                                327     100.0%
```

```
--------
BTOTHDG2
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has an associate’s degree
     Have you earned any of the degrees or certificates listed below?

     Associate's degree

                                                          NON-MISS
                                           CODES    FREQ   PERCENT
                                           -----   -----  ---------
No.....................................    0        242      81.2%
Yes....................................    1         56      18.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         29      (MISS)
                                                   -----  ---------
 TOTALS:                                             327     100.0%


--------
BTOTHDG3
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has a second Bachelor’s degree
     Have you earned any of the degrees or certificates listed below?

     SECOND Bachelor's degree

                                                          NON-MISS
                                           CODES    FREQ   PERCENT
                                           -----   -----  ---------
No.....................................    0        289      97.3%
Yes....................................    1          8       2.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         30      (MISS)
                                                   -----  ---------
 TOTALS:                                             327     100.0%


--------
BTOTHDG4
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has a second Master’s degree
     Have you earned any of the degrees or certificates listed below?

     SECOND Master's degree

                                                          NON-MISS
                                           CODES    FREQ   PERCENT
                                           -----   -----  ---------
No.....................................    0        148      97.4%
Yes....................................    1          4       2.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        175      (MISS)
                                                   -----  ---------
 TOTALS:                                             327     100.0%


--------
BTOTHDG5
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has an education specialist or professional diploma
     Have you earned any of the degrees or certificates listed below?

     Educational specialist or professional diploma (at least one year
     beyond master's level)

                                                          NON-MISS
                                           CODES    FREQ   PERCENT
                                           -----   -----  ---------
No.....................................    0        286      96.3%
Yes....................................    1         11       3.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         30      (MISS)
                                                   -----  ---------
 TOTALS:                                             327     100.0%


--------
BTOTHDG6
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has a Certificate of Advanced Graduate Studies
     Have you earned any of the degrees or certificates listed below?

     Certificate of Advanced Graduate Studies

                                                          NON-MISS
                                           CODES    FREQ   PERCENT
                                           -----   -----  ---------
No.....................................    0        288      97.0%
Yes....................................    1          9       3.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         30      (MISS)
                                                   -----  ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTOTHDG7
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has a doctorate or first professional degree
     Have you earned any of the degrees or certificates listed below?

     Doctorate or first professional degree

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         290      97.6%
Yes....................................   1           7       2.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         30      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%


--------
BTOTHDG8
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has none of these other degrees/certificates
     Have you earned any of the degrees or certificates listed below?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          96      32.2%
Yes....................................   1         202      67.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         29      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

```
-----------------------------------------------------------------------
FORM: BTOTHYR         Timing Data (in secs);  Mean:17.42, Median:10.50
-----------------------------------------------------------------------

--------
BTOTYR1
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Year received vocational certificate

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
{1968-2008,1993.84/9.8675}..............        C          97      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9        230      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327      100.0%


--------
BTOTYR2
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Year received associate's degree

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
{1981-2006,1994.67/9.5394}..............        C           9      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9        318      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327      100.0%
```

```
--------
BTOTYR3
--------                                Teacher FT (SectionA-TchrBckgrnd)

Year received second Bachelor's degree

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{2002-2002,2002/0}......................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


----------------------------------------------------------------------
FORM: BTOTHEDU         Timing Data (in secs);  Mean:10.57, Median:8.00
----------------------------------------------------------------------

--------
BTOTEDU1
--------                                Teacher FT (SectionA-TchrBckgrnd)

Vocational certificate awarded by school's department of education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0          59       62.1%
Yes.....................................    1          36       37.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        232      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


--------
BTOTEDU2
--------                                Teacher FT (SectionA-TchrBckgrnd)

Associate's degree awarded by school's department of education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0           4       40.0%
Yes.....................................    1           6       60.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        317      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


--------
BTOTEDU3
--------                                Teacher FT (SectionA-TchrBckgrnd)

Second Bachelor's degree awarded by school's department of education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Yes.....................................    1           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


----------------------------------------------------------------------
FORM: BTMTHNUM         Timing Data (in secs);  Mean:56.81, Median:31.00
----------------------------------------------------------------------

--------
BTMTHNUM
--------                                Teacher FT (SectionA-TchrBckgrnd)

Number of college-level math courses teacher has completed
     Approximately how many term-length <b>college math</b> courses
     have you completed?


     Number of courses | (If none, please enter 0.)

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
......................................      0           4        2.0%
{1-75,11/8.9916}........................    C         192       98.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        131      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

```
---------------------------------------------------------------------
FORM: BTMTHCOL        Timing Data (in secs);  Mean:46.95, Median:29.99
---------------------------------------------------------------------

--------
BTMTHCL1
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level calculus course
     Which of the following <b>college math</b> courses have you
     completed?

     Calculus

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          30       15.7%
Yes....................................   1         161       84.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        136      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%


--------
BTMTHCL2
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level abstract algebra course
     Which of the following <b>college math</b> courses have you
     completed?

     Abstract algebra

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          96       50.3%
Yes....................................   1          95       49.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        136      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTMTHCL3
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level linear algebra course
     Which of the following <b>college math</b> courses have you
     completed?

     Linear algebra

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          55       28.8%
Yes....................................   1         136       71.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        136      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%


--------
BTMTHCL4
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level non-Euclidean geometry course
     Which of the following <b>college math</b> courses have you
     completed?

     Non-Euclidean geometry

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         106       55.5%
Yes....................................   1          85       44.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        136      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTMTHCL5
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level statistics/probability course
     Which of the following <b>college math</b> courses have you
     completed?

     Statistics and probability

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          27      14.1%
Yes....................................   1         164      85.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       136      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTMTHCL6
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level discrete/finite math course
     Which of the following <b>college math</b> courses have you
     completed?

     Discrete or finite mathematics

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         107      56.0%
Yes....................................   1          84      44.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       136      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTMTHCL7
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed other upper-division math course
     Which of the following <b>college math</b> courses have you
     completed?

     Other upper division math

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         101      52.9%
Yes....................................   1          90      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       136      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
----------------------------------------------------------------------
FORM: BTSCINUM        Timing Data (in secs);  Mean:62.33, Median:37.00
----------------------------------------------------------------------

--------
BTSCINUM
--------                              Teacher FT (SectionA-TchrBckgrnd)

Number of college-level science courses teacher has completed
     Approximately how many term-length <b>college science</b> courses
     have you completed?


     Number of courses | (If none, please enter 0.)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           4       2.7%
{1-65,16.0694/10.23}...................   C         144      97.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       179      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
----------------------------------------------------------------------
FORM: BTSCICOL        Timing Data (in secs);  Mean:29.21, Median:21.00
----------------------------------------------------------------------

--------
BTSCICL1
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level chemistry course
     Which of the following <b>college science</b> courses have you
     completed?

     Chemistry

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          20       13.9%
Yes....................................   1         124       86.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        183      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%


--------
BTSCICL2
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level earth/space science course
     Which of the following <b>college science</b> courses have you
     completed?

     Earth/space sciences

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          66       45.8%
Yes....................................   1          78       54.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        183      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

```
--------
BTSCICL3
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level environmental science course
     Which of the following <b>college science</b> courses have you
     completed?

     Environmental sciences

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          65       45.1%
Yes....................................   1          79       54.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        183      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%


--------
BTSCICL4
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level life science course
     Which of the following <b>college science</b> courses have you
     completed?

     Life sciences

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          23       16.0%
Yes....................................   1         121       84.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        183      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

```
--------
BTSCICL5
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed a college-level physics course
     Which of the following <b>college science</b> courses have you
     completed?

     Physics

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         49       34.0%
Yes....................................    1         95       66.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       183      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
--------
BTSCICL6
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher has completed other college-level science course
     Which of the following <b>college science</b> courses have you
     completed?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0        101       70.1%
Yes....................................    1         43       29.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       183      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
-----------------------------------------------------------------------
FORM: BTCERTIF        Timing Data (in secs);  Mean:31.33, Median:22.00
-----------------------------------------------------------------------

--------
BTCERTIF
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Type of teaching certificate currently held
     Which of the following describes the teaching certificate you
     currently hold in THIS state?

                                                                NON-MISS
                                                  CODES    FREQ    PERCENT
                                                  -----   -----   ---------
Regular state/advanced professional.....          1        270      83.6%
Must complete probationary period.......          2         14       4.3%
Coursework/teaching/test required.......          3         19       5.9%
Must complete certification program.....          4         14       4.3%
Has none of these state certifications..          5          6       1.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}         -9          4      (MISS)
                                                            -----   ---------
 TOTALS:                                                     327      100.0%
```

```
-----------------------------------------------------------------------
FORM: BTMGRCRT        Timing Data (in secs);  Mean:18.30, Median:14.00
-----------------------------------------------------------------------

--------
BTMTHEL
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach math at grade levels K-5
     In which grades does this certificate allow you to teach <b>math<
     /b> in THIS state?

     Any grade, kindergarten - 5th

                                                                NON-MISS
                                                  CODES    FREQ    PERCENT
                                                  -----   -----   ---------
No.....................................           0        168      88.4%
Yes....................................           1         22      11.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}         -9        137      (MISS)
                                                            -----   ---------
 TOTALS:                                                     327      100.0%
```

```
--------
BTMTHJR
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach math at grade levels 6-8
     In which grades does this certificate allow you to teach <b>math<
     /b> in THIS state?

     Any grade, 6th - 8th

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          67      35.3%
Yes....................................   1         123      64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       137      (MISS)
                                                   -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTMTHHI
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach math at grade levels 9-12
     In which grades does this certificate allow you to teach <b>math<
     /b> in THIS state?

     Any grade, 9th - 12th

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          24      12.6%
Yes....................................   1         166      87.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       137      (MISS)
                                                   -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTMTHNOA
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is not certified to teach K-12 math in this state
     In which grades does this certificate allow you to teach <b>math<
     /b> in THIS state?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         176      92.6%
Yes....................................   1          14       7.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       137      (MISS)
                                                   -----   ---------
 TOTALS:                                            327     100.0%
```

```
----------------------------------------------------------------------
FORM: BTSGRCRT        Timing Data (in secs);  Mean:32.24, Median:26.00
----------------------------------------------------------------------
```

```
--------
BTSCIEL
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach science at grade levels K-5
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?

     Any grade, kindergarten - 5th

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         136      93.8%
Yes....................................   1           9       6.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                   -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSCIJR
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach science at grade levels 6-8
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?


     Any grade, 6th - 8th

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          86      59.3%
Yes....................................   1          59      40.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSCIHI1
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach biology/life sci at grade levels 9-12
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?


     Any grade, 9th - 12th (biology/life sciences)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          41      28.3%
Yes....................................   1         104      71.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSCIHI2
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach chem/physics/phys sci at grade lvls 9-12
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?


     Any grade, 9th - 12th (chemistry/physics/physical science)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          88      60.7%
Yes....................................   1          57      39.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSCIHI3
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach earth/space sci at grade levels 9-12
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?


     Any grade, 9th - 12th (earth/space sciences)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          87      60.0%
Yes....................................   1          58      40.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSCIHI4
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is certified to teach other sciences at grade levels 9-12
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?


     Any grade, 9th - 12th (other science)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         123      84.8%
Yes....................................   1          22      15.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSCINOA
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is not certified to teach K-12 science in this state
     In which grades does this certificate allow you to teach <b>
     science</b> in THIS state?


     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         134      92.4%
Yes....................................   1          11       7.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       182      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
-----------------------------------------------------------------------
FORM: BTALTCRT         Timing Data (in secs);  Mean:10.93, Median:7.00
-----------------------------------------------------------------------

--------
BTALTCRT
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Teacher entered profession via alternative certification program
     Did you enter teaching through an alternative certification
     program?

                                                                NON-MISS
                                                  CODES    FREQ    PERCENT
                                                  -----   -----   ---------
No.....................................           0         264      81.7%
Yes....................................           1          59      18.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}         -9           4     (MISS)
                                                          -----   ---------
 TOTALS:                                                    327     100.0%
```

```
-----------------------------------------------------------------------
FORM: BTMPRETC         Timing Data (in secs);  Mean:12.05, Median:9.00
-----------------------------------------------------------------------

--------
BTMPRETC
--------                                 Teacher FT (SectionA-TchrBckgrnd)

Teacher held math-related job prior to becoming a teacher
     Did you work in a field or a job in which you used <b>college-
     level math</b> before becoming a teacher?

                                                                NON-MISS
                                                  CODES    FREQ    PERCENT
                                                  -----   -----   ---------
No.....................................           0         139      72.4%
Yes....................................           1          53      27.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}         -9         135     (MISS)
                                                          -----   ---------
 TOTALS:                                                    327     100.0%
```

```
----------------------------------------------------------------------
FORM: BTSPRETC         Timing Data (in secs);  Mean:11.24, Median:8.01
----------------------------------------------------------------------

--------
BTSPRETC
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher held science-related job prior to becoming a teacher
     Did you work in a field or a job in which you used <b>college-
     level science</b> before becoming a teacher?

                                                            NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0         103      69.1%
Yes....................................   1          46      30.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        178      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


----------------------------------------------------------------------
FORM: BTK12YRS        Timing Data (in secs);  Mean:30.47, Median:19.00
----------------------------------------------------------------------

--------
BTK8YRS
--------                              Teacher FT (SectionA-TchrBckgrnd)

Years taught grade levels K-8
     Including this school year, how many years in total have you
     taught at the following grade levels?

     Years taught grades K-8: | (Please enter zero if you have never
     taught grades K-8)

                                                            NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0         150      53.4%
{1-24,4.9695/4.9177}...................   C         131      46.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         46      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BT912YRS
--------                              Teacher FT (SectionA-TchrBckgrnd)

Years taught grade levels 9-12
     Including this school year, how many years in total have you
     taught at the following grade levels?

     Years taught grades 9-12:

                                                            NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-42,10.5292/9.0128}..................   C         325     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


----------------------------------------------------------------------
FORM: BTMTHYRS        Timing Data (in secs);  Mean:17.37, Median:11.00
----------------------------------------------------------------------

--------
BTMTHYRS
--------                              Teacher FT (SectionA-TchrBckgrnd)

Years taught high school math
     Including this school year, how many years have you taught <b>
     math</b> at the <b>high school level</b> (grades 9-12)?

     |years

                                                            NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-38,9.5/8.5554}......................   C         194     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        133      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
---------------------------------------------------------------------
FORM: BTSCIYRS        Timing Data (in secs);  Mean:18.35, Median:10.01
---------------------------------------------------------------------

--------
BTSCIYRS
--------                              Teacher FT (SectionA-TchrBckgrnd)

Years taught high school science
     Including this school year, how many years have you taught <b>
     science</b> at the <b>high school level</b> (grades 9-12)?

     |years

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-42,9.8219/9.3068}....................  C         146      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        181      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


---------------------------------------------------------------------
FORM: BTSCHYRS        Timing Data (in secs);  Mean:17.88, Median:11.00
---------------------------------------------------------------------

--------
BTSCHYRS
--------                              Teacher FT (SectionA-TchrBckgrnd)

Years taught at current school
     Including this school year, how many years have you taught [math/
     science/math, science,] or any other subject <b>at this
     school</b>?"

Conditional wording:
if Y_TCHTYP=1 fill "math";
else if Y_TCHTYP=2 fill "science";
else if Y_TCHTYP=3 fill "math, science,";

     |years

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-38,7.7423/7.5097}....................  C         326      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
---------------------------------------------------------------------
FORM: BTPENSN         Timing Data (in secs);  Mean:13.18, Median:10.00
---------------------------------------------------------------------

--------
BTPENSN
--------                              Teacher FT (SectionA-TchrBckgrnd)

Teacher is currently collecting from school-sponsored retirement plan
     Are you currently collecting a pension from a teacher retirement
     system or drawing money from a school/system sponsored 401(k) or
     403(b) plan which includes funds you contributed as a teacher?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0         273       83.7%
Yes......................................  1          53       16.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


---------------------------------------------------------------------
FORM: BTMTHTCH        Timing Data (in secs);  Mean:72.79, Median:56.01
---------------------------------------------------------------------

--------
BTMTCHR1
--------                                   Teacher FT (SectionB-Math)

Math teachers in this school set high standards for teaching
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     In this school, math teachers set high standards for <b>teaching<

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree...........................  1         110       57.6%
Agree....................................  2          76       39.8%
Disagree.................................  3           5        2.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        136      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

```
--------
BTMTCHR2
--------                                    Teacher FT (SectionB-Math)

Math teachers in this school set high standards for students learning
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     In this school, math teachers set high standards for <b>students'
     learning</b>.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        100      52.4%
Agree...................................   2         89      46.6%
Disagree................................   3          2       1.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        136      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTMTCHR3
--------                                    Teacher FT (SectionB-Math)

Math teachers in this school believe all students can do well
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     Math teachers in this school believe all students can do well.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         54      28.6%
Agree...................................   2        110      58.2%
Disagree................................   3         24      12.7%
Strongly disagree.......................   4          1       0.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        138      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTMTCHR4
--------                                    Teacher FT (SectionB-Math)

Math teachers in this school make instructional goals clear to studnts
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     In this school, math teachers make expectations for instructional
     goals clear to students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         86      45.3%
Agree...................................   2        100      52.6%
Disagree................................   3          3       1.6%
Strongly disagree.......................   4          1       0.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        137      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTMTCHR5
--------                                    Teacher FT (SectionB-Math)

Math teachers in this school give up on some students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     Math teachers in this school give up on some students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          4       2.1%
Agree...................................   2         65      34.0%
Disagree................................   3         97      50.8%
Strongly disagree.......................   4         25      13.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        136      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTMTCHR6
--------                                    Teacher FT (SectionB-Math)

Math teachers in this school care only about smart students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     Math teachers in this school care only about smart students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          1       0.5%
Agree...................................   2          5       2.6%
Disagree................................   3         87      45.5%
Strongly disagree.......................   4         98      51.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        136      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTMTCHR7
--------                                    Teacher FT (SectionB-Math)

Math teachers in this school expect very little from students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     Math teachers in this school expect very little from students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          3       1.6%
Agree...................................   2          5       2.6%
Disagree................................   3         85      44.5%
Strongly disagree.......................   4         98      51.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        136      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTMTCHR8
--------                                    Teacher FT (SectionB-Math)

Math teachers in this schl work hard to make sure all stu are learning
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>math</b> teachers at this
     school.

     Math teachers in this school work hard to make sure all students
     are learning.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         84      44.2%
Agree...................................   2         99      52.1%
Disagree................................   3          7       3.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        137      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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----------------------------------------------------------------------
FORM: BTMTHCRS        Timing Data (in secs);  Mean:39.94, Median:29.07
----------------------------------------------------------------------
```

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--------
BTM1CRS
--------                                    Teacher FT (SectionB-Math)

Math course 1

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Algebra I...............................   1        100      54.1%
Algebra IA..............................   2         14       7.6%
Algebra IB..............................   3          6       3.2%
Algebra II..............................   4          9       4.9%
Geometry................................   9         30      16.2%
Integrated Math I.......................   10         4       2.2%
Integrated Math II......................   11         3       1.6%
Statistics/Probability..................   14         1       0.5%
Review Math/Remedial Math/Pre-Algebra...   16        12       6.5%
Other Math Course.......................   17         6       3.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        142      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM2CRS
--------                                   Teacher FT (SectionB-Math)

Math course 2

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Algebra I...............................    1          16      32.7%
Algebra IA..............................    2           4       8.2%
Algebra IB..............................    3           5      10.2%
Algebra II..............................    4           3       6.1%
Geometry................................    9          16      32.7%
Review Math/Remedial Math/Pre-Algebra...   16           5      10.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         278      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM3CRS
--------                                   Teacher FT (SectionB-Math)

Math course 3

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Algebra I...............................    1           1      33.3%
Geometry................................    9           1      33.3%
Review Math/Remedial Math/Pre-Algebra...   16           1      33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM4CRS
--------                                   Teacher FT (SectionB-Math)

Math course 4

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Algebra I...............................    1           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


-----------------------------------------------------------------------
FORM: BTMTXPCT        Timing Data (in secs);  Mean:40.40, Median:26.01
-----------------------------------------------------------------------

--------
BTM1TXPC
--------                                   Teacher FT (SectionB-Math)

% of math course 1 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0           1       0.6%
{15-100,84.1061/16.7421}................    C         179      99.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         147      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM2TXPC
--------                                   Teacher FT (SectionB-Math)

% of math course 2 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{25-100,77.5102/20.6439}................    C          49     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         278      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

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--------
BTM3TXPC
--------                                    Teacher FT (SectionB-Math)

% of math course 3 textbook to be covered this year


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{60-100,78.3333/20.2073}................    C           3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM4TXPC
--------                                    Teacher FT (SectionB-Math)

% of math course 4 textbook to be covered this year


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{75-75,75/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


----------------------------------------------------------------------
FORM: BTMCLPCT        Timing Data (in secs);  Mean:84.61, Median:65.01
----------------------------------------------------------------------

--------
BTM1CTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instruction based on primary textbook


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
........................................    0           1       0.6%
{5-100,61.2614/23.8272}.................    C         176      99.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        150      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM2CTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instruction based on primary textbook


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{5-95,55.7609/25.1875}..................    C          46     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        281      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM3CTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 3 instruction based on primary textbook


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{55-75,65/14.1421}......................    C           2     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        325      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

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--------
BTM4CTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 4 instruction based on primary textbook


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{55-55,55/0}............................  C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%



--------
BTM1CPGM
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instruction based on other textbook


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0          25      21.6%
{1-100,15.978/18.6893}..................  C          91      78.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        211      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%



--------
BTM2CPGM
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instruction based on other textbook


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0           2       6.7%
{2-100,13.6429/18.4516}................   C          28      93.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        297      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTM1CCOM
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instrctn based on commerclly available materials


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0          21      18.8%
{1-100,14.2637/14.6263}................   C          91      81.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        215      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTM2CCOM
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instrctn based on commerclly available materials


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0           4      14.3%
{2-25,10.5833/6.9777}..................   C          24      85.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        299      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM3CCOM
--------                                    Teacher FT (SectionB-Math)

% of math course 3 instrctn based on commerclly available materials

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{5-5,5/0}..............................   C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM4CCOM
--------                                    Teacher FT (SectionB-Math)

% of math course 4 instrctn based on commerclly available materials

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{5-5,5/0}..............................   C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM1CPRO
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instruction based on professional dvlpmnt courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0          19      18.1%
{1-30,9.9186/6.7095}...................   C          86      81.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        222      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM2CPRO
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instruction based on professional dvlpmnt courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0           5      18.5%
{2-20,9.3182/5.9872}...................   C          22      81.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        300      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM3CPRO
--------                                    Teacher FT (SectionB-Math)

% of math course 3 instruction based on professional dvlpmnt courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{5-5,5/0}..............................   C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM4CPRO
--------                                    Teacher FT (SectionB-Math)

% of math course 4 instruction based on professional dvlpmnt courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{5-5,5/0}..............................   C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM1CCNF
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instruction based on materials from conferences

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          30       33.0%
{1-30,7.9016/5.4151}...................     C          61       67.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        236      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM2CCNF
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instruction based on materials from conferences

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           8       34.8%
{5-100,16.3333/24.0881}................     C          15       65.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        304      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM3CCNF
--------                                    Teacher FT (SectionB-Math)

% of math course 3 instruction based on materials from conferences

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{5-5,5/0}..............................     C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM4CCNF
--------                                    Teacher FT (SectionB-Math)

% of math course 4 instruction based on materials from conferences

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{5-5,5/0}..............................     C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM1CSLF
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instruction based on materials created by teacher

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           4        2.6%
{3-100,20.7584/17.5717}................     C         149       97.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        174      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM2CSLF
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instruction based on materials created by teacher

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{5-100,27.7179/24.9726}................     C          39      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        288      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM3CSLF
--------                                    Teacher FT (SectionB-Math)

% of math course 3 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{25-30,27.5/3.5355}.....................    C           2     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        325      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM4CSLF
--------                                    Teacher FT (SectionB-Math)

% of math course 4 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{30-30,30/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM1COTH
--------                                    Teacher FT (SectionB-Math)

% of math course 1 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0          21      46.7%
{5-100,26.375/25.2325}..................    C          24      53.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        282      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM2COTH
--------                                    Teacher FT (SectionB-Math)

% of math course 2 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0           4      30.8%
{3-80,29.2222/26.1571}..................    C           9      69.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        314      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


---------------------------------------------------------------------
FORM: BTMTXDIF        Timing Data (in secs);  Mean:22.98, Median:18.00
---------------------------------------------------------------------

--------
BTM1TDIF
--------                                    Teacher FT (SectionB-Math)

Teacher rating of difficulty of math course 1 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
It is much too easy.....................    1           1       0.6%
It is somewhat too easy.................    2          11       6.1%
It is at the appropriate level..........    3         141      77.9%
It is somewhat too difficult............    4          24      13.3%
It is much too difficult................    5           4       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        146      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM2TDIF
--------                                    Teacher FT (SectionB-Math)

Teacher rating of difficulty of math course 2 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
It is much too easy.....................    1           1       2.0%
It is somewhat too easy.................    2           3       6.1%
It is at the appropriate level..........    3          38      77.6%
It is somewhat too difficult............    4           7      14.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         278      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM3TDIF
--------                                    Teacher FT (SectionB-Math)

Teacher rating of difficulty of math course 3 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
It is at the appropriate level..........    3           3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM4TDIF
--------                                    Teacher FT (SectionB-Math)

Teacher rating of difficulty of math course 4 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
It is at the appropriate level..........    3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

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-----------------------------------------------------------------------
FORM: BTMTXUSE      Timing Data (in secs);  Mean:127.60, Median:104.02
-----------------------------------------------------------------------

--------
BTM1TUSA
--------                                    Teacher FT (SectionB-Math)

Will follow math course 1 textbook page by page


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1          33      18.1%
Rarely..................................    2          43      23.6%
Sometimes...............................    3          64      35.2%
Often...................................    4          39      21.4%
Always..................................    5           3       1.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         145      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM2TUSA
--------                                    Teacher FT (SectionB-Math)

Will follow math course 2 textbook page by page


                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           9      18.8%
Rarely..................................    2          12      25.0%
Sometimes...............................    3          16      33.3%
Often...................................    4          11      22.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         279      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM3TUSA
--------                                    Teacher FT (SectionB-Math)

Will follow math course 3 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Rarely..................................   2           3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM4TUSA
--------                                    Teacher FT (SectionB-Math)

Will follow math course 4 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Rarely..................................   2           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM1TUSB
--------                                    Teacher FT (SectionB-Math)

Will pick only what is important from math course 1 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          10       5.6%
Rarely..................................   2          34      19.0%
Sometimes...............................   3          65      36.3%
Often...................................   4          56      31.3%
Always..................................   5          14       7.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        148      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM2TUSB
--------                                    Teacher FT (SectionB-Math)

Will pick only what is important from math course 2 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           3       6.4%
Rarely..................................   2           8      17.0%
Sometimes...............................   3          19      40.4%
Often...................................   4          13      27.7%
Always..................................   5           4       8.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        280      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM3TUSB
--------                                    Teacher FT (SectionB-Math)

Will pick only what is important from math course 3 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Rarely..................................   2           1      33.3%
Sometimes...............................   3           2      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM4TUSB
--------                                    Teacher FT (SectionB-Math)

Will pick only what is important from math course 4 textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Sometimes..............................     3           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         326      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%


--------
BTM1TUSC
--------                                    Teacher FT (SectionB-Math)

Follows district curriculum recommendations instead of math course 1
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Never..................................     1           4        2.2%
Rarely.................................     2           3        1.7%
Sometimes..............................     3          31       17.3%
Often..................................     4          73       40.8%
Always.................................     5          68       38.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         148      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%


--------
BTM2TUSC
--------                                    Teacher FT (SectionB-Math)

Follows district curriculum recommendations instead of math course 2
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Never..................................     1           1        2.1%
Rarely.................................     2           1        2.1%
Sometimes..............................     3           4        8.5%
Often..................................     4          24       51.1%
Always.................................     5          17       36.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         280      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%


--------
BTM3TUSC
--------                                    Teacher FT (SectionB-Math)

Follows district curriculum recommendations instead of math course 3
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Sometimes..............................     3           1       33.3%
Often..................................     4           1       33.3%
Always.................................     5           1       33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         324      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%


--------
BTM4TUSC
--------                                    Teacher FT (SectionB-Math)

Follows district curriculum recommendations instead of math course 4
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Always.................................     5           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         326      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTM1TUSD
--------                                    Teacher FT (SectionB-Math)

math course 1 textbook will guide structure of course

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           6       3.3%
Rarely..................................   2          22      12.2%
Sometimes...............................   3          52      28.7%
Often...................................   4          83      45.9%
Always..................................   5          18       9.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        146      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTM2TUSD
--------                                    Teacher FT (SectionB-Math)

math course 2 textbook will guide structure of course

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           2       4.2%
Rarely..................................   2           7      14.6%
Sometimes...............................   3          11      22.9%
Often...................................   4          25      52.1%
Always..................................   5           3       6.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        279      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTM3TUSD
--------                                    Teacher FT (SectionB-Math)

math course 3 textbook will guide structure of course

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Rarely..................................   2           1      33.3%
Sometimes...............................   3           2      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTM4TUSD
--------                                    Teacher FT (SectionB-Math)

math course 4 textbook will guide structure of course

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Rarely..................................   2           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTM1TUSE
--------                                    Teacher FT (SectionB-Math)

Will supplement math course 1 txtbk w/activities from other sources

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           2       1.1%
Rarely..................................   2           9       4.9%
Sometimes...............................   3          53      29.1%
Often...................................   4          82      45.1%
Always..................................   5          36      19.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        145      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM2TUSE
--------                                    Teacher FT (SectionB-Math)

Will supplement math course 2 textbook w/activities from other sources

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Rarely..................................   2          2       4.2%
Sometimes...............................   3         19      39.6%
Often...................................   4         18      37.5%
Always..................................   5          9      18.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        279      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM3TUSE
--------                                    Teacher FT (SectionB-Math)

Will supplement math course 3 textbook w/activities from other sources

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Sometimes...............................   3          1      33.3%
Often...................................   4          1      33.3%
Always..................................   5          1      33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM4TUSE
--------                                    Teacher FT (SectionB-Math)

Will supplement math course 4 textbook w/activities from other sources

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Always..................................   5          1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM1TUSF
--------                                    Teacher FT (SectionB-Math)

Will review math course 1 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          9       5.0%
Rarely..................................   2         29      16.1%
Sometimes...............................   3         74      41.1%
Often...................................   4         47      26.1%
Always..................................   5         21      11.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        147      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM2TUSF
--------                                    Teacher FT (SectionB-Math)

Will review math course 2 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          1       2.1%
Rarely..................................   2          8      16.7%
Sometimes...............................   3         18      37.5%
Often...................................   4         14      29.2%
Always..................................   5          7      14.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        279      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTM3TUSF
--------                                    Teacher FT (SectionB-Math)

Will review math course 3 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Sometimes...............................   3           1       33.3%
Often...................................   4           1       33.3%
Always..................................   5           1       33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                    -----   ---------
 TOTALS:                                              327      100.0%


--------
BTM4TUSF
--------                                    Teacher FT (SectionB-Math)

Will review math course 4 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Often...................................   4           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                    -----   ---------
 TOTALS:                                              327      100.0%


--------
BTM1TUSG
--------                                    Teacher FT (SectionB-Math)

Will use math course 1 textbook to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           3        1.7%
Rarely..................................   2          19       10.5%
Sometimes...............................   3          41       22.7%
Often...................................   4          82       45.3%
Always..................................   5          36       19.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        146      (MISS)
                                                    -----   ---------
 TOTALS:                                              327      100.0%


--------
BTM2TUSG
--------                                    Teacher FT (SectionB-Math)

Will use math course 2 textbook to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           1        2.1%
Rarely..................................   2           6       12.5%
Sometimes...............................   3          12       25.0%
Often...................................   4          21       43.8%
Always..................................   5           8       16.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        279      (MISS)
                                                    -----   ---------
 TOTALS:                                              327      100.0%


--------
BTM3TUSG
--------                                    Teacher FT (SectionB-Math)

Will use math course 3 textbook to plan lessons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Often...................................   4           2       66.7%
Always..................................   5           1       33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                    -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM4TUSG
--------                                    Teacher FT (SectionB-Math)

Will use math course 4 textbook to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Often...................................    4           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM1TUSH
--------                                    Teacher FT (SectionB-Math)

Will assign homework from math course 1 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           5       2.8%
Rarely..................................    2           9       5.0%
Sometimes...............................    3          31      17.1%
Often...................................    4         100      55.2%
Always..................................    5          36      19.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        146      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

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--------
BTM2TUSH
--------                                    Teacher FT (SectionB-Math)

Will assign homework from math course 2 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           2       4.2%
Rarely..................................    2           1       2.1%
Sometimes...............................    3          10      20.8%
Often...................................    4          28      58.3%
Always..................................    5           7      14.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        279      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM3TUSH
--------                                    Teacher FT (SectionB-Math)

Will assign homework from math course 3 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1      33.3%
Often...................................    4           2      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM4TUSH
--------                                    Teacher FT (SectionB-Math)

Will assign homework from math course 4 textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM1TUSI
--------                                    Teacher FT (SectionB-Math)

Students will use math course 1 textbook during lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           9       4.9%
Rarely..................................    2          30      16.5%
Sometimes...............................    3          46      25.3%
Often...................................    4          78      42.9%
Always..................................    5          19      10.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        145      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM2TUSI
--------                                    Teacher FT (SectionB-Math)

Students will use math course 2 textbook during lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           1       2.1%
Rarely..................................    2           7      14.6%
Sometimes...............................    3          15      31.2%
Often...................................    4          19      39.6%
Always..................................    5           6      12.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        279      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM3TUSI
--------                                    Teacher FT (SectionB-Math)

Students will use math course 3 textbook during lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1      33.3%
Often...................................    4           1      33.3%
Always..................................    5           1      33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM4TUSI
--------                                    Teacher FT (SectionB-Math)

Students will use math course 4 textbook during lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTM1TUSJ
--------                                    Teacher FT (SectionB-Math)

Students will use math course 1 textbook for homework assignments

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           5       2.7%
Rarely..................................    2           8       4.4%
Sometimes...............................    3          43      23.6%
Often...................................    4          90      49.5%
Always..................................    5          36      19.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        145      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTM2TUSJ
--------                                    Teacher FT (SectionB-Math)

Students will use math course 2 textbook for homework assignments

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           3       6.2%
Rarely..................................   2           1       2.1%
Sometimes...............................   3          13      27.1%
Often...................................   4          22      45.8%
Always..................................   5           9      18.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        279      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%


--------
BTM3TUSJ
--------                                    Teacher FT (SectionB-Math)

Students will use math course 3 textbook for homework assignments

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Sometimes...............................   3           1      33.3%
Often...................................   4           1      33.3%
Always..................................   5           1      33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%


--------
BTM4TUSJ
--------                                    Teacher FT (SectionB-Math)

Students will use math course 4 textbook for homework assignments

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Sometimes...............................   3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%


-----------------------------------------------------------------------
FORM: BTMGRPCT        Timing Data (in secs);  Mean:67.55, Median:44.01
-----------------------------------------------------------------------

--------
BTM1GTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 1 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0          10       6.3%
{2-100,54.3758/30.1293}................   C         149      93.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        168      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%


--------
BTM2GTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 2 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0           1       2.2%
{5-100,54.2045/29.9989}................   C          44      97.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        282      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM3GTXT
--------                                    Teacher FT (SectionB-Math)

% of math course 3 test items from primary textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{100-100,100/0}........................     C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM1GCOM
--------                                    Teacher FT (SectionB-Math)

% of math course 1 test items from  commercially available materials

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
......................................      0          25       26.0%
{1-100,20.0423/22.2559}................     C          71       74.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        231      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM2GCOM
--------                                    Teacher FT (SectionB-Math)

% of math course 2 test items from  commercially available materials

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
......................................      0           6       22.2%
{2-40,16.5238/11.9274}.................     C          21       77.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        300      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM1GPRO
--------                                    Teacher FT (SectionB-Math)

% of math course 1 test items from professional development courses

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
......................................      0          31       38.3%
{1-20,8.62/5.3448}.....................     C          50       61.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        246      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM2GPRO
--------                                    Teacher FT (SectionB-Math)

% of math course 2 test items from professional development courses

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
......................................      0          11       50.0%
{3-100,18.9091/27.7505}................     C          11       50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        305      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM1GSCH
--------                                    Teacher FT (SectionB-Math)

% of math course 1 test items developed by the school/district

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
......................................      0          29       29.0%
{2-100,25.2113/26.3872}................     C          71       71.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        227      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTM2GSCH
--------                                    Teacher FT (SectionB-Math)

% of math course 2 test items developed by the school/district

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           9       36.0%
{5-100,25.625/27.6812}.................   C          16       64.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        302      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM1GSLF
--------                                    Teacher FT (SectionB-Math)

% of math course 1 test items developed by teacher

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           7        4.7%
{2-100,36.2817/28.7667}................   C         142       95.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        178      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM2GSLF
--------                                    Teacher FT (SectionB-Math)

% of math course 2 test items developed by teacher

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1        2.5%
{5-100,31.8462/28.4194}................   C          39       97.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        287      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM1GOTH
--------                                    Teacher FT (SectionB-Math)

% of math course 1 test items from another source

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0          24       34.8%
{2-100,34.1556/32.3391}................   C          45       65.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        258      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM2GOTH
--------                                    Teacher FT (SectionB-Math)

% of math course 2 test items from another source

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           6       33.3%
{3-100,26.0833/27.2945}................   C          12       66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        309      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM3GOTH
--------                                    Teacher FT (SectionB-Math)

% of math course 3 test items from another source

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{100-100,100/0}........................   C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTM4GOTH
--------                                    Teacher FT (SectionB-Math)

% of math course 4 test items from another source

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{100-100,100/0}........................     C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%


----------------------------------------------------------------------
FORM: BTMTCHAS        Timing Data (in secs);  Mean:76.61, Median:58.01
----------------------------------------------------------------------

--------
BTMTCAS1
--------                                    Teacher FT (SectionB-Math)

Advanced courses are assigned to teachers with the most seniority
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>math</b> teaching
     assignments are made in this school.

     Advanced courses are assigned to teachers with the most
     seniority.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree.........................     1          24       13.1%
Agree..................................     2          76       41.5%
Disagree...............................     3          66       36.1%
Strongly disagree......................     4          17        9.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        144      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTMTCAS2
--------                                    Teacher FT (SectionB-Math)

Adv courses are assigned to teachers with the strongest math background
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>math</b> teaching
     assignments are made in this school.

     Advanced courses are assigned to teachers with the strongest math
     background.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree.........................     1          40       21.7%
Agree..................................     2          83       45.1%
Disagree...............................     3          49       26.6%
Strongly disagree......................     4          12        6.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        143      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%


--------
BTMTCAS3
--------                                    Teacher FT (SectionB-Math)

Math teachers are assigned at least one section of advanced courses
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>math</b> teaching
     assignments are made in this school.

     All or most math teachers are assigned at least one section of
     advanced courses.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree.........................     1           2        1.1%
Agree..................................     2          27       14.8%
Disagree...............................     3         103       56.6%
Strongly disagree......................     4          50       27.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        145      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTMTCAS4
--------                                    Teacher FT (SectionB-Math)

Non-college prep courses assigned to teachers new to the profession
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>math</b> teaching
     assignments are made in this school.

     Non-college prep courses are assigned to teachers new to the
     profession.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          12       6.7%
Agree...................................   2          72      40.0%
Disagree................................   3          81      45.0%
Strongly disagree.......................   4          15       8.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        147      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

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--------
BTMTCAS5
--------                                    Teacher FT (SectionB-Math)

Non-college prep courses assigned to tchers whose stu perform poorly
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>math</b> teaching
     assignments are made in this school.

     Non-college prep courses are assigned to teachers whose students
     do not perform well on standardized tests.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1           9       5.0%
Agree...................................   2          35      19.4%
Disagree................................   3         105      58.3%
Strongly disagree.......................   4          31      17.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        147      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

```
--------
BTMTCAS6
--------                                    Teacher FT (SectionB-Math)

Math teachers assigned at least 1 section of a non-college prep course
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>math</b> teaching
     assignments are made in this school.

     All or most math teachers are assigned at least one section of a
     non-college prep course.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1           8       4.5%
Agree...................................   2          57      31.8%
Disagree................................   3          77      43.0%
Strongly disagree.......................   4          37      20.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        148      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

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----------------------------------------------------------------------
FORM: BTALGREM        Timing Data (in secs);  Mean:21.05, Median:15.00
----------------------------------------------------------------------
```

```
--------
BTALGRM1
--------                                    Teacher FT (SectionB-Math)

Tchr rating of schl's Alg 1 tutoring/remedial assistance availability
     How do you rate the remedial help in your school for grades 9-12
     students who are struggling in Algebra I?

     Availability of tutoring or other remedial assistance

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Poor....................................   1          11       5.9%
Fair....................................   2          37      19.8%
Good....................................   3          68      36.4%
Excellent...............................   4          71      38.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        140      (MISS)
                                                   -----   ---------
 TOTALS:                                            327      100.0%
```

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--------
BTALGRM2
--------                                    Teacher FT (SectionB-Math)

Teacher rating of school's Alg 1 tutoring/remedial assistance quality
     How do you rate the remedial help in your school for grades 9-12
     students who are struggling in Algebra I?

     Quality of tutoring or other remedial assistance

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Poor....................................   1          8       4.3%
Fair....................................   2         30      16.0%
Good....................................   3         89      47.6%
Excellent...............................   4         60      32.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%


----------------------------------------------------------------------
FORM: BTMTHDPA        Timing Data (in secs);  Mean:42.33, Median:33.01
----------------------------------------------------------------------

--------
BTMDPT01
--------                                    Teacher FT (SectionB-Math)

Math teachers in this department share ideas on teaching
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?

     Math teachers in this department share ideas on teaching.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................  1         72      38.5%
Agree...................................  2         99      52.9%
Disagree................................  3          8       4.3%
Strongly disagree.......................  4          8       4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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--------
BTMDPT02
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept discuss what was learned at a workshop
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?

     Math teachers in this department discuss what was learned at a
     workshop or conference.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................  1         49      26.2%
Agree...................................  2        109      58.3%
Disagree................................  3         21      11.2%
Strongly disagree.......................  4          8       4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%


--------
BTMDPT03
--------                                    Teacher FT (SectionB-Math)

Math teachers in this department share and discuss student work
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?

     Math teachers in this department share and discuss student work.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................  1         34      18.4%
Agree...................................  2        118      63.8%
Disagree................................  3         25      13.5%
Strongly disagree.......................  4          8       4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       142      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTMDPT04
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept discuss lessons that were not successful
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?

     Math teachers in this department discuss particular lessons that
     were not very successful.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	35	18.6%
Agree.....	2	105	55.9%
Disagree.....	3	40	21.3%
Strongly disagree.....	4	8	4.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	139	(MISS)
TOTALS:		327	100.0%

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--------
BTMDPT05
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept discuss beliefs about teaching and learning
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?

     Math teachers in this department discuss beliefs about teaching
     and learning.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	52	27.8%
Agree.....	2	115	61.5%
Disagree.....	3	14	7.5%
Strongly disagree.....	4	6	3.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	140	(MISS)
TOTALS:		327	100.0%

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--------
BTMDPT06
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept share/discuss research on effective methods
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?

     Math teachers in this department share and discuss research on
     effective teaching methods.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	40	21.4%
Agree.....	2	102	54.5%
Disagree.....	3	37	19.8%
Strongly disagree.....	4	8	4.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	140	(MISS)
TOTALS:		327	100.0%

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-----------------------------------------------------------------------
FORM: BTMTHDPB        Timing Data (in secs);  Mean:52.92, Median:43.01
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BTMDPT07
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept share research on instructional practices for
ELL
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?  (continued)

     Math teachers in this department share and discuss research on
     effective instructional practices for English language learners.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	26	14.4%
Agree.....	2	83	45.9%
Disagree.....	3	52	28.7%
Strongly disagree.....	4	20	11.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	146	(MISS)
TOTALS:		327	100.0%

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--------
BTMDPT08
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept explore new approaches for underperforming
students
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?  (continued)

     Math teachers in this department explore new teaching approaches
     for under-performing students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        53      28.5%
Agree...................................   2       109      58.6%
Disagree................................   3        21      11.3%
Strongly disagree.......................   4         3       1.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       141      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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--------
BTMDPT09
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept coordinate course content with other teachers
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?  (continued)

     Math teachers in this department make a conscious effort to
     coordinate the content of courses with other teachers in this
     school.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        60      32.1%
Agree...................................   2        81      43.3%
Disagree................................   3        42      22.5%
Strongly disagree.......................   4         4       2.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTMDPT10
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept are effective at teaching students math
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?  (continued)

     Math teachers in this department are effective at teaching
     students mathematics.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        84      44.9%
Agree...................................   2        95      50.8%
Disagree................................   3         6       3.2%
Strongly disagree.......................   4         2       1.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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--------
BTMDPT11
--------                                    Teacher FT (SectionB-Math)

Math teachers in this dept provide support to new mathematics teachers
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?  (continued)

     Math teachers in this department provide support to new
     mathematics teachers.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        83      44.4%
Agree...................................   2        91      48.7%
Disagree................................   3        10       5.3%
Strongly disagree.......................   4         3       1.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       140      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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--------
BTMDPT12
--------                                    Teacher FT (SectionB-Math)

Math department’s chair is supportive and encouraging of staff
     To what extent do you agree or disagree with each of the
     following statements about the <b>math</b> department in this
     school?  (continued)

     The math department's chair or curricular area coordinator's
     behavior toward the staff is supportive and encouraging.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         96      51.9%
Agree...................................   2         75      40.5%
Disagree................................   3         11       5.9%
Strongly disagree.......................   4          3       1.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       142      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%


----------------------------------------------------------------------
FORM: BTSCITCH        Timing Data (in secs);  Mean:64.90, Median:53.44
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--------
BTSTCHR1
--------                                 Teacher FT (SectionC-Science)

Science teachers in this school set high standards for teaching
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     In this school, science teachers set high standards for teaching.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         76      51.0%
Agree...................................   2         67      45.0%
Disagree................................   3          5       3.4%
Strongly disagree.......................   4          1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       178      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

```
--------
BTSTCHR2
--------                                 Teacher FT (SectionC-Science)

Science teachers in this school set high standards for students’
learning
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     In this school, science teachers set high standards for students'
     learning.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         72      48.6%
Agree...................................   2         65      43.9%
Disagree................................   3         10       6.8%
Strongly disagree.......................   4          1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       179      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%


--------
BTSTCHR3
--------                                 Teacher FT (SectionC-Science)

Science teachers in this school believe all students can do well
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     Science teachers in this school believe all students can do well.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         45      30.6%
Agree...................................   2         84      57.1%
Disagree................................   3         17      11.6%
Strongly disagree.......................   4          1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       180      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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--------
BTSTCHR4
--------                                   Teacher FT (SectionC-Science)

Science teachers in this school make instructional goals clear to
students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     In this school, science teachers make expectations for
     instructional goals clear to students.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          64       43.0%
Agree...................................    2          82       55.0%
Disagree................................    3           2        1.3%
Strongly disagree.......................    4           1        0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        178      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

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--------
BTSTCHR5
--------                                   Teacher FT (SectionC-Science)

Science teachers in this school give up on some students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     Science teachers in this school give up on some students.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Agree...................................    2          48       32.2%
Disagree................................    3          64       43.0%
Strongly disagree.......................    4          37       24.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        178      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

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--------
BTSTCHR6
--------                                   Teacher FT (SectionC-Science)

Science teachers in this school care only about smart students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     Science teachers in this school care only about smart students.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1           1        0.7%
Agree...................................    2           4        2.7%
Disagree................................    3          63       42.6%
Strongly disagree.......................    4          80       54.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        179      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

```
--------
BTSTCHR7
--------                                   Teacher FT (SectionC-Science)

Science teachers in this school expect very little from students
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     Science teachers in this school expect very little from students.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Agree...................................    2           6        4.1%
Disagree................................    3          61       41.2%
Strongly disagree.......................    4          81       54.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        179      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

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--------
BTSTCHR8
--------                                   Teacher FT (SectionC-Science)

Science teachers in this school work hard to make sure all students are
learning
     Indicate the extent to which you agree or disagree with each of
     the following statements about <b>science</b> teachers at this
     school.

     Science teachers in this school work hard to make sure all
     students are learning.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        69       46.3%
Agree...................................   2        73       49.0%
Disagree................................   3         6        4.0%
Strongly disagree.......................   4         1        0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       178      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


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FORM: BTSCICRS        Timing Data (in secs);  Mean:41.97, Median:30.00
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--------
BTS1CRS
--------                                   Teacher FT (SectionC-Science)

Science course 1

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Anatomy/Physiology......................  31        1        0.7%
Biology I...............................  32       65       46.4%
Biology II..............................  33        8        5.7%
Chemistry I.............................  35        6        4.3%
Chemistry II............................  36        1        0.7%
Earth science...........................  38       27       19.3%
Environmental science...................  39        3        2.1%
Integrated science I....................  40        8        5.7%
Integrated science II...................  41        1        0.7%
Integrated science III..................  42        1        0.7%
Physical science........................  44       10        7.1%
Physics I...............................  45        2        1.4%
Other science course....................  48        7        5.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       187      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


--------
BTS2CRS
--------                                   Teacher FT (SectionC-Science)

Science course 2

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Biology I...............................  32        6       35.3%
Biology II..............................  33        1        5.9%
Biology AP..............................  34        2       11.8%
Earth science...........................  38        1        5.9%
Environmental science...................  39        3       17.6%
Integrated science I....................  40        1        5.9%
Physical science........................  44        3       17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       310      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%


--------
BTS3CRS
--------                                   Teacher FT (SectionC-Science)

Science course 3

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Biology I...............................  32        1       33.3%
Biology AP..............................  34        1       33.3%
Environmental science...................  39        1       33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9       324      (MISS)
                                                  -----   ---------
 TOTALS:                                            327      100.0%
```

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--------
BTS4CRS
--------                                  Teacher FT (SectionC-Science)

Science course 4

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Environmental science..................     39        1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9      326       (MISS)
                                                   -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS5CRS
--------                                  Teacher FT (SectionC-Science)

Science course 5

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Environmental science..................     39        1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9      326       (MISS)
                                                   -----  ---------
 TOTALS:                                              327     100.0%


----------------------------------------------------------------------
FORM: BTSTXPCT        Timing Data (in secs);  Mean:40.23, Median:19.07
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--------
BTS1TXPC
--------                                  Teacher FT (SectionC-Science)

% of science course 1 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0         2       1.4%
{12-100,73.1912/20.1959}...............     C       136      98.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9      189       (MISS)
                                                   -----  ---------
 TOTALS:                                              327     100.0%
```

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--------
BTS2TXPC
--------                                  Teacher FT (SectionC-Science)

% of science course 2 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{50-100,76.6667/15.2431}...............     C        18     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9      309       (MISS)
                                                   -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS3TXPC
--------                                  Teacher FT (SectionC-Science)

% of science course 3 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{60-90,75/15}..........................     C         3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9      324       (MISS)
                                                   -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS4TXPC
--------                                  Teacher FT (SectionC-Science)

% of science course 4 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{60-60,60/0}...........................     C         1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9      326       (MISS)
                                                   -----  ---------
 TOTALS:                                              327     100.0%
```

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--------
BTS5TXPC
--------                                   Teacher FT (SectionC-Science)

% of science course 5 textbook to be covered this year

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{60-60,60/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


----------------------------------------------------------------------
FORM: BTSCLPCT        Timing Data (in secs);  Mean:94.88, Median:64.01
----------------------------------------------------------------------

--------
BTS1CTXT
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on primary textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
........................................    0           4       3.0%
{2-100,43.9615/26.7927}.................    C         130      97.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        193      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS2CTXT
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on primary textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{5-95,51.7647/30.3594}..................    C          17     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%
```

```
--------
BTS3CTXT
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on primary textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{40-80,65/21.7945}......................    C           3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS4CTXT
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on primary textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{30-30,30/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS5CTXT
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on primary textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{30-30,30/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%
```

```
--------
BTS1CPGM
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on other textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0          20      20.8%
{1-65,11.9211/10.1571}..................    C          76      79.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        231      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS2CPGM
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on other textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0           2      13.3%
{2-60,18.6154/17.3183}..................    C          13      86.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        312      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS3CPGM
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on other textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0           1      50.0%
{25-25,25/0}............................    C           1      50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        325      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS4CPGM
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on other textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS5CPGM
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on other textbook

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS1CCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on commercially available
materials

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
.......................................     0          13      13.4%
{2-85,14.8929/13.5851}..................    C          84      86.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        230      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS2CCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on commercially available
materials

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           2      20.0%
{5-20,11.875/5.3033}...................   C           8      80.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        317      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS3CCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on commercially available
materials

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS4CCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on commercially available
materials

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS5CCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on commercially available
materials

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS1CPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on professional development
courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0          16      15.4%
{1-50,12.0568/8.1598}..................   C          88      84.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        223      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS2CPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on professional devlpmnt courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           2      15.4%
{3-45,12.0909/11.836}..................   C          11      84.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        314      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS3CPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on professional development
courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1       50.0%
{20-20,20/0}...........................   C           1       50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       325      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS4CPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on professional development
courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS5CPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on professional development
courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS1CCNF
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on materials from conferences

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0          24       26.4%
{1-30,9.9552/6.6707}...................   C          67       73.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       236      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS2CCNF
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on materials from conferences

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           2       22.2%
{5-40,11.4286/12.8174}.................   C           7       77.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       318      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS3CCNF
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on materials from conferences

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{10-10,10/0}...........................   C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS4CCNF
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on materials from conferences

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{10-10,10/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

```
--------
BTS5CCNF
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on materials from conferences

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{10-10,10/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

```
--------
BTS1CSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
........................................    0           1       0.8%
{1-100,27.3125/21.6808}.................    C         128      99.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        198      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

```
--------
BTS2CSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
........................................    0           1       7.1%
{5-75,23.4615/24.865}...................    C          13      92.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        313      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

```
--------
BTS3CSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{40-40,40/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

```
--------
BTS4CSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{50-50,50/0}............................    C           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

```
--------
BTS5CSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on materials created by teacher

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{50-50,50/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS1COTH
--------                                   Teacher FT (SectionC-Science)

% of science course 1 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
........................................    0           9       20.5%
{3-55,15.5429/12.8047}..................    C          35       79.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        283      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS2COTH
--------                                   Teacher FT (SectionC-Science)

% of science course 2 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{5-20,10.7143/4.4987}...................    C           7      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        320      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS3COTH
--------                                   Teacher FT (SectionC-Science)

% of science course 3 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{10-10,10/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS4COTH
--------                                   Teacher FT (SectionC-Science)

% of science course 4 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{10-10,10/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS5COTH
--------                                   Teacher FT (SectionC-Science)

% of science course 5 instruction based on another source

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{10-10,10/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
----------------------------------------------------------------------
FORM: BTSTXDIF        Timing Data (in secs);  Mean:26.39, Median:16.00
----------------------------------------------------------------------

--------
BTS1TDIF
--------                                  Teacher FT (SectionC-Science)

Teacher rating of difficulty of science course 1 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
It is much too easy.....................   1          1       0.7%
It is somewhat too easy.................   2          8       5.8%
It is at the appropriate level..........   3         89      64.0%
It is somewhat too difficult............   4         36      25.9%
It is much too difficult................   5          5       3.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        188      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTS2TDIF
--------                                  Teacher FT (SectionC-Science)

Teacher rating of difficulty of science course 2 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
It is much too easy.....................   1          1       5.6%
It is somewhat too easy.................   2          3      16.7%
It is at the appropriate level..........   3          7      38.9%
It is somewhat too difficult............   4          5      27.8%
It is much too difficult................   5          2      11.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        309      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTS3TDIF
--------                                  Teacher FT (SectionC-Science)

Teacher rating of difficulty of science course 3 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
It is at the appropriate level..........   3          2      66.7%
It is much too difficult................   5          1      33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTS4TDIF
--------                                  Teacher FT (SectionC-Science)

Teacher rating of difficulty of science course 4 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
It is much too difficult................   5          1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%


--------
BTS5TDIF
--------                                  Teacher FT (SectionC-Science)

Teacher rating of difficulty of science course 5 textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
It is much too difficult................   5          1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
---------------------------------------------------------------------
FORM: BTSTXUSE       Timing Data (in secs);  Mean:102.07, Median:84.02
---------------------------------------------------------------------
```

```
--------
BTS1TUSA
--------                                  Teacher FT (SectionC-Science)

Will follow science course 1 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1          55      39.9%
Rarely..................................   2          40      29.0%
Sometimes...............................   3          32      23.2%
Often...................................   4          10       7.2%
Always..................................   5           1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        189      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS2TUSA
--------                                  Teacher FT (SectionC-Science)

Will follow science course 2 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           7      41.2%
Rarely..................................   2           3      17.6%
Sometimes...............................   3           6      35.3%
Often...................................   4           1       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        310      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS3TUSA
--------                                  Teacher FT (SectionC-Science)

Will follow science course 3 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           2      66.7%
Sometimes...............................   3           1      33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        324      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS4TUSA
--------                                  Teacher FT (SectionC-Science)

Will follow science course 4 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS5TUSA
--------                                  Teacher FT (SectionC-Science)

Will follow science course 5 textbook page by page

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Never...................................   1           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        326      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTS1TUSB
--------                                   Teacher FT (SectionC-Science)

Will pick only what is important from science course 1 textbook

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
Never...................................    1           1        0.7%
Rarely..................................    2          15       10.9%
Sometimes...............................    3          43       31.4%
Often...................................    4          57       41.6%
Always..................................    5          21       15.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        190       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%


--------
BTS2TUSB
--------                                   Teacher FT (SectionC-Science)

Will pick only what is important from science course 2 textbook

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
Rarely..................................    2           1        5.9%
Sometimes...............................    3           5       29.4%
Often...................................    4           8       47.1%
Always..................................    5           3       17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS3TUSB
--------                                   Teacher FT (SectionC-Science)

Will pick only what is important from science course 3 textbook

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
Sometimes...............................    3           1       33.3%
Often...................................    4           1       33.3%
Always..................................    5           1       33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%


--------
BTS4TUSB
--------                                   Teacher FT (SectionC-Science)

Will pick only what is important from science course 4 textbook

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
Always..................................    5           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%


--------
BTS5TUSB
--------                                   Teacher FT (SectionC-Science)

Will pick only what is important from science course 5 textbook

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
Always..................................    5           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS1TUSC
--------                                   Teacher FT (SectionC-Science)

Follows district curriculum recommendations instead of science course 1
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Never...................................    1           4        2.9%
Rarely..................................    2           6        4.4%
Sometimes...............................    3          30       21.9%
Often...................................    4          50       36.5%
Always..................................    5          47       34.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        190      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTS2TUSC
--------                                   Teacher FT (SectionC-Science)

Follows district curriculum recommendations instead of science course 2
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Never...................................    1           3       17.6%
Rarely..................................    2           1        5.9%
Sometimes...............................    3           3       17.6%
Often...................................    4           8       47.1%
Always..................................    5           2       11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTS3TUSC
--------                                   Teacher FT (SectionC-Science)

Follows district curriculum recommendations instead of science course 3
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Rarely..................................    2           1       33.3%
Sometimes...............................    3           1       33.3%
Often...................................    4           1       33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTS4TUSC
--------                                   Teacher FT (SectionC-Science)

Follows district curriculum recommendations instead of science course 4
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Rarely..................................    2           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTS5TUSC
--------                                   Teacher FT (SectionC-Science)

Follows district curriculum recommendations instead of science course 5
textbook

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Rarely..................................    2           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTS1TUSD
--------                                    Teacher FT (SectionC-Science)

science course 1 textbook will guide structure of course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1          13       9.4%
Rarely..................................    2          20      14.5%
Sometimes...............................    3          47      34.1%
Often...................................    4          52      37.7%
Always..................................    5           6       4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        189      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS2TUSD
--------                                    Teacher FT (SectionC-Science)

science course 2 textbook will guide structure of course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           9      52.9%
Often...................................    4           8      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS3TUSD
--------                                    Teacher FT (SectionC-Science)

science course 3 textbook will guide structure of course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Rarely..................................    2           1      33.3%
Often...................................    4           2      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS4TUSD
--------                                    Teacher FT (SectionC-Science)

science course 4 textbook will guide structure of course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Rarely..................................    2           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%


--------
BTS5TUSD
--------                                    Teacher FT (SectionC-Science)

science course 5 textbook will guide structure of course

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Rarely..................................    2           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                                327     100.0%
```

```
--------
BTS1TUSE
--------                                    Teacher FT (SectionC-Science)

Will supplement science course 1 textbook w/activities from other
sources

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3          33     23.7%
Often...................................    4          63     45.3%
Always..................................    5          43     30.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        188     (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS2TUSE
--------                                    Teacher FT (SectionC-Science)

Will supplement science course 2 textbook w/activities from other
sources

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           5     29.4%
Often...................................    4           8     47.1%
Always..................................    5           4     23.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310     (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS3TUSE
--------                                    Teacher FT (SectionC-Science)

Will supplement science course 3 textbook w/activities from other
sources

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Rarely..................................    2           1     33.3%
Sometimes...............................    3           1     33.3%
Often...................................    4           1     33.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324     (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS4TUSE
--------                                    Teacher FT (SectionC-Science)

Will supplement science course 4 textbook w/activities from other
sources

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326     (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS5TUSE
--------                                    Teacher FT (SectionC-Science)

Will supplement science course 5 textbook w/activities from other
sources

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326     (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS1TUSF
--------                                    Teacher FT (SectionC-Science)

Will review science course 1 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1          19      13.7%
Rarely..................................    2          17      12.2%
Sometimes...............................    3          50      36.0%
Often...................................    4          46      33.1%
Always..................................    5           7       5.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        188      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS2TUSF
--------                                    Teacher FT (SectionC-Science)

Will review science course 2 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           3      17.6%
Rarely..................................    2           2      11.8%
Sometimes...............................    3           4      23.5%
Often...................................    4           6      35.3%
Always..................................    5           2      11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS3TUSF
--------                                    Teacher FT (SectionC-Science)

Will review science course 3 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Rarely..................................    2           1      33.3%
Often...................................    4           2      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS4TUSF
--------                                    Teacher FT (SectionC-Science)

Will review science course 4 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Often...................................    4           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS5TUSF
--------                                    Teacher FT (SectionC-Science)

Will review science course 5 textbook's teacher guide to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Often...................................    4           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS1TUSG
--------                                    Teacher FT (SectionC-Science)

Will use science course 1 textbook to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1          11       7.9%
Rarely..................................    2          21      15.1%
Sometimes...............................    3          43      30.9%
Often...................................    4          49      35.3%
Always..................................    5          15      10.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        188      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS2TUSG
--------                                    Teacher FT (SectionC-Science)

Will use science course 2 textbook to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Never...................................    1           1       5.9%
Sometimes...............................    3           7      41.2%
Often...................................    4           7      41.2%
Always..................................    5           2      11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        310      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS3TUSG
--------                                    Teacher FT (SectionC-Science)

Will use science course 3 textbook to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Often...................................    4           3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        324      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS4TUSG
--------                                    Teacher FT (SectionC-Science)

Will use science course 4 textbook to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Often...................................    4           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%


--------
BTS5TUSG
--------                                    Teacher FT (SectionC-Science)

Will use science course 5 textbook to plan lessons

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Sometimes...............................    3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----  ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS1TUSH
--------                                    Teacher FT (SectionC-Science)

Will assign homework from science course 1 textbook

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1          15       10.9%
Rarely..................................      2          29       21.2%
Sometimes...............................      3          39       28.5%
Often...................................      4          46       33.6%
Always..................................      5           8        5.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         190      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%


--------
BTS2TUSH
--------                                    Teacher FT (SectionC-Science)

Will assign homework from science course 2 textbook

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           2       11.8%
Rarely..................................      2           3       17.6%
Sometimes...............................      3           5       29.4%
Often...................................      4           7       41.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         310      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%


--------
BTS3TUSH
--------                                    Teacher FT (SectionC-Science)

Will assign homework from science course 3 textbook

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Rarely..................................      2           1       33.3%
Often...................................      4           2       66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         324      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%


--------
BTS4TUSH
--------                                    Teacher FT (SectionC-Science)

Will assign homework from science course 4 textbook

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         326      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%


--------
BTS5TUSH
--------                                    Teacher FT (SectionC-Science)

Will assign homework from science course 5 textbook

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         326      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%
```

```
--------
BTS1TUSI
--------                                   Teacher FT (SectionC-Science)

Students will use science course 1 textbook during lessons

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           6       4.3%
Rarely..................................      2          29      20.9%
Sometimes...............................      3          46      33.1%
Often...................................      4          43      30.9%
Always..................................      5          15      10.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         188      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%
```

```
--------
BTS2TUSI
--------                                   Teacher FT (SectionC-Science)

Students will use science course 2 textbook during lessons

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           1       5.9%
Rarely..................................      2           3      17.6%
Sometimes...............................      3           6      35.3%
Often...................................      4           7      41.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         310      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%
```

```
--------
BTS3TUSI
--------                                   Teacher FT (SectionC-Science)

Students will use science course 3 textbook during lessons

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Sometimes...............................      3           1      33.3%
Often...................................      4           2      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         324      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%
```

```
--------
BTS4TUSI
--------                                   Teacher FT (SectionC-Science)

Students will use science course 4 textbook during lessons

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Sometimes...............................      3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         326      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%
```

```
--------
BTS5TUSI
--------                                   Teacher FT (SectionC-Science)

Students will use science course 5 textbook during lessons

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Sometimes...............................      3           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         326      (MISS)
                                                        -----   ---------
 TOTALS:                                                  327     100.0%
```

```
--------
BTS1TUSJ
--------                                   Teacher FT (SectionC-Science)

Students will use science course 1 textbook for homework assignments

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1          12        8.7%
Rarely..................................      2          19       13.8%
Sometimes...............................      3          40       29.0%
Often...................................      4          61       44.2%
Always..................................      5           6        4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        189      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%
```

```
--------
BTS2TUSJ
--------                                   Teacher FT (SectionC-Science)

Students will use science course 2 textbook for homework assignments

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           1        5.9%
Rarely..................................      2           5       29.4%
Sometimes...............................      3           5       29.4%
Often...................................      4           5       29.4%
Always..................................      5           1        5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        310      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%
```

```
--------
BTS3TUSJ
--------                                   Teacher FT (SectionC-Science)

Students will use science course 3 textbook for homework assignments

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Rarely..................................      2           1       33.3%
Often...................................      4           2       66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        324      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%
```

```
--------
BTS4TUSJ
--------                                   Teacher FT (SectionC-Science)

Students will use science course 4 textbook for homework assignments

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Rarely..................................      2           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        326      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%
```

```
--------
BTS5TUSJ
--------                                   Teacher FT (SectionC-Science)

Students will use science course 5 textbook for homework assignments

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Never...................................      1           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9        326      (MISS)
                                                       -----   ---------
 TOTALS:                                                 327      100.0%
```

```
----------------------------------------------------------------------
FORM: BTSGRPCT        Timing Data (in secs);  Mean:61.54, Median:43.53
----------------------------------------------------------------------

--------
BTS1GTXT
--------                                  Teacher FT (SectionC-Science)

% of science course 1 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0          17      13.6%
{5-100,55.6759/32.3748}................   C         108      86.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       202      (MISS)
                                                    -----   ---------
 TOTALS:                                              327     100.0%


--------
BTS2GTXT
--------                                  Teacher FT (SectionC-Science)

% of science course 2 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           2      11.8%
{5-95,58.6667/33.778}..................   C          15      88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       310      (MISS)
                                                    -----   ---------
 TOTALS:                                              327     100.0%


--------
BTS3GTXT
--------                                  Teacher FT (SectionC-Science)

% of science course 3 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1      50.0%
{80-80,80/0}...........................   C           1      50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       325      (MISS)
                                                    -----   ---------
 TOTALS:                                              327     100.0%


--------
BTS4GTXT
--------                                  Teacher FT (SectionC-Science)

% of science course 4 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       326      (MISS)
                                                    -----   ---------
 TOTALS:                                              327     100.0%


--------
BTS5GTXT
--------                                  Teacher FT (SectionC-Science)

% of science course 5 test items from primary textbook

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
.......................................   0           1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9       326      (MISS)
                                                    -----   ---------
 TOTALS:                                              327     100.0%
```

```
--------
BTS1GCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 1 test items from commercially available materials

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0          21       23.9%
{1-80,19.0896/17.5661}..................    C          67       76.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        239       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS2GCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 2 test items from commercially available materials

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0           4       33.3%
{5-20,10/4.6291}........................    C           8       66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        315       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS3GCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 3 test items from commercially available materials

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0           1       50.0%
{20-20,20/0}............................    C           1       50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        325       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS4GCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 4 test items from commercially available materials

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS5GCOM
--------                                   Teacher FT (SectionC-Science)

% of science course 5 test items from commercially available materials

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS1GPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 1 test items from professional development courses

                                                                NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----    ---------
.......................................     0          31       43.7%
{1-20,9.025/5.1415}.....................    C          40       56.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        256       (MISS)
                                                     -----    ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS2GPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 2 test items from professional development courses

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           4       36.4%
{5-40,17.8571/15.2362}.................     C           7       63.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        316      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


--------
BTS3GPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 3 test items from professional development courses

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


--------
BTS4GPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 4 test items from professional development courses

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

```
--------
BTS5GPRO
--------                                   Teacher FT (SectionC-Science)

% of science course 5 test items from professional development courses

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


--------
BTS1GSCH
--------                                   Teacher FT (SectionC-Science)

% of science course 1 test items developed by the school/district

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0          32       40.0%
{1-100,19.4167/22.5943}................     C          48       60.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        247      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%


--------
BTS2GSCH
--------                                   Teacher FT (SectionC-Science)

% of science course 2 test items developed by the school/district

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           3       37.5%
{5-45,19/16.3554}......................     C           5       62.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        319      (MISS)
                                                     -----   ---------
 TOTALS:                                               327      100.0%
```

```
--------
BTS3GSCH
--------                                   Teacher FT (SectionC-Science)

% of science course 3 test items developed by the school/district

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{25-25,25/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS4GSCH
--------                                   Teacher FT (SectionC-Science)

% of science course 4 test items developed by the school/district

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{25-25,25/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS5GSCH
--------                                   Teacher FT (SectionC-Science)

% of science course 5 test items developed by the school/district

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{25-25,25/0}............................    C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        326      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS1GSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 1 test items developed by teacher

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           8        6.5%
{1-100,32.3217/29.0159}.................    C         115       93.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        204      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS2GSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 2 test items developed by teacher

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           1        7.1%
{5-100,39.6154/35.2054}.................    C          13       92.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        313      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS3GSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 3 test items developed by teacher

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{75-100,87.5/17.6777}...................    C           2      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        325      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTS4GSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 4 test items developed by teacher

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
{75-75,75/0}............................      C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         326      (MISS)
                                                         -----   ---------
 TOTALS:                                                   327      100.0%


--------
BTS5GSLF
--------                                   Teacher FT (SectionC-Science)

% of science course 5 test items developed by teacher

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
{75-75,75/0}............................      C           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         326      (MISS)
                                                         -----   ---------
 TOTALS:                                                   327      100.0%


--------
BTS1GOTH
--------                                   Teacher FT (SectionC-Science)

% of science course 1 test items from another source

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
........................................      0          21       31.3%
{1-100,29.8043/30.3825}.................      C          46       68.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         260      (MISS)
                                                         -----   ---------
 TOTALS:                                                   327      100.0%
```

```
--------
BTS2GOTH
--------                                   Teacher FT (SectionC-Science)

% of science course 2 test items from another source

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
........................................      0           2       22.2%
{5-40,15/11.9024}.......................      C           7       77.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         318      (MISS)
                                                         -----   ---------
 TOTALS:                                                   327      100.0%


--------
BTS3GOTH
--------                                   Teacher FT (SectionC-Science)

% of science course 3 test items from another source

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
........................................      0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         326      (MISS)
                                                         -----   ---------
 TOTALS:                                                   327      100.0%


--------
BTS4GOTH
--------                                   Teacher FT (SectionC-Science)

% of science course 4 test items from another source

                                                                NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
........................................      0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9         326      (MISS)
                                                         -----   ---------
 TOTALS:                                                   327      100.0%
```

```
--------
BTS5GOTH
--------                                  Teacher FT (SectionC-Science)

% of science course 5 test items from another source

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
.......................................     0           1      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         326      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%


----------------------------------------------------------------------
FORM: BTSTCHAS        Timing Data (in secs);  Mean:62.04, Median:53.01
----------------------------------------------------------------------

--------
BTSTCAS1
--------                                  Teacher FT (SectionC-Science)

Advanced courses are assigned to teachers with the most seniority
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>science</b>
     teaching assignments are made in this school?

     Advanced courses are assigned to teachers with the most
     seniority.

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          26       18.3%
Agree...................................    2          43       30.3%
Disagree................................    3          63       44.4%
Strongly disagree.......................    4          10        7.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         185      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTSTCAS2
--------                                  Teacher FT (SectionC-Science)

Advanced courses are assigned to tchers with strongest sci background
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>science</b>
     teaching assignments are made in this school?

     Advanced courses are assigned to teachers with the strongest
     science background.

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          25       17.6%
Agree...................................    2          70       49.3%
Disagree................................    3          36       25.4%
Strongly disagree.......................    4          11        7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         185      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%


--------
BTSTCAS3
--------                                  Teacher FT (SectionC-Science)

Science teachers are assigned at least one section of advanced courses
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>science</b>
     teaching assignments are made in this school?

     All or most science teachers are assigned at least one section of
     advanced courses.

                                                                NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1           2        1.4%
Agree...................................    2          20       14.0%
Disagree................................    3          83       58.0%
Strongly disagree.......................    4          38       26.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         184      (MISS)
                                                      -----   ---------
 TOTALS:                                                327      100.0%
```

```
--------
BTSTCAS4
--------                                   Teacher FT (SectionC-Science)

Non-college prep courses assigned to teachers new to the profession
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>science</b>
     teaching assignments are made in this school?

     Non-college prep courses are assigned to teachers new to the
     profession.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          12       8.4%
Agree...................................   2          36      25.2%
Disagree................................   3          70      49.0%
Strongly disagree.......................   4          25      17.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        184      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTSTCAS5
--------                                   Teacher FT (SectionC-Science)

Non-college prep courses assigned to teachers whose student perform
poorly
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>science</b>
     teaching assignments are made in this school?

     Non-college prep courses are assigned to teachers whose students
     do not perform well on standardized tests.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1           5       3.5%
Agree...................................   2          23      16.2%
Disagree................................   3          73      51.4%
Strongly disagree.......................   4          41      28.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        185      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTSTCAS6
--------                                   Teacher FT (SectionC-Science)

Science teachers assigned at least one section of non-college prep
course
     To what extent do you agree or disagree with each of the
     following statements about how high school <b>science</b>
     teaching assignments are made in this school?

     All or most science teachers are assigned at least one section of
     a non-college prep course.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1           5       3.5%
Agree...................................   2          41      28.7%
Disagree................................   3          65      45.5%
Strongly disagree.......................   4          32      22.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        184      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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-----------------------------------------------------------------------
FORM: BTSCIDPA        Timing Data (in secs);  Mean:33.67, Median:30.07
-----------------------------------------------------------------------
```

```
--------
BTSDPT01
--------                                   Teacher FT (SectionC-Science)

Science teachers in this department share ideas on teaching
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school?

     Science teachers in this department share ideas on teaching.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          52      36.6%
Agree...................................   2          79      55.6%
Disagree................................   3          11       7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        185      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTSDPT02
--------                                   Teacher FT (SectionC-Science)

Science teachers in this dept discuss what was learned at a workshop
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school?

     Science teachers in this department discuss what was learned at a
     workshop or conference.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          33      23.2%
Agree...................................    2          87      61.3%
Disagree................................    3          21      14.8%
Strongly disagree.......................    4           1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        185      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSDPT03
--------                                   Teacher FT (SectionC-Science)

Science teachers in this department share and discuss student work
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school?

     Science teachers in this department share and discuss student
     work.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          33      23.2%
Agree...................................    2          83      58.5%
Disagree................................    3          24      16.9%
Strongly disagree.......................    4           2       1.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        185      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSDPT04
--------                                   Teacher FT (SectionC-Science)

Science teachers in this dept discuss lessons that were not successful
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school?

     Science teachers in this department discuss particular lessons
     that were not very successful.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          25      17.6%
Agree...................................    2          90      63.4%
Disagree................................    3          25      17.6%
Strongly disagree.......................    4           2       1.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        185      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSDPT05
--------                                   Teacher FT (SectionC-Science)

Science teachers in this dept discuss beliefs about teaching/learning
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school?

     Science teachers in this department discuss beliefs about
     teaching and learning.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          42      29.8%
Agree...................................    2          83      58.9%
Disagree................................    3          15      10.6%
Strongly disagree.......................    4           1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        186      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSDPT06
--------                                    Teacher FT (SectionC-Science)

Science teachers in this dept share/discuss research on effective
methods
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school?

     Science teachers in this department share and discuss research on
     effective teaching methods.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          43      30.3%
Agree...................................    2          75      52.8%
Disagree................................    3          22      15.5%
Strongly disagree.......................    4           2       1.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        185      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%


-----------------------------------------------------------------------
FORM: BTSCIDPB        Timing Data (in secs);  Mean:65.00, Median:42.01
-----------------------------------------------------------------------

--------
BTSDPT07
--------                                    Teacher FT (SectionC-Science)

Science teachers in this dept share research on instructional practices
for ELL
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school? (continued)

     Science teachers in this department share and discuss research on
     effective instructional practices for English language learners.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          20      13.8%
Agree...................................    2          67      46.2%
Disagree................................    3          48      33.1%
Strongly disagree.......................    4          10       6.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        182      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%


--------
BTSDPT08
--------                                    Teacher FT (SectionC-Science)

Science teachers in this dept explore new approaches for underperforming
student
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school? (continued)

     Science teachers in this department explore new teaching
     approaches for under-performing students.

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Strongly agree..........................    1          29      19.9%
Agree...................................    2          91      62.3%
Disagree................................    3          24      16.4%
Strongly disagree.......................    4           2       1.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        181      (MISS)
                                                     -----   ---------
 TOTALS:                                              327      100.0%
```

```
--------
BTSDPT09
--------                                    Teacher FT (SectionC-Science)

Science teachers in this dept coordinate courses content with other
teachers
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school? (continued)

     Science teachers in this department make a conscious effort to
     coordinate the content of courses with other teachers in this
     school.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree........................     1         34      23.4%
Agree.................................     2         69      47.6%
Disagree..............................     3         39      26.9%
Strongly disagree.....................     4          3       2.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       182      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%


--------
BTSDPT10
--------                                    Teacher FT (SectionC-Science)

Science teachers in this dept are effective at teaching students in
science
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school? (continued)

     Science teachers in this department are effective at teaching
     students in science.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree........................     1         52      35.9%
Agree.................................     2         90      62.1%
Disagree..............................     3          2       1.4%
Strongly disagree.....................     4          1       0.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       182      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
--------
BTSDPT11
--------                                    Teacher FT (SectionC-Science)

Science teachers in this dept provide support to new science teachers
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school? (continued)

     Science teachers in this department provide support to new
     science teachers.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree........................     1         66      45.5%
Agree.................................     2         71      49.0%
Disagree..............................     3          6       4.1%
Strongly disagree.....................     4          2       1.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       182      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%


--------
BTSDPT12
--------                                    Teacher FT (SectionC-Science)

Science department’s chair is supportive and encouraging toward staff
     To what extent do you agree or disagree with each of the
     following statements about the <b>science</b> department in this
     school? (continued)

     The science department's chair or curricular area coordinator's
     behavior toward the staff is supportive and encouraging.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree........................     1         73      50.3%
Agree.................................     2         56      38.6%
Disagree..............................     3         13       9.0%
Strongly disagree.....................     4          3       2.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9       182      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

```
----------------------------------------------------------------------
FORM: BTBOYGRL        Timing Data (in secs);  Mean:34.37, Median:25.00
----------------------------------------------------------------------
```

```
--------
BTBYGRL1
--------                                   Teacher FT (SectionD-School)

How teacher compares boys and girls reading abilities
     In general, how would you compare boys and girls in...?

     Reading
```

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	18	5.8%
Girls are somewhat better.....	2	99	31.6%
Girls and boys are the same.....	3	195	62.3%
Boys are somewhat better.....	4	1	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	14	(MISS)
TOTALS:		327	100.0%

```
--------
BTBYGRL2
--------                                   Teacher FT (SectionD-School)

How teacher compares boys and girls math abilities
     In general, how would you compare boys and girls in...?

     Math
```

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	6	1.9%
Girls are somewhat better.....	2	31	9.8%
Girls and boys are the same.....	3	214	67.5%
Boys are somewhat better.....	4	64	20.2%
Boys are much better.....	5	2	0.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	10	(MISS)
TOTALS:		327	100.0%

```
--------
BTBYGRL4
--------                                   Teacher FT (SectionD-School)

How teacher compares boys and girls writing abilities
     In general, how would you compare boys and girls in...?

     Science
```

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	3	1.0%
Girls are somewhat better.....	2	28	9.0%
Girls and boys are the same.....	3	234	75.5%
Boys are somewhat better.....	4	43	13.9%
Boys are much better.....	5	2	0.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	17	(MISS)
TOTALS:		327	100.0%

```
--------
BTBYGRL3
--------                                   Teacher FT (SectionD-School)

How teacher compares boys and girls science abilities
     In general, how would you compare boys and girls in...?

     Writing
```

	CODES	FREQ	NON-MISS PERCENT
Girls are much better.....	1	16	5.1%
Girls are somewhat better.....	2	150	48.2%
Girls and boys are the same.....	3	144	46.3%
Boys are somewhat better.....	4	1	0.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	16	(MISS)
TOTALS:		327	100.0%

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----------------------------------------------------------------------
FORM: BTPROBLM        Timing Data (in secs);  Mean:58.05, Median:47.01
----------------------------------------------------------------------
```

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--------
BTPROB01
--------                                  Teacher FT (SectionD-School)

Student tardiness is a problem at this school
     To what extent is each of the following a problem in this school?

     Student tardiness

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1         27       8.4%
Minor problem...........................   2        153      47.8%
Moderate problem........................   3         83      25.9%
Serious problem.........................   4         57      17.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

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BTPROB02
--------                                  Teacher FT (SectionD-School)

Student absenteeism is a problem at this school
     To what extent is each of the following a problem in this school?

     Student absenteeism

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1         29       9.0%
Minor problem...........................   2        124      38.6%
Moderate problem........................   3        103      32.1%
Serious problem.........................   4         65      20.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          6      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

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BTPROB03
--------                                  Teacher FT (SectionD-School)

Student class cutting is a problem at this school
     To what extent is each of the following a problem in this school?

     Student class cutting

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1         84      26.2%
Minor problem...........................   2        130      40.5%
Moderate problem........................   3         70      21.8%
Serious problem.........................   4         37      11.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          6      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
```

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BTPROB04
--------                                  Teacher FT (SectionD-School)

Teacher absenteeism is a problem at this school
     To what extent is each of the following a problem in this school?

     Teacher absenteeism

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1        215      67.2%
Minor problem...........................   2         86      26.9%
Moderate problem........................   3         16       5.0%
Serious problem.........................   4          3       0.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             327      100.0%
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BTPROB05
--------                                   Teacher FT (SectionD-School)

Students dropping out is a problem at this school
     To what extent is each of the following a problem in this school?

     Students dropping out

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Not a problem...........................     1        93      29.1%
Minor problem...........................     2       111      34.7%
Moderate problem........................     3        73      22.8%
Serious problem.........................     4        43      13.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         7     (MISS)
                                                   -----  ---------
 TOTALS:                                            327     100.0%
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BTPROB06
--------                                   Teacher FT (SectionD-School)

Student apathy is a problem at this school
     To what extent is each of the following a problem in this school?

     Student apathy

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Not a problem...........................     1        31       9.7%
Minor problem...........................     2       103      32.2%
Moderate problem........................     3        98      30.6%
Serious problem.........................     4        88      27.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         7     (MISS)
                                                   -----  ---------
 TOTALS:                                            327     100.0%
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BTPROB07
--------                                   Teacher FT (SectionD-School)

Lack of parental involvement is a problem at this school
     To what extent is each of the following a problem in this school?

     Lack of parental involvement

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Not a problem...........................     1        54      16.9%
Minor problem...........................     2        82      25.7%
Moderate problem........................     3        96      30.1%
Serious problem.........................     4        87      27.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         8     (MISS)
                                                   -----  ---------
 TOTALS:                                            327     100.0%
```

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BTPROB08
--------                                   Teacher FT (SectionD-School)

Poverty is a problem at this school
     To what extent is each of the following a problem in this school?

     Poverty

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Not a problem...........................     1        67      21.1%
Minor problem...........................     2       107      33.8%
Moderate problem........................     3        92      29.0%
Serious problem.........................     4        51      16.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        10     (MISS)
                                                   -----  ---------
 TOTALS:                                            327     100.0%
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--------
BTPROB09
--------                                   Teacher FT (SectionD-School)

Students coming to school unprepared to learn is a problem at this
school
     To what extent is each of the following a problem in this school?

     Students come to school unprepared to learn

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1         19       5.9%
Minor problem...........................   2        101      31.6%
Moderate problem........................   3        106      33.1%
Serious problem.........................   4         94      29.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTPROB10
--------                                   Teacher FT (SectionD-School)

Poor student health is a problem at this school
     To what extent is each of the following a problem in this school?

     Poor student health

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1        155      48.6%
Minor problem...........................   2        120      37.6%
Moderate problem........................   3         37      11.6%
Serious problem.........................   4          7       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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BTPROB11
--------                                   Teacher FT (SectionD-School)

Lack of resources/materials for teachers is a problem at this school
     To what extent is each of the following a problem in this school?

     Lack of resources and materials for teachers

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not a problem...........................   1        110      34.5%
Minor problem...........................   2        123      38.6%
Moderate problem........................   3         56      17.6%
Serious problem.........................   4         30       9.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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FORM: BTLIMITA        Timing Data (in secs);  Mean:76.20, Median:60.01
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BTLIMT01
--------                                   Teacher FT (SectionD-School)

Teaching is limited by different academic abilities in the same class
     In your view, to what extent do the following limit how you
     teach?

     Students with different academic abilities in the same class

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0          4       1.2%
Not at all..............................   1         36      11.2%
A little................................   2        114      35.6%
Some....................................   3        105      32.8%
A lot...................................   4         61      19.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTLIMT02
--------                                    Teacher FT (SectionD-School)

Teaching is limited by students with wide range of socioeconomic
backgrounds
     In your view, to what extent do the following limit how you
     teach?

     Students who come from a wide range of socio-economic backgrounds

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0          9       2.8%
Not at all..............................   1        140      43.8%
A little................................   2         91      28.4%
Some....................................   3         51      15.9%
A lot...................................   4         29       9.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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BTLIMT03
--------                                    Teacher FT (SectionD-School)

Teaching is limited by students with wide range of language backgrounds
     In your view, to what extent do the following limit how you
     teach?

     Students who come from a wide range of language backgrounds

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0         49      15.3%
Not at all..............................   1         81      25.2%
A little................................   2        104      32.4%
Some....................................   3         66      20.6%
A lot...................................   4         21       6.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          6      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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BTLIMT04
--------                                    Teacher FT (SectionD-School)

Teaching is limited by students with special needs
     In your view, to what extent do the following limit how you
     teach?

     Students with special needs (e.g. hearing, vision, speech
     impairment, physical disabilities, mental or emotional/
     psychological impairment)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0         21       6.6%
Not at all..............................   1        106      33.2%
A little................................   2        100      31.3%
Some....................................   3         65      20.4%
A lot...................................   4         27       8.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
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BTLIMT05
--------                                    Teacher FT (SectionD-School)

Teaching is limited by uninterested students
     In your view, to what extent do the following limit how you
     teach?

     Uninterested students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not at all..............................   1         40      12.5%
A little................................   2         94      29.5%
Some....................................   3         99      31.0%
A lot...................................   4         86      27.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
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BTLIMT06
--------                                   Teacher FT (SectionD-School)

Teaching is limited by low morale among students
     In your view, to what extent do the following limit how you
     teach?

     Low morale among students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0          7       2.2%
Not at all..............................   1         75      23.4%
A little................................   2        110      34.3%
Some....................................   3         87      27.1%
A lot...................................   4         42      13.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          6      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTLIMT07
--------                                   Teacher FT (SectionD-School)

Teaching is limited by disruptive students
     In your view, to what extent do the following limit how you
     teach?

     Disruptive students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0          2       0.6%
Not at all..............................   1         57      17.8%
A little................................   2        113      35.3%
Some....................................   3         90      28.1%
A lot...................................   4         58      18.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTLIMT08
--------                                   Teacher FT (SectionD-School)

Teaching is limited by shortage of computer hardware/software
     In your view, to what extent do the following limit how you
     teach?

     Shortage of computer hardware/software

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0         21       6.6%
Not at all..............................   1        129      40.4%
A little................................   2         76      23.8%
Some....................................   3         55      17.2%
A lot...................................   4         38      11.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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BTLIMT09
--------                                   Teacher FT (SectionD-School)

Teaching is limited by shortage of support for using computers
     In your view, to what extent do the following limit how you
     teach?

     Shortage of support for using computers

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0         29       9.1%
Not at all..............................   1        151      47.3%
A little................................   2         66      20.7%
Some....................................   3         44      13.8%
A lot...................................   4         29       9.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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BTLIMT10
--------                                    Teacher FT (SectionD-School)

Teaching is limited by shortage of textbooks for student use
     In your view, to what extent do the following limit how you
     teach?

     Shortage of textbooks for student use

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0        28       8.7%
Not at all..............................   1       226      70.4%
A little................................   2        41      12.8%
Some....................................   3        19       5.9%
A lot...................................   4         7       2.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         6      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%


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FORM: BTLIMITB        Timing Data (in secs);  Mean:57.67, Median:46.01
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BTLIMT11
--------                                    Teacher FT (SectionD-School)

Teaching is limited by shortage of other instructional equipment for
student use
     In your view, to what extent do the following limit how you
     teach? (continued)

     Shortage of other instructional equipment for students' use

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0        19       6.0%
Not at all..............................   1       135      42.3%
A little................................   2        89      27.9%
Some....................................   3        58      18.2%
A lot...................................   4        18       5.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         8      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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--------
BTLIMT12
--------                                    Teacher FT (SectionD-School)

Teaching is limited by shortage of equipment for demonstrations
     In your view, to what extent do the following limit how you
     teach? (continued)

     Shortage of equipment for your use in demonstrations and other
     exercises

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0        11       3.5%
Not at all..............................   1       135      42.5%
A little................................   2        78      24.5%
Some....................................   3        67      21.1%
A lot...................................   4        27       8.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         9      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%


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BTLIMT13
--------                                    Teacher FT (SectionD-School)

Teaching is limited by inadequate physical facilities
     In your view, to what extent do the following limit how you
     teach? (continued)

     Inadequate physical facilities

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Not applicable..........................   0        28       8.8%
Not at all..............................   1       155      48.9%
A little................................   2        63      19.9%
Some....................................   3        48      15.1%
A lot...................................   4        23       7.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        10      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

BTLIMT14
-------- Teacher FT (SectionD-School)

Teaching is limited by high student/teacher ratio
In your view, to what extent do the following limit how you teach? (continued)

High student/teacher ratio

	CODES	FREQ	NON-MISS PERCENT
Not applicable.....	0	9	2.8%
Not at all.....	1	111	34.7%
A little.....	2	87	27.2%
Some.....	3	68	21.2%
A lot.....	4	45	14.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	7	(MISS)
TOTALS:		327	100.0%

BTLIMT15
-------- Teacher FT (SectionD-School)

Teaching is limited by lack of planning time
In your view, to what extent do the following limit how you teach? (continued)

Lack of planning time

	CODES	FREQ	NON-MISS PERCENT
Not applicable.....	0	8	2.5%
Not at all.....	1	132	41.5%
A little.....	2	107	33.6%
Some.....	3	35	11.0%
A lot.....	4	36	11.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		327	100.0%

BTLIMT16
-------- Teacher FT (SectionD-School)

Teaching is limited by lack of autonomy in instructional decisions
In your view, to what extent do the following limit how you teach? (continued)

Lack of autonomy in instructional decisions

	CODES	FREQ	NON-MISS PERCENT
Not applicable.....	0	16	5.0%
Not at all.....	1	179	56.3%
A little.....	2	81	25.5%
Some.....	3	30	9.4%
A lot.....	4	12	3.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		327	100.0%

BTLIMT17
-------- Teacher FT (SectionD-School)

Teaching is limited by lack of parent/family support
In your view, to what extent do the following limit how you teach? (continued)

Lack of parent/family support

	CODES	FREQ	NON-MISS PERCENT
Not applicable.....	0	3	0.9%
Not at all.....	1	83	26.1%
A little.....	2	111	34.9%
Some.....	3	79	24.8%
A lot.....	4	42	13.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		327	100.0%

```
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BTLIMT18
--------                                    Teacher FT (SectionD-School)

Teaching is limited by inadequate professional learning opportunities
     In your view, to what extent do the following limit how you
     teach? (continued)

     Inadequate opportunities for professional learning
```

	CODES	FREQ	NON-MISS PERCENT
Not applicable.....	0	14	4.4%
Not at all.....	1	188	58.9%
A little.....	2	83	26.0%
Some.....	3	27	8.5%
A lot.....	4	7	2.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	8	(MISS)
TOTALS:		327	100.0%

```
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BTLIMT19
--------                                    Teacher FT (SectionD-School)

Teaching is limited by inadequate administrative support
     In your view, to what extent do the following limit how you
     teach? (continued)

     Inadequate administrative support
```

	CODES	FREQ	NON-MISS PERCENT
Not applicable.....	0	13	4.1%
Not at all.....	1	187	58.4%
A little.....	2	73	22.8%
Some.....	3	30	9.4%
A lot.....	4	17	5.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	7	(MISS)
TOTALS:		327	100.0%

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-----------------------------------------------------------------------
FORM: BTINSTRU       Timing Data (in secs);  Mean:110.49, Median:91.61
-----------------------------------------------------------------------

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BTINSTR1
--------                                    Teacher FT (SectionD-School)

Amount a student can learn is primarily related to family background
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     The amount a student can learn is primarily related to family
     background.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	14	4.4%
Agree.....	2	84	26.4%
Disagree.....	3	169	53.1%
Strongly disagree.....	4	51	16.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		327	100.0%

```
--------
BTINSTR2
--------                                    Teacher FT (SectionD-School)

Students not disciplined at home not likely to accept any discipline
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     If students are not disciplined at home, they are not likely to
     accept any discipline.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	46	14.4%
Agree.....	2	167	52.4%
Disagree.....	3	87	27.3%
Strongly disagree.....	4	19	6.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	8	(MISS)
TOTALS:		327	100.0%

```
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BTINSTR3
--------                                    Teacher FT (SectionD-School)

Teachers limited because student home environment influences achievement
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     A teacher is very limited in what he/she can achieve because a
     student's home environment is a large influence on his/her
     achievement.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         18       5.7%
Agree...................................   2        125      39.3%
Disagree................................   3        152      47.8%
Strongly disagree.......................   4         23       7.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTINSTR4
--------                                    Teacher FT (SectionD-School)

If parent would do more for children teacher could do more for student
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     If parents would do more for their children, I could do more for
     my students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         40      12.8%
Agree...................................   2        159      50.8%
Disagree................................   3        102      32.6%
Strongly disagree.......................   4         12       3.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         14      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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BTINSTR5
--------                                    Teacher FT (SectionD-School)

Knows how to increase student retention from lesson to lesson
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     If a student did not remember information I gave in a previous
     lesson, I would know how to increase his/her retention in the
     next lesson.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         35      11.0%
Agree...................................   2        219      69.1%
Disagree................................   3         61      19.2%
Strongly disagree.......................   4          2       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

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BTINSTR6
--------                                    Teacher FT (SectionD-School)

Knows techniques to redirect disruptive students quickly
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     If a student in my class becomes disruptive and noisy, I feel
     assured that I know some techniques to redirect him/her quickly.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        115      36.1%
Agree...................................   2        189      59.2%
Disagree................................   3         12       3.8%
Strongly disagree.......................   4          3       0.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
```

```
--------
BTINSTR7
--------                                    Teacher FT (SectionD-School)

Can assess whether assignment was at the correct level of difficulty
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     If one of my students could not do a class assignment, I could
     accurately assess whether the assignment was at the correct level
     of difficulty.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly agree..........................     1         72      22.6%
Agree...................................     2        223      69.9%
Disagree................................     3         22       6.9%
Strongly disagree.......................     4          2       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          8      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%


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BTINSTR8
--------                                    Teacher FT (SectionD-School)

Can get through to even the most difficult or unmotivated students
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     If I really try hard, I can get through to even the most
     difficult or unmotivated students.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly agree..........................     1         56      17.7%
Agree...................................     2        179      56.5%
Disagree................................     3         76      24.0%
Strongly disagree.......................     4          6       1.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         10      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
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BTINSTR9
--------                                    Teacher FT (SectionD-School)

Student motivation/performance depends on his or her home environment
     Please indicate the extent to which you agree or disagree with
     each of the following statements as it applies to your
     instruction.

     When it comes right down to it, a teacher really can not do much
     because most of a student's motivation and performance depends on
     his or her home environment.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly agree..........................     1          8       2.5%
Agree...................................     2         46      14.5%
Disagree................................     3        202      63.7%
Strongly disagree.......................     4         61      19.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         10      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%


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FORM: BTPRNCPL        Timing Data (in secs);  Mean:50.06, Median:40.01
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BTPRINC1
--------                                    Teacher FT (SectionD-School)

School’s principal deals with outside pressures interfering with
teaching
     Please indicate the extent to which you agree or disagree with
     each of the following statements about your school's principal.

     The principal deals effectively with pressures from outside the
     school that might interfere with my teaching.

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Strongly agree..........................     1         76      24.0%
Agree...................................     2        184      58.0%
Disagree................................     3         49      15.5%
Strongly disagree.......................     4          8       2.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         10      (MISS)
                                                     -----  ---------
 TOTALS:                                               327     100.0%
```

BTPRINC2

Teacher FT (SectionD-School)

School’s principal does poor job of getting resources for this school
Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

The principal does a poor job of getting resources for this school.

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	5	1.6%
Agree.....	2	29	9.2%
Disagree.....	3	176	56.1%
Strongly disagree.....	4	104	33.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	13	(MISS)
TOTALS:		327	100.0%

BTPRINC3

Teacher FT (SectionD-School)

School’s principal sets priorities and sees that they are carried out
Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

The principal sets priorities, makes plans, and sees that they are carried out.

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	82	26.2%
Agree.....	2	175	55.9%
Disagree.....	3	49	15.7%
Strongly disagree.....	4	7	2.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	14	(MISS)
TOTALS:		327	100.0%

BTPRINC4

Teacher FT (SectionD-School)

School’s principal communicates kind of school that is wanted to staff
Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

The principal knows what kind of school he/she wants and has communicated it to the staff.

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	103	32.4%
Agree.....	2	181	56.9%
Disagree.....	3	29	9.1%
Strongly disagree.....	4	5	1.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	9	(MISS)
TOTALS:		327	100.0%

BTPRINC5

Teacher FT (SectionD-School)

School’s principal lets staff members know what is expected of them
Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

The principal lets staff members know what is expected of them.

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	104	32.8%
Agree.....	2	175	55.2%
Disagree.....	3	29	9.1%
Strongly disagree.....	4	9	2.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	10	(MISS)
TOTALS:		327	100.0%

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--------
BTPRINC6
--------                                   Teacher FT (SectionD-School)

School's principal is interested in innovation and new ideas
     Please indicate the extent to which you agree or disagree with
     each of the following statements about your school's principal.

     The principal is interested in innovation and new ideas.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1        105      32.9%
Agree...................................   2        179      56.1%
Disagree................................   3         29       9.1%
Strongly disagree.......................   4          6       1.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
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BTPRINC7
--------                                   Teacher FT (SectionD-School)

School's principal consults staff before making decisions affecting them
     Please indicate the extent to which you agree or disagree with
     each of the following statements about your school's principal.

     The principal usually consults with staff members before he/she
     makes decisions that affect us.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         53      16.8%
Agree...................................   2        152      48.1%
Disagree................................   3         85      26.9%
Strongly disagree.......................   4         26       8.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         11      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
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-----------------------------------------------------------------------
FORM: BTSTAFF        Timing Data (in secs);  Mean:43.43, Median:35.01
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BTSTAFF1
--------                                 Teacher FT (SectionD-School)

Teachers at school help maintain discipline in the entire school
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...help maintain discipline in the entire school, not just in
     their classroom.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         55      17.2%
Agree...................................   2        191      59.9%
Disagree................................   3         67      21.0%
Strongly disagree.......................   4          6       1.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          8      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
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BTSTAFF2
--------                                 Teacher FT (SectionD-School)

Teachers at this school take responsibility for improving the school
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...take responsibility for improving the school.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         65      20.4%
Agree...................................   2        207      65.1%
Disagree................................   3         44      13.8%
Strongly disagree.......................   4          2       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9      (MISS)
                                                  -----   ---------
 TOTALS:                                            327     100.0%
```

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BTSTAFF3
--------                                   Teacher FT (SectionD-School)

Teachers at this school set high standards for themselves
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...set high standards for themselves.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         84      26.7%
Agree...................................   2        195      61.9%
Disagree................................   3         36      11.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         12      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTSTAFF4
--------                                   Teacher FT (SectionD-School)

Teachers at school feel responsible for helping student develop self-
control
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...feel responsible for helping students develop self-control.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         58      18.3%
Agree...................................   2        203      64.0%
Disagree................................   3         55      17.4%
Strongly disagree.......................   4          1       0.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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BTSTAFF5
--------                                   Teacher FT (SectionD-School)

Teachers at school feel responsible for helping each other do their best
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...feel responsible for helping each other do their best.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         62      19.6%
Agree...................................   2        191      60.3%
Disagree................................   3         62      19.6%
Strongly disagree.......................   4          2       0.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         10      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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--------
BTSTAFF6
--------                                   Teacher FT (SectionD-School)

Teachers at this school feel responsible that all students learn
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...feel responsible that all students learn.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         75      23.6%
Agree...................................   2        201      63.2%
Disagree................................   3         39      12.3%
Strongly disagree.......................   4          3       0.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          9      (MISS)
                                                   -----   ---------
 TOTALS:                                             327     100.0%
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--------
BTSTAFF7
--------                                  Teacher FT (SectionD-School)

Teachers at school feel responsible when students in this school fail
     Indicate the extent to which you agree or disagree with each of
     the following statements.  Teachers at your school...

     ...feel responsible when students in this school fail.

                                                                NON-MISS
                                             CODES    FREQ     PERCENT
                                             -----   -----    ---------
Strongly agree..........................     1          39       12.3%
Agree...................................     2         169       53.3%
Disagree................................     3         103       32.5%
Strongly disagree.......................     4           6        1.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         10      (MISS)
                                                       -----    ---------
 TOTALS:                                                 327      100.0%
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Counselor

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FORM: BCNUMCSL        Timing Data (in secs);  Mean:23.77, Median:13.51
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BCNUMCSF
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Number of full-time high school counselors
     Indicate the number of full-time and part-time counselors
     assigned to high school students (in grades 9 through 12) at your
     school.

     Full-time counselors

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{1-11,3.5/2.1712}......................     C          36     100.0%
                                                   -----  ---------
 TOTALS:                                                36     100.0%


--------
BCNUMCSP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Number of part-time high school counselors
     Indicate the number of full-time and part-time counselors
     assigned to high school students (in grades 9 through 12) at your
     school.

     Part-time counselors

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0          27      81.8%
{1-3,1.3333/0.8165}....................     C           6      18.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           3     (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
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FORM: BCNUMCER        Timing Data (in secs);  Mean:33.03, Median:13.01
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BCNUMCEF
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Number of certified full-time high school counselors
     Of those assigned to high school students, indicate the number of
     counselors that are certified as high school counselors (grades 9
     through 12).

     Full-time counselors

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0           2       5.6%
{1-11,3.5294/2.2325}...................     C          34      94.4%
                                                   -----  ---------
 TOTALS:                                                36     100.0%


--------
BCNUMCEP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Number of certified part-time high school counselors
     Of those assigned to high school students, indicate the number of
     counselors that are certified as high school counselors (grades 9
     through 12).

     Part-time counselors

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0          26      86.7%
{1-1,1/0}..............................     C           4      13.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           6     (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
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---------------------------------------------------------------------
FORM: BCPERCSL        Timing Data (in secs);  Mean:35.40, Median:21.50
---------------------------------------------------------------------

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BCPERCSL
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Average caseload for a counselor at this school
     On average, what is the caseload for a counselor in this school?

     |students per counselor

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{150-800,340.8333/130.8898}.............    C          36     100.0%
                                                   -----  ---------
 TOTALS:                                                36     100.0%


---------------------------------------------------------------------
FORM: BCASSIGN        Timing Data (in secs);  Mean:44.27, Median:25.01
---------------------------------------------------------------------

--------
BCASSIGN
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

How counselors are assigned at this school
     Which of the following best describes how counselors are assigned
     to students at this school?<br>
<br>
Counselors are assigned...

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Assigned to a specific grade level......    1           2       5.6%
Assigned to an incoming 9th grade class.    2           3       8.3%
Assigned by alphabetical order..........    3          19      52.8%
Assigned in another way.................    4          12      33.3%
                                                   -----  ---------
 TOTALS:                                                36     100.0%
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BCASSGNO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

How counselors are assigned at this school - other specify
     Which of the following best describes how counselors are assigned
     to students at this school?<br>
<br>
Counselors are assigned...

     <BR>Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}.................................    Alpha      11     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         25      (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%


---------------------------------------------------------------------
FORM: BCMEET          Timing Data (in secs);  Mean:104.91, Median:65.01
---------------------------------------------------------------------

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BCBGSCYR
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

% of students meeting with counselor at the beginning of school year
     What percentage of students meet with counselors in the following
     ways? (Your answers do not need to sum to 100%.)


     at the beginning of the school year?|%

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
......................................      0           1       3.0%
{10-100,52.3438/26.7601}................    C          32      97.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
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BCONETRM
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

% of students meeting with counselor at least once a term
     What percentage of students meet with counselors in the following
     ways? (Your answers do not need to sum to 100%.)


     at least once a term (e.g., semester or trimester)?|%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{10-100,61.7429/27.2757}................  C          35      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%
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BCENDSYR
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

% of students meeting with counselor at the end of the school year
     What percentage of students meet with counselors in the following
     ways? (Your answers do not need to sum to 100%.)


     at the end of the school year?|%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
......................................    0           1        3.0%
{5-100,65/33.5771}......................  C          32       97.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BCSTUREQ
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

% of students meeting with counselor by student special request
     What percentage of students meet with counselors in the following
     ways? (Your answers do not need to sum to 100%.)


     by student special request?|%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{2-100,41.8235/25.7605}.................  C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BCCONREQ
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

% of students meeting with counselor by counselor special request
     What percentage of students meet with counselors in the following
     ways? (Your answers do not need to sum to 100%.)


     by counselor special request?|%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{3-100,42.5294/26.7426}.................  C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%
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----------------------------------------------------------------------
FORM: BCCONSLT        Timing Data (in secs);  Mean:26.66, Median:23.50
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BCPLCMNT
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors consult teachers regarding future course placement
     Does the school's counseling staff consult with teachers
     regarding students'...

     ...future course placement?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes....................................   1          36     100.0%
                                                    -----   ---------
 TOTALS:                                             36     100.0%


--------
BCCRSCHG
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors consult teachers regarding mid-year course changes
     Does the school's counseling staff consult with teachers
     regarding students'...

     ...mid-year course changes?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           2       5.6%
Yes....................................   1          34      94.4%
                                                    -----   ---------
 TOTALS:                                             36     100.0%


--------
BCTUTORR
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors consult teachers regarding remediation/tutoring
     Does the school's counseling staff consult with teachers
     regarding students'...

     ...remediation or tutoring needs?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           1       2.8%
Yes....................................   1          35      97.2%
                                                    -----   ---------
 TOTALS:                                             36     100.0%


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BCDSCPLN
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors consult teachers regarding discipline
     Does the school's counseling staff consult with teachers
     regarding students'...

     ...discipline?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          15      41.7%
Yes....................................   1          21      58.3%
                                                    -----   ---------
 TOTALS:                                             36     100.0%


--------
BCENRPRG
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors consult teachers regarding enrichment program participation
     Does the school's counseling staff consult with teachers
     regarding students'...

     ...participation in enrichment programs?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           7      19.4%
Yes....................................   1          29      80.6%
                                                    -----   ---------
 TOTALS:                                             36     100.0%
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BCPSPREP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors consult teachers regarding college preparation
     Does the school's counseling staff consult with teachers
     regarding students'...

     ...college preparation?

                                                   NON-MISS
                                        CODES    FREQ    PERCENT
                                        -----   -----   ---------
No.....................................  0          3       8.3%
Yes....................................  1         33      91.7%
                                                -----   ---------
 TOTALS:                                           36     100.0%


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FORM: BCDISC          Timing Data (in secs);  Mean:21.51, Median:16.04
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BCDISC
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Who besides teacher responsible for dealing w/ discipline
     Besides the teacher, who in the school has primary responsibility
     for dealing with students posing serious discipline problems?


                                                   NON-MISS
                                        CODES    FREQ    PERCENT
                                        -----   -----   ---------
School principal.......................  2          8      22.2%
Assistant principal....................  3         22      61.1%
Other..................................  4          6      16.7%
                                                -----   ---------
 TOTALS:                                           36     100.0%
```

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--------
BCDISCO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Who besides teacher responsible for dealing w/ discipline-specify
     Besides the teacher, who in the school has primary responsibility
     for dealing with students posing serious discipline problems?

     <br>
Please specify:

                                                                NON-MISS
                                                   CODES    FREQ    PERCENT
                                                   -----   -----   ---------
{Alpha}................................            Alpha      6     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}          -9        30      (MISS)
                                                            -----   ---------
 TOTALS:                                                       36     100.0%


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FORM: BCHSPLAN        Timing Data (in secs);  Mean:13.48, Median:11.01
----------------------------------------------------------------------

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BCHSPLAN
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Students are required to have hs graduation/individual learning plan
     Are students in your school required to have a plan, such as a
     high school graduation (or individual learning) plan?


                                                                NON-MISS
                                                   CODES    FREQ    PERCENT
                                                   -----   -----   ---------
No.....................................            0         12      33.3%
Yes....................................            1         24      66.7%
                                                            -----   ---------
 TOTALS:                                                       36     100.0%
```

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FORM: BCPLNMOD         Timing Data (in secs);  Mean:12.75, Median:7.51
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BCPLNMOD
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

High school graduation plan can be modified or updated
     Can the high school graduation plan be modified or updated
     throughout students' high school years?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           2       8.3%
Yes....................................   1          22      91.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         12      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
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----------------------------------------------------------------------
FORM: BCGR8TO9          Timing Data (in secs);  Mean:8.49, Median:7.00
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BCGR8TO9
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors assist with transitioning 8th grade students to high school
     Does your school's professional counseling staff assist with
     transitioning 8th grade students into high school?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           2       5.6%
Yes....................................   1          34      94.4%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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----------------------------------------------------------------------
FORM: BC89TRNS        Timing Data (in secs);  Mean:44.20, Median:28.54
----------------------------------------------------------------------
--------
BCHSINFO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors present hs course/registration info to 8th graders/parents
     In which of the following ways does your school's professional
     counseling staff assist with transitioning 8th grade students
     into high school?

     Presenting information to 8th grade students, parents or
     guardians about high school courses and registration

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           1       2.9%
Yes....................................   1          33      97.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
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--------
BCGR9CRS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors assist 8th graders with selecting 9th grade courses
     In which of the following ways does your school's professional
     counseling staff assist with transitioning 8th grade students
     into high school?

     Assisting individual 8th grade students with selecting 9th grade
     courses based upon their interests and prior achievement

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           3       8.8%
Yes....................................   1          31      91.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
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--------
BCPLCPOL
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors place 8th graders in 9th grade courses based on policies
     In which of the following ways does your school's professional
     counseling staff assist with transitioning 8th grade students
     into high school?

     Placing 8th grade students into 9th grade courses based on school
     or district placement policies

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           4       11.8%
Yes....................................   1          30       88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36      100.0%
```

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--------
BCTRONTH
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors assist high school transition by some other means
     In which of the following ways does your school's professional
     counseling staff assist with transitioning 8th grade students
     into high school?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          26       76.5%
Yes....................................   1           8       23.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36      100.0%
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--------
BCTROTHO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Counselors assist high school transition by some other means-specify
     In which of the following ways does your school's professional
     counseling staff assist with transitioning 8th grade students
     into high school?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       8      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         28      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36      100.0%
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----------------------------------------------------------------------
FORM: BCPRMARY        Timing Data (in secs);  Mean:24.26, Median:17.00
----------------------------------------------------------------------
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--------
BCCLPREP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School has counselor designated for college prep/selection/application
     Does your school have one or more counselors whose primary
     responsibility is ...

     assisting students with college readiness, selection, and
     applications?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          14       38.9%
Yes....................................   1          22       61.1%
                                                    -----   ---------
 TOTALS:                                                 36      100.0%
```

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--------
BCJBPREP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School has counselor designated for preparing students for workforce
     Does your school have one or more counselors whose primary
     responsibility is ...

     assisting students with preparation for and placement into the
     workforce?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          21      58.3%
Yes....................................   1          15      41.7%
                                                  -----   ---------
 TOTALS:                                             36     100.0%


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FORM: BCHSTOPS        Timing Data (in secs);  Mean:44.66, Median:34.98
----------------------------------------------------------------------

--------
BCPSFAIR
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School holds or participates in college fairs
     What practices does the school engage in to assist students with
     the transition from high school to college?

     Holding or participating in college fairs

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           1       2.8%
Yes....................................   1          35      97.2%
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BCPSREQS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School consults w/ PSE representative about requirement/qualifications
     What practices does the school engage in to assist students with
     the transition from high school to college?

     Consulting with postsecondary school representatives about
     requirements and qualifications sought

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes....................................   1          36     100.0%
                                                  -----   ---------
 TOTALS:                                             36     100.0%


--------
BCVISITS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School encourages students to visit colleges
     What practices does the school engage in to assist students with
     the transition from high school to college?

     Encouraging students to visit colleges

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           1       2.8%
Yes....................................   1          35      97.2%
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BCSPCPRG
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers college prep programs such as Upward Bound/GEAR UP/AVID
     What practices does the school engage in to assist students with
     the transition from high school to college?

     Offering special programs that help students plan or prepare for
     college, such as Upward Bound, GEAR UP, or AVID

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          23      63.9%
Yes....................................   1          13      36.1%
                                                   -----   ---------
 TOTALS:                                             36     100.0%


--------
BCPOTHPS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School engages in other practices to assist hs to college transition
     What practices does the school engage in to assist students with
     the transition from high school to college?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          20      55.6%
Yes....................................   1          16      44.4%
                                                   -----   ---------
 TOTALS:                                             36     100.0%


--------
BCPOTHPO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School engages in other practices to assist hs to PSE - other specify
     What practices does the school engage in to assist students with
     the transition from high school to college?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha      16     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20     (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%


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FORM: BCHSTOJB        Timing Data (in secs);  Mean:32.12, Median:22.53
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BCINTRN
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers internships with local employers
     How does the school assist students with the transition from high
     school to work?

     Offering internships with local employers

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          14      42.4%
Yes....................................   1          19      57.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BCJBFAIR
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School holds or participates in job fairs
     How does the school assist students with the transition from high
     school to work?

     Holding or participating in job fairs

                                                          NON-MISS
                                         CODES    FREQ    PERCENT
                                         -----   -----   ---------
No.....................................   0          14      42.4%
Yes....................................   1          19      57.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                                36     100.0%
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--------
BCEMPPRS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School arranges school/classroom presentations by local employers
     How does the school assist students with the transition from high
     school to work?

     Arranging school or classroom presentations by local employers

                                                          NON-MISS
                                         CODES    FREQ    PERCENT
                                         -----   -----   ---------
No.....................................   0          12      36.4%
Yes....................................   1          21      63.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BCAWARE
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers career awareness activities
     How does the school assist students with the transition from high
     school to work?

     Offering career awareness activities

                                                          NON-MISS
                                         CODES    FREQ    PERCENT
                                         -----   -----   ---------
No.....................................   0           4      12.1%
Yes....................................   1          29      87.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BCOTHJB
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School engages in other practices to assist hs to work transition
     How does the school assist students with the transition from high
     school to work?

     Other

                                                          NON-MISS
                                         CODES    FREQ    PERCENT
                                         -----   -----   ---------
No.....................................   0          26      78.8%
Yes....................................   1           7      21.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BCOTHJBO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School engages in other practices to assist hs to work - other specify
     How does the school assist students with the transition from high
     school to work?

     Please specify:
```

	CODES	FREQ	NON-MISS PERCENT
{Alpha}.....	Alpha	7	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	29	(MISS)
TOTALS:		36	100.0%

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FORM: BCVOCTCH         Timing Data (in secs);  Mean:15.99, Median:9.51
----------------------------------------------------------------------

--------
BCVOCTCH
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

CTE or vocational-technical program offered on-site or off-site
     Is there a Career Technical Education or vocational-technical
     program offered on-site or off-site (for example, at an area
     vocational-technical school)?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	10	27.8%
Yes.....	1	26	72.2%
TOTALS:		36	100.0%

```
----------------------------------------------------------------------
FORM: BCOFFER         Timing Data (in secs);  Mean:33.85, Median:29.51
----------------------------------------------------------------------

--------
BCCOURSE
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers courses in career decision making
     Which of the following activities are offered to students in this
     school?

     School courses in career decision making
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	23	63.9%
Yes.....	1	13	36.1%
TOTALS:		36	100.0%

```
--------
BCOCINFO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers occupational information units in subject-matter courses
     Which of the following activities are offered to students in this
     school?

     Occupational information units in subject-matter courses
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	16	44.4%
Yes.....	1	20	55.6%
TOTALS:		36	100.0%

```
--------
BCWORK
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers exploratory work experience programs/co-op/workstudy
     Which of the following activities are offered to students in this
     school?

     Exploratory work experience programs (e.g., co-op, workstudy,
     EBCE)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          15       41.7%
Yes....................................   1          21       58.3%
                                                   -----   ---------
 TOTALS:                                             36      100.0%


--------
BCCAREER
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers career days or nights
     Which of the following activities are offered to students in this
     school?

     Career days or nights

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          17       47.2%
Yes....................................   1          19       52.8%
                                                   -----   ---------
 TOTALS:                                             36      100.0%


--------
BCVOCSPK
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers vocational oriented assemblies and speakers in classes
     Which of the following activities are offered to students in this
     school?

     Vocational oriented assemblies and speakers in classes

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          15       41.7%
Yes....................................   1          21       58.3%
                                                   -----   ---------
 TOTALS:                                             36      100.0%


--------
BCJOBTRP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers job site visits/field trips
     Which of the following activities are offered to students in this
     school?

     Job site visits (field trips)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          17       47.2%
Yes....................................   1          19       52.8%
                                                   -----   ---------
 TOTALS:                                             36      100.0%


--------
BCSHADOW
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers job shadowing/extended observations of a worker
     Which of the following activities are offered to students in this
     school?

     Job shadowing (extended observations of a worker)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          17       47.2%
Yes....................................   1          19       52.8%
                                                   -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BCNONE
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers none of these/COURSE/WORK/CAREER/VOCSPK/JOBTRP/SHADOW
     Which of the following activities are offered to students in this
     school?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         34      94.4%
Yes....................................    1          2       5.6%
                                                  -----   ---------
 TOTALS:                                             36     100.0%


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FORM: BCOFFER2        Timing Data (in secs);  Mean:32.34, Median:28.52
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BCSIMUL
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers simulations such as Singer or SRA Job experience kits
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Simulations (e.g., Singer, SRA Job experience kits)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         33      91.7%
Yes....................................    1          3       8.3%
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BCVOCTST
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers administering/interpreting tests for career planning
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Administering and interpreting tests for career planning purposes
     (e.g., interest inventories, vocational aptitude tests)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          9      25.0%
Yes....................................    1         27      75.0%
                                                  -----   ---------
 TOTALS:                                             36     100.0%


--------
BCGRPCSL
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers group counseling sessions
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Group counseling sessions

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         20      55.6%
Yes....................................    1         16      44.4%
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

```
--------
BCJBSEEK
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers training in job seeking skills
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Training in job seeking skills

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          23      63.9%
Yes....................................   1          13      36.1%
                                                  -----  ---------
 TOTALS:                                             36     100.0%


--------
BCCMPRES
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers computerized career information resources
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Use of computerized career information resources

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          10      27.8%
Yes....................................   1          26      72.2%
                                                  -----  ---------
 TOTALS:                                             36     100.0%


--------
BCOTHRES
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers non-computerized career information resources
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Use of non-computerized career information resources

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          22      61.1%
Yes....................................   1          14      38.9%
                                                  -----  ---------
 TOTALS:                                             36     100.0%


--------
BCCLGCAT
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers access to college catalogs
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     Access to college catalogs

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0           3       8.3%
Yes....................................   1          33      91.7%
                                                  -----  ---------
 TOTALS:                                             36     100.0%


--------
BCPSTOUR
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers school-arranged tours of postsecondary institutions
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     School arranged tours of postsecondary institutions

                                                        NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          16      44.4%
Yes....................................   1          20      55.6%
                                                  -----  ---------
 TOTALS:                                             36     100.0%
```

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BCNONE2
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School offers none/SIMUL/VOCTST/GRPCSL/JBSEEK/CMPRES/OTHRES/CLBCAT/PST
     (Continued from previous screen) Which of the following
     activities are offered to students in this school?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          35     97.2%
Yes....................................   1           1      2.8%
                                                  -----  ---------
 TOTALS:                                             36    100.0%


-----------------------------------------------------------------------
FORM: BCPROGS         Timing Data (in secs);  Mean:30.58, Median:22.50
-----------------------------------------------------------------------

--------
BCPRSUMS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Program encourages underrepresented students to pursue math/science
     Does your school have any formal programs to...

     encourage underrepresented students to pursue mathematics or
     science?

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          22     61.1%
Yes....................................   1          14     38.9%
                                                  -----  ---------
 TOTALS:                                             36    100.0%
```

```
--------
BCINFORM
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Program to inform parents about math/science PSE and/or careers
     Does your school have any formal programs to...

     inform parents/guardians about mathematics/science higher
     education and/or career opportunities?

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          18     50.0%
Yes....................................   1          18     50.0%
                                                  -----  ---------
 TOTALS:                                             36    100.0%


--------
BCTHNKPS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Program to encourage students not considering college to do so
     Does your school have any formal programs to...

     encourage students who might not be considering college to do so?

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0           8     22.2%
Yes....................................   1          28     77.8%
                                                  -----  ---------
 TOTALS:                                             36    100.0%
```

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----------------------------------------------------------------------
FORM: BCGATE          Timing Data (in secs);  Mean:48.74, Median:43.54
----------------------------------------------------------------------
```

BCTECH
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

School has technology/software to support advanced curriculum
Which of the following are available in this school to support and encourage high-achieving students in mathematics and science?

Technology and software to support curriculum specifically to meet the needs of the high-achieving students

	CODES	FREQ	NON-MISS PERCENT
No.....	0	18	50.0%
Yes.....	1	18	50.0%
TOTALS:		36	100.0%

BCSPCLST
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

Staff work with teachers to provide enrichment to advanced students
Which of the following are available in this school to support and encourage high-achieving students in mathematics and science?

School staff work with classroom teachers to provide enrichment to high-achieving students

	CODES	FREQ	NON-MISS PERCENT
No.....	0	16	44.4%
Yes.....	1	20	55.6%
TOTALS:		36	100.0%

BCPLLOUT
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

High-achieving students receive pull-out instruction during school day
Which of the following are available in this school to support and encourage high-achieving students in mathematics and science?

High-achieving students receive pull-out instruction during the regular school day

	CODES	FREQ	NON-MISS PERCENT
No.....	0	31	86.1%
Yes.....	1	5	13.9%
TOTALS:		36	100.0%

BCENRCH
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

School has enrichment experiences such as academic olympics
Which of the following are available in this school to support and encourage high-achieving students in mathematics and science?

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon

	CODES	FREQ	NON-MISS PERCENT
No.....	0	17	47.2%
Yes.....	1	19	52.8%
TOTALS:		36	100.0%

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--------
BCSCHSHP
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Scholarships for high-achieving students for special events/classes
     Which of the following are available in this school to support
     and encourage high-achieving students in mathematics and science?

     Scholarships for high-achieving students to attend special events
     or classes

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          22       61.1%
Yes....................................   1          14       38.9%
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BCSUMPRG
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School has summer programs appropriate for high-achieving students
     Which of the following are available in this school to support
     and encourage high-achieving students in mathematics and science?

     Summer activities or programs appropriate for high-achieving
     students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          18       50.0%
Yes....................................   1          18       50.0%
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

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BCOGFTMS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Other resource to support high-achieving math/science students
     Which of the following are available in this school to support
     and encourage high-achieving students in mathematics and science?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          31       86.1%
Yes....................................   1           5       13.9%
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

```
--------
BCGNONE
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

None of these resources to support advanced math/science students
     Which of the following are available in this school to support
     and encourage high-achieving students in mathematics and science?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          33       91.7%
Yes....................................   1           3        8.3%
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

FORM: BCENRICH Timing Data (in secs); Mean:18.81, Median:12.54

BCENRICH
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

School offers summer enrichment to get ahead in any academic subject
Does your school offer summer school enrichment courses that allow students to get ahead in any academic subject (for example, a geometry class that would allow a student taking algebra in 9th grade to take calculus in the 12th grade)?

	CODES	FREQ	NON-MISS PERCENT
No.....	0	22	61.1%
Yes.....	1	14	38.9%
TOTALS:		36	100.0%

FORM: BCASSIST Timing Data (in secs); Mean:59.58, Median:46.01

BCTUTORM
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

Math tutoring is available during the regular school day
Which of the following steps does this school take for students who need extra assistance in mathematics and science? For each of these steps, indicate whether they are available for students who need assistance in math, science, or both.

Tutoring is available to struggling students during the regular school day

	CODES	FREQ	NON-MISS PERCENT
No.....	0	11	30.6%
Yes.....	1	25	69.4%
TOTALS:		36	100.0%

BCTUTORS
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

Science tutoring is available during the regular school day
Which of the following steps does this school take for students who need extra assistance in mathematics and science? For each of these steps, indicate whether they are available for students who need assistance in math, science, or both.

Tutoring is available to struggling students during the regular school day

	CODES	FREQ	NON-MISS PERCENT
No.....	0	15	41.7%
Yes.....	1	21	58.3%
TOTALS:		36	100.0%

BCAIDCLM
-------- Counselor FT (Section A Staffing, Practices, and Offerings)

School staff work with teachers to provide math assistance
Which of the following steps does this school take for students who need extra assistance in mathematics and science? For each of these steps, indicate whether they are available for students who need assistance in math, science, or both.

School staff work with classroom teachers to provide assistance to struggling students

	CODES	FREQ	NON-MISS PERCENT
No.....	0	11	30.6%
Yes.....	1	25	69.4%
TOTALS:		36	100.0%

```
--------
BCAIDCLS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

School staff work with teachers to provide science assistance
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     School staff work with classroom teachers to provide assistance
     to struggling students
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	14	38.9%
Yes.....	1	22	61.1%
TOTALS:		36	100.0%

```
--------
BCAIDPLM
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Struggling students receive pull-out math instruction during school
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Struggling students receive pull-out instruction during the
     regular school day
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	25	69.4%
Yes.....	1	11	30.6%
TOTALS:		36	100.0%

```
--------
BCAIDPLS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Struggling students receive pull-out sci instruction during school
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Struggling students receive pull-out instruction during the
     regular school day
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	27	75.0%
Yes.....	1	9	25.0%
TOTALS:		36	100.0%

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--------
BCOUTSDM
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Additional math support is provided outside the regular school day
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Additional support is provided to struggling students outside the
     regular school day (e.g., before- or after-school tutoring or
     special programs, summer school programs)
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	4	11.1%
Yes.....	1	32	88.9%
TOTALS:		36	100.0%

```
--------
BCOUTSDS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Additional science support is provided outside the regular school day
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Additional support is provided to struggling students outside the
     regular school day (e.g., before- or after-school tutoring or
     special programs, summer school programs)
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	9	25.0%
Yes.....	1	27	75.0%
TOTALS:		36	100.0%

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BCOSTPM
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Other assistance is available to struggling math students
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Other
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	31	86.1%
Yes.....	1	5	13.9%
TOTALS:		36	100.0%

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--------
BCOSTPMO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Other assistance available to struggling math students-other specify
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Please specify:
```

	CODES	FREQ	NON-MISS PERCENT
{Alpha}.....	Alpha	5	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	31	(MISS)
TOTALS:		36	100.0%

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BCOSTPS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Other assistance is available to struggling science students
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Other
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	34	94.4%
Yes.....	1	2	5.6%
TOTALS:		36	100.0%

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--------
BCOSTPSO
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Other assistance available to struggling science students-specify
     Which of the following steps does this school take for students
     who need extra assistance in mathematics and science?  For each
     of these steps, indicate whether they are available for students
     who need assistance in math, science, or both.

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}..................................  Alpha       2     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         34      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%


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FORM: BCOUTSCH        Timing Data (in secs);  Mean:37.83, Median:29.50
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BCINDSTD
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Independent study available for STEM courses not offered at school
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     Independent study

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          24      66.7%
Yes......................................  1          12      33.3%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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BCONLINE
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

On-line courses available for STEM courses not offered at school
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     On-line courses

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          12      33.3%
Yes......................................  1          24      66.7%
                                                   -----   ---------
 TOTALS:                                              36     100.0%


--------
BCOTHHS
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

STEM courses not offered are available at other district high school
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     Courses at another traditional high school in the district

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          28      77.8%
Yes......................................  1           8      22.2%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
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BCTECHSC
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

STEM courses not offered are available at local career/tech school
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     Courses at a local career or technical school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          21       58.3%
Yes....................................    1          15       41.7%
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

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BCCOMCOL
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

STEM courses not offered are available at local community college
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     Courses at a local community college

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0           6       16.7%
Yes....................................    1          30       83.3%
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

```
--------
BC4YRCOL
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

STEM courses not offered are available at local 4-year college
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     Courses at a nearby 4-year college or university

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          21       58.3%
Yes....................................    1          15       41.7%
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

```
--------
BCOSTEM
--------   Counselor FT (Section A Staffing, Practices, and Offerings)

Other option available for STEM courses not offered at school
     Which of the following options are available for students to take
     science, technology, engineering, or mathematics courses not
     offered by your school?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          34       94.4%
Yes....................................    1           2        5.6%
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

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FORM: BCG9MTSC        Timing Data (in secs);  Mean:76.50, Median:54.58
----------------------------------------------------------------------
```

BCMSCSLM
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement recommended by middle school counselor
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Recommended by middle school counselor

	CODES	FREQ	NON-MISS PERCENT
No.....	0	15	41.7%
Yes.....	1	21	58.3%
TOTALS:		36	100.0%

BCMSCSLS
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement recommended by middle school counselor
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Recommended by middle school counselor

	CODES	FREQ	NON-MISS PERCENT
No.....	0	18	50.0%
Yes.....	1	18	50.0%
TOTALS:		36	100.0%

BCHSCSLM
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement recommended by high school counselor
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Recommended by high school counselor

	CODES	FREQ	NON-MISS PERCENT
No.....	0	20	55.6%
Yes.....	1	16	44.4%
TOTALS:		36	100.0%

BCHSCSLS
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement recommended by high school counselor
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Recommended by high school counselor

	CODES	FREQ	NON-MISS PERCENT
No.....	0	22	61.1%
Yes.....	1	14	38.9%
TOTALS:		36	100.0%

```
--------
BCMSTCHM
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement recommended by middle school math teacher
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Recommended by middle school mathematics teacher
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	7	19.4%
Yes.....	1	29	80.6%
TOTALS:		36	100.0%

```
--------
BCMSTCHS
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement recommended by middle school math teacher
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Recommended by middle school mathematics teacher
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	25	69.4%
Yes.....	1	11	30.6%
TOTALS:		36	100.0%

```
--------
BCSSTCHM
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement recommended by middle school science teacher
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Recommended by middle school science teacher
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	26	72.2%
Yes.....	1	10	27.8%
TOTALS:		36	100.0%

```
--------
BCSSTCHS
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement recommended by middle school science teacher
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Recommended by middle school science teacher
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	10	27.8%
Yes.....	1	26	72.2%
TOTALS:		36	100.0%

BCMSACHM
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement based on middle school courses/achievement
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Based on courses taken or achievement in middle school courses

	CODES	FREQ	NON-MISS PERCENT
No.....	0	1	2.8%
Yes.....	1	35	97.2%
TOTALS:		36	100.0%

BCMSACHS
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement based on middle school courses/achievement
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Based on courses taken or achievement in middle school courses

	CODES	FREQ	NON-MISS PERCENT
No.....	0	6	16.7%
Yes.....	1	30	83.3%
TOTALS:		36	100.0%

BCEOYEXM
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement based on results of end-of-year/course exams
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Based on results of end-of-year or end-of-course exams

	CODES	FREQ	NON-MISS PERCENT
No.....	0	20	55.6%
Yes.....	1	16	44.4%
TOTALS:		36	100.0%

BCEOYEXS
-------- Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement based on results of end-of-year/course exams
For a typical student, which of the following influence his or her placement into 9th grade mathematics and science? For each of the following, please indicate whether it influences placement into 9th grade math, 9th grade science, or both.

Based on results of end-of-year or end-of-course exams

	CODES	FREQ	NON-MISS PERCENT
No.....	0	24	66.7%
Yes.....	1	12	33.3%
TOTALS:		36	100.0%

```
--------
BCTESTSM
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement based on results of placement tests
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Based on results of placement tests
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	17	47.2%
Yes.....	1	19	52.8%
TOTALS:		36	100.0%

```
--------
BCTESTSS
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement based on results of placement tests
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Based on results of placement tests
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	24	66.7%
Yes.....	1	12	33.3%
TOTALS:		36	100.0%

```
--------
BCSTPARM
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement selected by student and/or parent or guardian
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Selected by student and/or parent or guardian
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	14	38.9%
Yes.....	1	22	61.1%
TOTALS:		36	100.0%

```
--------
BCSTPARS
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement Selected by student/parent/guardian
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Selected by student and/or parent or guardian
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	14	38.9%
Yes.....	1	22	61.1%
TOTALS:		36	100.0%

```
--------
BCG9OTHM
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement influenced by other source
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          30      83.3%
Yes....................................   1           6      16.7%
                                                     -----   ---------
 TOTALS:                                                36     100.0%
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BCG9OTMO
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 math placement influenced by other source - other specify
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       5     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         31      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BCG9OTHS
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement influenced by other source
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          31      86.1%
Yes....................................   1           5      13.9%
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BCG9OTSO
--------    Counselor FT (Section B Math and Science Course Placement)

Grade 9 science placement influenced by other source - other specify
     For a typical student, which of the following influence his or
     her placement into <b>9th grade</b> mathematics and science?  For
     each of the following, please indicate whether it influences
     placement into 9th grade math, 9th grade science, or both.

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       5     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         31      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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---------------------------------------------------------------------
FORM: BCUPRMS         Timing Data (in secs);  Mean:48.30, Median:35.01
---------------------------------------------------------------------
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BCPRVGRM
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on prior grades
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Prior grades
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	2	5.6%
Yes.....	1	34	94.4%
TOTALS:		36	100.0%

```
--------
BCPRVGRS
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on prior grades
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Prior grades
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	2	5.6%
Yes.....	1	34	94.4%
TOTALS:		36	100.0%

```
--------
BCPLTSTM
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on placement tests
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Placement tests
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	24	66.7%
Yes.....	1	12	33.3%
TOTALS:		36	100.0%

```
--------
BCPLTSTS
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on placement tests
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Placement tests
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	26	72.2%
Yes.....	1	10	27.8%
TOTALS:		36	100.0%

BCTCHRCM
-------- Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on last year’s math teacher
Which of the following typically factor into counselor recommendations for mathematics and science courses for students entering 10th, 11th, and 12th grade? For each of the following, please indicate whether it factors into counselor recommendations for math, science, or both.

previous year's mathematics teacher recommendation

	CODES	FREQ	NON-MISS PERCENT
No.....	0	3	8.3%
Yes.....	1	33	91.7%
TOTALS:		36	100.0%

BCTCHRCS
-------- Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on last year’s math teacher
Which of the following typically factor into counselor recommendations for mathematics and science courses for students entering 10th, 11th, and 12th grade? For each of the following, please indicate whether it factors into counselor recommendations for math, science, or both.

previous year's mathematics teacher recommendation

	CODES	FREQ	NON-MISS PERCENT
No.....	0	23	63.9%
Yes.....	1	13	36.1%
TOTALS:		36	100.0%

BCFAMLYM
-------- Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on student/parent preference
Which of the following typically factor into counselor recommendations for mathematics and science courses for students entering 10th, 11th, and 12th grade? For each of the following, please indicate whether it factors into counselor recommendations for math, science, or both.

Student and/or parent/guardian preference

	CODES	FREQ	NON-MISS PERCENT
No.....	0	7	19.4%
Yes.....	1	29	80.6%
TOTALS:		36	100.0%

BCFAMLYS
-------- Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on student/parent preference
Which of the following typically factor into counselor recommendations for mathematics and science courses for students entering 10th, 11th, and 12th grade? For each of the following, please indicate whether it factors into counselor recommendations for math, science, or both.

Student and/or parent/guardian preference

	CODES	FREQ	NON-MISS PERCENT
No.....	0	7	19.4%
Yes.....	1	29	80.6%
TOTALS:		36	100.0%

```
--------
BCSCHDLM
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on master schedule
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Master schedule considerations

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          22       61.1%
Yes....................................   1          14       38.9%
                                                    -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BCSCHDLS
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on master schedule
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Master schedule considerations

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          22       61.1%
Yes....................................   1          14       38.9%
                                                    -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BCOFCTRM
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on other factor
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          33       91.7%
Yes....................................   1           3        8.3%
                                                    -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BCOFCTMO
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on other factor-other specify
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       3      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9        33      (MISS)
                                                    -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BCOFCTRS
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on other factor
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Other
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	33	91.7%
Yes.....	1	3	8.3%
TOTALS:		36	100.0%

```
--------
BCOFCTSO
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on other factor-other specify
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     Please specify:
```

	CODES	FREQ	NON-MISS PERCENT
{Alpha}.....	Alpha	3	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	33	(MISS)
TOTALS:		36	100.0%

```
--------
BCTCHRSM
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 math based on last year’s science teacher
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     previous year's science teacher recommendation
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	26	72.2%
Yes.....	1	10	27.8%
TOTALS:		36	100.0%

```
--------
BCTCHRSS
--------    Counselor FT (Section B Math and Science Course Placement)

Counselors recommend 10-12 science based on last year science teacher
     Which of the following typically factor into counselor
     recommendations for mathematics and science courses for students
     entering <b>10th, 11th, and 12th grade</b>?  For each of the
     following, please indicate whether it factors into counselor
     recommendations for math, science, or both.

     previous year's science teacher recommendation
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	3	8.3%
Yes.....	1	33	91.7%
TOTALS:		36	100.0%

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----------------------------------------------------------------------
FORM: BCHIMATH        Timing Data (in secs);  Mean:34.30, Median:17.50
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BCHIMATH
--------    Counselor FT (Section B Math and Science Course Placement)

Most advanced math course college-bound student expected to take
     What is the most advanced <b>math</b> course that a <b>college-
     bound</b> student would be expected to take at your school?


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Algebra II..............................   1          1       2.8%
Trigonometry and/or Analytic Geometry...   2          1       2.8%
Precalculus.............................   3          5      13.9%
Calculus, or AP or IB calculus..........   4         28      77.8%
Other advanced math.....................   5          1       2.8%
                                                   -----   ---------
 TOTALS:                                              36     100.0%


--------
BCHIMTHO
--------    Counselor FT (Section B Math and Science Course Placement)

Most advanced math college-bound students expected to take-specify
     What is the most advanced <b>math</b> course that a <b>college-
     bound</b> student would be expected to take at your school?

     <br>
Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}.................................  Alpha      1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        35      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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----------------------------------------------------------------------
FORM: BCHISCI         Timing Data (in secs);  Mean:21.22, Median:13.97
----------------------------------------------------------------------
--------
BCHISCI
--------    Counselor FT (Section B Math and Science Course Placement)

Most advanced science course college-bound student expected to take
     What is the most advanced <b>science</b> course that a
     <b>college-bound</b> student would be expected to take at your
     school?


                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Chemistry I or Physics I................   2          6      16.7%
Chemistry II or Physics II..............   3          4      11.1%
AP/IB biology, physics or chemistry.....   4         24      66.7%
Other advanced science..................   5          2       5.6%
                                                   -----   ---------
 TOTALS:                                              36     100.0%


--------
BCHISCIO
--------    Counselor FT (Section B Math and Science Course Placement)

Most advanced science college-bound students expected to take-specify
     What is the most advanced <b>science</b> course that a
     <b>college-bound</b> student would be expected to take at your
     school?

     <br>
Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}.................................  Alpha      2     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9        34      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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----------------------------------------------------------------------
FORM: BCMTHPRQ        Timing Data (in secs);  Mean:20.64, Median:16.00
----------------------------------------------------------------------

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BCMTHPRQ
--------    Counselor FT (Section B Math and Science Course Placement)

Advanced science courses in school have a mathematics prerequisite
     Do any of the advanced science courses (for example, chemistry or
     physics) in your school have a mathematics pre-requisite?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
All advanced science courses............   1         16      44.4%
Some advanced science courses...........   2         17      47.2%
None of the advanced science courses....   3          3       8.3%
                                                    -----   ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BCNOTPRQ        Timing Data (in secs);  Mean:32.36, Median:22.01
----------------------------------------------------------------------

--------
BCTCHAPR
--------    Counselor FT (Section B Math and Science Course Placement)

Teacher approval can be used in lieu of math prerequisite
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     Teacher approval

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0          4      12.1%
Yes.....................................  1         29      87.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         3      (MISS)
                                                    -----   ---------
 TOTALS:                                                  36     100.0%
```

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--------
BCCSLAPR
--------    Counselor FT (Section B Math and Science Course Placement)

Counselor approval can be used in lieu of math prerequisite
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     Counselor approval

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         16      48.5%
Yes.....................................  1         17      51.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         3      (MISS)
                                                    -----   ---------
 TOTALS:                                                  36     100.0%


--------
BCPRIAPR
--------    Counselor FT (Section B Math and Science Course Placement)

Principal approval can be used in lieu of math prerequisite
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     Principal approval

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0         14      42.4%
Yes.....................................  1         19      57.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         3      (MISS)
                                                    -----   ---------
 TOTALS:                                                  36     100.0%
```

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--------
BCPARREQ
--------    Counselor FT (Section B Math and Science Course Placement)

Parental request for waiver can be used in lieu of math prerequisite
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     Parental request for waiver

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          11      33.3%
Yes....................................   1          22      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

```
--------
BCOTHWAY
--------    Counselor FT (Section B Math and Science Course Placement)

Other means of enrolling in lieu of math prerequisite
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          30      90.9%
Yes....................................   1           3       9.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

```
--------
BCOTHWYO
--------    Counselor FT (Section B Math and Science Course Placement)

Other means of enrolling in lieu of math prerequisite - other specify
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         33     (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

```
--------
BCNOWAY
--------    Counselor FT (Section B Math and Science Course Placement)

No way without math prerequisite to enroll in advanced science course
     In which of the following ways can a student not meeting this
     pre-requisite enroll in the course?

     There is no way the student can enroll in the course

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          31      93.9%
Yes....................................   1           2       6.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

FORM: BCFTEST Timing Data (in secs); Mean:102.98, Median:69.11

BCRETEST
-------- Counselor FT (Section B Math and Science Course Placement)

Retake the test if fails math competency test
If a student fails a mathematics competency test (e.g., end of course exam, or end-of year high school proficiency exam) which of the following options are available to the student at the school and which are required of the student?

Retaking the test

	CODES	FREQ	NON-MISS PERCENT
Required.....	1	12	36.4%
Available, but not required.....	2	5	15.2%
Not available.....	3	16	48.5%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	3	(MISS)
TOTALS:		36	100.0%

BCREMEDL
-------- Counselor FT (Section B Math and Science Course Placement)

Take remedial class if fails math competency test
If a student fails a mathematics competency test (e.g., end of course exam, or end-of year high school proficiency exam) which of the following options are available to the student at the school and which are required of the student?

Taking remedial classes in deficient subject areas

	CODES	FREQ	NON-MISS PERCENT
Required.....	1	12	38.7%
Available, but not required.....	2	14	45.2%
Not available.....	3	5	16.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	5	(MISS)
TOTALS:		36	100.0%

BCREPEAT
-------- Counselor FT (Section B Math and Science Course Placement)

Repeat class if student fails math competency test
If a student fails a mathematics competency test (e.g., end of course exam, or end-of year high school proficiency exam) which of the following options are available to the student at the school and which are required of the student?

Repeating classes in deficient subject areas

	CODES	FREQ	NON-MISS PERCENT
Required.....	1	17	51.5%
Available, but not required.....	2	14	42.4%
Not available.....	3	2	6.1%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	3	(MISS)
TOTALS:		36	100.0%

BCTSTPRP
-------- Counselor FT (Section B Math and Science Course Placement)

General competency test preparation if fails math competency test
If a student fails a mathematics competency test (e.g., end of course exam, or end-of year high school proficiency exam) which of the following options are available to the student at the school and which are required of the student?

Completing a general competency test preparation class

	CODES	FREQ	NON-MISS PERCENT
Required.....	1	2	6.9%
Available, but not required.....	2	5	17.2%
Not available.....	3	22	75.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	7	(MISS)
TOTALS:		36	100.0%

```
--------
BCTUTOR
--------    Counselor FT (Section B Math and Science Course Placement)

Tutoring if fails math competency test
     If a student fails a mathematics competency test (e.g., end of
     course exam, or end-of year high school proficiency exam) which
     of the following options are available to the student at the
     school and which are required of the student?

     Tutoring

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Required..................................  1          3       9.4%
Available, but not required.............  2         29      90.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          4      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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BCINDPRG
--------    Counselor FT (Section B Math and Science Course Placement)

Individualized academic program if fails math competency test
     If a student fails a mathematics competency test (e.g., end of
     course exam, or end-of year high school proficiency exam) which
     of the following options are available to the student at the
     school and which are required of the student?

     Individualized academic program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Required..................................  1          4      13.8%
Available, but not required.............  2         12      41.4%
Not available...........................  3         13      44.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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BCSMRSCH
--------    Counselor FT (Section B Math and Science Course Placement)

Enroll in summer school if fails math competency test
     If a student fails a mathematics competency test (e.g., end of
     course exam, or end-of year high school proficiency exam) which
     of the following options are available to the student at the
     school and which are required of the student?

     Summer school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Required..................................  1          3       8.8%
Available, but not required.............  2         25      73.5%
Not available...........................  3          6      17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

```
--------
BCALTEDU
--------    Counselor FT (Section B Math and Science Course Placement)

Alternative/continuing education if fails math competency test
     If a student fails a mathematics competency test (e.g., end of
     course exam, or end-of year high school proficiency exam) which
     of the following options are available to the student at the
     school and which are required of the student?

     Referral to an alternative or continuing education school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Available, but not required.............  2         17      54.8%
Not available...........................  3         14      45.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          5      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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---------------------------------------------------------------------
FORM: BCRANK1         Timing Data (in secs);  Mean:50.74, Median:23.02
---------------------------------------------------------------------

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BCRANK1
--------              Counselor FT (Section C Opinions and Background)

School counseling program's most emphasized goal
     Which one of the following goals does your school's counseling
     program emphasize the most?
```

	CODES	FREQ	NON-MISS PERCENT
Help with personal growth/development...	2	8	22.2%
Help prepare for postsecondary school...	3	19	52.8%
Help improve achievement in high school.	4	9	25.0%
TOTALS:		36	100.0%

```
---------------------------------------------------------------------
FORM: BCRANK2         Timing Data (in secs);  Mean:17.94, Median:14.00
---------------------------------------------------------------------

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BCRANK2
--------              Counselor FT (Section C Opinions and Background)

School counseling program's second most emphasized goal
     Of the three goals remaining, which one does your school's
     counseling program emphasize the next most?
```

	CODES	FREQ	NON-MISS PERCENT
Help prepare for work after high school.	1	3	8.3%
Help with personal growth/development...	2	4	11.1%
Help prepare for postsecondary school...	3	11	30.6%
Help improve achievement in high school.	4	18	50.0%
TOTALS:		36	100.0%

```
---------------------------------------------------------------------
FORM: BCRANK3          Timing Data (in secs);  Mean:9.33, Median:7.50
---------------------------------------------------------------------

--------
BCRANK3
--------             Counselor FT (Section C Opinions and Background)

School counseling program's third most emphasized goal
     Of the two goals remaining, which one does your school's
     counseling program emphasize more?
```

	CODES	FREQ	NON-MISS PERCENT
Help prepare for work after high school.	1	8	22.2%
Help with personal growth/development...	2	15	41.7%
Help prepare for postsecondary school...	3	5	13.9%
Help improve achievement in high school.	4	8	22.2%
TOTALS:		36	100.0%

```
---------------------------------------------------------------------
FORM: BCOPNTCH        Timing Data (in secs);  Mean:46.05, Median:40.56
---------------------------------------------------------------------

--------
BCTCHSTD
--------             Counselor FT (Section C Opinions and Background)

Teachers in this school set high standards for teaching
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     set high standards for teaching.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	11	30.6%
Agree.....	2	23	63.9%
Strongly disagree.....	4	2	5.6%
TOTALS:		36	100.0%

```
--------
BCTSTSTD
--------              Counselor FT (Section C Opinions and Background)

Teachers in this school set high standards for students' learning
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     set high standards for students' learning.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	9	25.0%
Agree.....	2	25	69.4%
Strongly disagree.....	4	2	5.6%
TOTALS:		36	100.0%

```
--------
BCTBELV
--------              Counselor FT (Section C Opinions and Background)

Teachers in this school believe all students can do well
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     believe all students can do well.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	7	19.4%
Agree.....	2	27	75.0%
Disagree.....	3	1	2.8%
Strongly disagree.....	4	1	2.8%
TOTALS:		36	100.0%

```
--------
BCTGIVUP
--------              Counselor FT (Section C Opinions and Background)

Teachers in this school have given up on some students
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     have given up on some students.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	1	2.8%
Agree.....	2	13	36.1%
Disagree.....	3	14	38.9%
Strongly disagree.....	4	8	22.2%
TOTALS:		36	100.0%

```
--------
BCTSMART
--------              Counselor FT (Section C Opinions and Background)

Teachers in this school care only about smart students
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     care only about smart students.
```

	CODES	FREQ	NON-MISS PERCENT
Agree.....	2	2	5.6%
Disagree.....	3	19	52.8%
Strongly disagree.....	4	15	41.7%
TOTALS:		36	100.0%

```
--------
BCTEXPCT
--------              Counselor FT (Section C Opinions and Background)

Teachers in this school expect very little from students
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     expect very little from students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1          2       5.6%
Disagree................................   3         14      38.9%
Strongly disagree.......................   4         20      55.6%
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BCTWKHRD
--------              Counselor FT (Section C Opinions and Background)

Teachers in this school work hard to make sure all students learn
     Indicate the extent to which you agree or disagree with each of
     the following statements about the <b>teachers</b> in your
     school.  <b>Teachers</b> in this school...

     work hard to make sure all students are learning.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         10      27.8%
Agree...................................   2         23      63.9%
Disagree................................   3          2       5.6%
Strongly disagree.......................   4          1       2.8%
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

```
-----------------------------------------------------------------------
FORM: BCOPNCSL       Timing Data (in secs);  Mean:35.46, Median:28.50
-----------------------------------------------------------------------

--------
BCCSTSTD
--------              Counselor FT (Section C Opinions and Background)

Counselors in this school set high standards for students' learning
     Indicate the extent to which you agree or disagree with each of
     the
     following statements about the <b>counselors</b> in your school.
      <b>Counselors</b> in this school...

     set high standards for students' learning.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         17      47.2%
Agree...................................   2         19      52.8%
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BCCBELV
--------              Counselor FT (Section C Opinions and Background)

Counselors in this school believe all students can do well
     Indicate the extent to which you agree or disagree with each of
     the
     following statements about the <b>counselors</b> in your school.
      <b>Counselors</b> in this school...

     believe all students can do well.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree..........................   1         12      33.3%
Agree...................................   2         24      66.7%
                                                   -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BCCGIVUP
--------              Counselor FT (Section C Opinions and Background)

Counselors in this school have given up on some students
     Indicate the extent to which you agree or disagree with each of
     the
     following statements about the <b>counselors</b> in your school.
      <b>Counselors</b> in this school...

     have given up on some students.
```

	CODES	FREQ	NON-MISS PERCENT
Agree.....	2	4	11.1%
Disagree.....	3	13	36.1%
Strongly disagree.....	4	19	52.8%
TOTALS:		36	100.0%

```
--------
BCCSMART
--------              Counselor FT (Section C Opinions and Background)

Counselors in this school care only about smart students
     Indicate the extent to which you agree or disagree with each of
     the
     following statements about the <b>counselors</b> in your school.
      <b>Counselors</b> in this school...

     care only about smart students.
```

	CODES	FREQ	NON-MISS PERCENT
Disagree.....	3	9	25.0%
Strongly disagree.....	4	27	75.0%
TOTALS:		36	100.0%

```
--------
BCCEXPCT
--------              Counselor FT (Section C Opinions and Background)

Counselors in this school expect very little from students
     Indicate the extent to which you agree or disagree with each of
     the
     following statements about the <b>counselors</b> in your school.
      <b>Counselors</b> in this school...

     expect very little from students.
```

	CODES	FREQ	NON-MISS PERCENT
Disagree.....	3	11	30.6%
Strongly disagree.....	4	25	69.4%
TOTALS:		36	100.0%

```
--------
BCCWKHRD
--------              Counselor FT (Section C Opinions and Background)

Counselors in this school work hard to make sure all students learn
     Indicate the extent to which you agree or disagree with each of
     the
     following statements about the <b>counselors</b> in your school.
      <b>Counselors</b> in this school...

     work hard to make sure all students are learning.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	15	41.7%
Agree.....	2	20	55.6%
Disagree.....	3	1	2.8%
TOTALS:		36	100.0%

```
----------------------------------------------------------------------
FORM: BCOPNPRN        Timing Data (in secs);  Mean:30.57, Median:25.00
----------------------------------------------------------------------
```

```
--------
BCPSTSTD
--------              Counselor FT (Section C Opinions and Background)

Principal in this school set high standards for students' learning
     Indicate the extent to which you agree or disagree with each of
     the following statements about your school's <b>principal</b>.
     The <b>principal</b> in this school...

     sets high standards for students' learning.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	18	50.0%
Agree.....	2	16	44.4%
Disagree.....	3	1	2.8%
Strongly disagree.....	4	1	2.8%
TOTALS:		36	100.0%

```
--------
BCPBELV
--------              Counselor FT (Section C Opinions and Background)

Principal in this school believe all students can do well
     Indicate the extent to which you agree or disagree with each of
     the following statements about your school's <b>principal</b>.
     The <b>principal</b> in this school...

     believes all students can do well.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	15	41.7%
Agree.....	2	19	52.8%
Disagree.....	3	2	5.6%
TOTALS:		36	100.0%

```
--------
BCPGIVUP
--------              Counselor FT (Section C Opinions and Background)

Principal in this school have given up on some students
     Indicate the extent to which you agree or disagree with each of
     the following statements about your school's <b>principal</b>.
     The <b>principal</b> in this school...

     has given up on some students.
```

	CODES	FREQ	NON-MISS PERCENT
Agree.....	2	4	11.1%
Disagree.....	3	16	44.4%
Strongly disagree.....	4	16	44.4%
TOTALS:		36	100.0%

```
--------
BCPSMART
--------              Counselor FT (Section C Opinions and Background)

Principal in this school care only about smart students
     Indicate the extent to which you agree or disagree with each of
     the following statements about your school's <b>principal</b>.
     The <b>principal</b> in this school...

     cares only about smart students.
```

	CODES	FREQ	NON-MISS PERCENT
Strongly agree.....	1	1	2.8%
Agree.....	2	1	2.8%
Disagree.....	3	14	38.9%
Strongly disagree.....	4	20	55.6%
TOTALS:		36	100.0%

```
--------
BCPEXPCT
--------              Counselor FT (Section C Opinions and Background)

Principal in this school expect very little from students
     Indicate the extent to which you agree or disagree with each of
     the following statements about your school's <b>principal</b>.
     The <b>principal</b> in this school...

     expects very little from students.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree.........................   1           2       5.6%
Agree..................................   2           1       2.8%
Disagree...............................   3          11      30.6%
Strongly disagree......................   4          22      61.1%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BCPWKHRD
--------              Counselor FT (Section C Opinions and Background)

Principal in this school work hard to make sure all students learn
     Indicate the extent to which you agree or disagree with each of
     the following statements about your school's <b>principal</b>.
     The <b>principal</b> in this school...

     works hard to make sure all students are learning.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Strongly agree.........................   1          18      50.0%
Agree..................................   2          17      47.2%
Strongly disagree......................   4           1       2.8%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
```

```
-----------------------------------------------------------------------
FORM: BCYEARS         Timing Data (in secs);  Mean:49.33, Median:24.03
-----------------------------------------------------------------------

--------
BCYRSK12
--------              Counselor FT (Section C Opinions and Background)

Years as a school counselor for any grade K-12
     Counting this school year, how many years have you been a school
     counselor...

     for any grades K through 12.

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
{4-34,14.5517/8.3005}..................         C          29     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9           7      (MISS)
                                                            -----   ---------
 TOTALS:                                                       36     100.0%
```

```
--------
BCYRS912
--------              Counselor FT (Section C Opinions and Background)

Years as a school counselor for grades 9-12
     Counting this school year, how many years have you been a school
     counselor...

     for high school grades 9 through 12.

                                                                NON-MISS
                                                CODES    FREQ    PERCENT
                                                -----   -----   ---------
{2-34,10.5588/8.6382}..................         C          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}       -9           2      (MISS)
                                                            -----   ---------
 TOTALS:                                                       36     100.0%
```

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----------------------------------------------------------------------
FORM: BCDEGREE        Timing Data (in secs);  Mean:28.77, Median:27.01
----------------------------------------------------------------------
```

```
--------
BCPSYCH
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in psychology
     Do you have an undergraduate or graduate degree in...

     psychology?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	19	59.4%
Yes.....	1	13	40.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	4	(MISS)
TOTALS:		36	100.0%

```
--------
BCSCHCSL
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in school counseling
     Do you have an undergraduate or graduate degree in...

     school counseling?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	6	18.8%
Yes.....	1	26	81.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	4	(MISS)
TOTALS:		36	100.0%

```
--------
BCEDUC
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in education
     Do you have an undergraduate or graduate degree in...

     education?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	8	25.0%
Yes.....	1	24	75.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	4	(MISS)
TOTALS:		36	100.0%

```
--------
BCSCI
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in science or mathematics
     Do you have an undergraduate or graduate degree in...

     science or mathematics?
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	22	71.0%
Yes.....	1	9	29.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	5	(MISS)
TOTALS:		36	100.0%

```
--------
BCSOCSCI
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in social science
     Do you have an undergraduate or graduate degree in...

     social science?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          20      62.5%
Yes....................................   1          12      37.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          4     (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

```
--------
BCHUMAN
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in humanities
     Do you have an undergraduate or graduate degree in...

     humanities?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          28      93.3%
Yes....................................   1           2       6.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          6     (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

```
--------
BCOTHDEG
--------              Counselor FT (Section C Opinions and Background)

Has an undergraduate or graduate degree in another field
     Do you have an undergraduate or graduate degree in...

     another field?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          19      61.3%
Yes....................................   1          12      38.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          5     (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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----------------------------------------------------------------------
FORM: BCENTRY         Timing Data (in secs);  Mean:20.79, Median:16.50
----------------------------------------------------------------------
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--------
BCENTRY
--------              Counselor FT (Section C Opinions and Background)

How entered the school counseling profession
     Which of the following best describes your entry into the school
     counseling profession?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
School counselor right after college....  1           3       8.3%
Was a teacher first....................   2          24      66.7%
In other education profession first.....  3           3       8.3%
Another type of counselor first........   4           2       5.6%
In a noneduction profession first.......  5           3       8.3%
Other..................................   6           1       2.8%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

Administrator

```
----------------------------------------------------------------------
FORM: BAGRADES         Timing Data (in secs);  Mean:11.42, Median:9.01
----------------------------------------------------------------------

--------
BAGRDK
--------                                  Administrator FT (Section A)

School includes kindergarten
     What grades are included in your school?

     Kindergarten

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          34      94.4%
Yes....................................   1           2       5.6%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%


--------
BAGRD01
--------                                  Administrator FT (Section A)

School includes 1st grade
     What grades are included in your school?

     1st Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          34      94.4%
Yes....................................   1           2       5.6%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAGRD02
--------                                  Administrator FT (Section A)

School includes 2nd grade
     What grades are included in your school?

     2nd Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          34      94.4%
Yes....................................   1           2       5.6%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%


--------
BAGRD03
--------                                  Administrator FT (Section A)

School includes 3rd grade
     What grades are included in your school?

     3rd Grade

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          34      94.4%
Yes....................................   1           2       5.6%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAGRD04
--------                                   Administrator FT (Section A)

School includes 4th grade
     What grades are included in your school?

     4th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34      94.4%
Yes....................................     1           2       5.6%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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--------
BAGRD05
--------                                   Administrator FT (Section A)

School includes 5th grade
     What grades are included in your school?

     5th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34      94.4%
Yes....................................     1           2       5.6%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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--------
BAGRD06
--------                                   Administrator FT (Section A)

School includes 6th grade
     What grades are included in your school?

     6th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      91.7%
Yes....................................     1           3       8.3%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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--------
BAGRD07
--------                                   Administrator FT (Section A)

School includes 7th grade
     What grades are included in your school?

     7th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34      94.4%
Yes....................................     1           2       5.6%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAGRD08
--------                                   Administrator FT (Section A)

School includes 8th grade
     What grades are included in your school?

     8th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      91.7%
Yes....................................     1           3       8.3%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAGRD09
--------                                  Administrator FT (Section A)

School includes 9th grade
     What grades are included in your school?

     9th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes.....................................    1          36     100.0%
                                                      -----  ---------
 TOTALS:                                                  36     100.0%
```

```
--------
BAGRD10
--------                                  Administrator FT (Section A)

School includes 10th grade
     What grades are included in your school?

     10th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes.....................................    1          36     100.0%
                                                      -----  ---------
 TOTALS:                                                  36     100.0%
```

```
--------
BAGRD11
--------                                  Administrator FT (Section A)

School includes 11th grade
     What grades are included in your school?

     11th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes.....................................    1          36     100.0%
                                                      -----  ---------
 TOTALS:                                                  36     100.0%
```

```
--------
BAGRD12
--------                                  Administrator FT (Section A)

School includes 12th grade
     What grades are included in your school?

     12th Grade

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes.....................................    1          36     100.0%
                                                      -----  ---------
 TOTALS:                                                  36     100.0%
```

```
--------
BAGRD13
--------                                  Administrator FT (Section A)

School includes grades above 12th
     What grades are included in your school?

     12+

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0          33      91.7%
Yes.....................................    1           3       8.3%
                                                      -----  ---------
 TOTALS:                                                  36     100.0%
```

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----------------------------------------------------------------------
FORM: BACHARTR          Timing Data (in secs);  Mean:6.61, Median:6.00
----------------------------------------------------------------------

--------
BACHARTR
--------                                  Administrator FT (Section A)

Public charter school
     Is your school a public charter school?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          35      97.2%
Yes....................................   1           1       2.8%
                                                  -----   ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BATYPA          Timing Data (in secs);  Mean:47.88, Median:32.57
----------------------------------------------------------------------

--------
BATYP1A
--------                                  Administrator FT (Section A)

Comprehensive public school not including magnet or school of choice
     What type of school is this?  Would you say...

     Comprehensive public school (not including magnet school or
     school of choice)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           7      21.9%
Yes....................................   1          25      78.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          4     (MISS)
                                                  -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BATYP2A
--------                                  Administrator FT (Section A)

Public magnet school
     What type of school is this?  Would you say...

     Public magnet school (e.g., whole school, magnet program, school
     within a school)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          20      83.3%
Yes....................................   1           4      16.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12     (MISS)
                                                  -----   ---------
 TOTALS:                                                 36     100.0%


--------
BATYP3A
--------                                  Administrator FT (Section A)

Public magnet school with specialized academic/career/technical theme
     What type of school is this?  Would you say...

     Public magnet school with a specialized academic, career or
     technical theme (e.g., a high school for agricultural sciences,
     International Baccalaureate program)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          20      87.0%
Yes....................................   1           3      13.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13     (MISS)
                                                  -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BATYP4A
--------                                   Administrator FT (Section A)

Public school of choice
     What type of school is this?  Would you say...


     Public school of choice (open enrollment/nonspecialized
     curriculum)

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          17       68.0%
Yes....................................     1           8       32.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BATYP5A
--------                                   Administrator FT (Section A)

Catholic school
     What type of school is this?  Would you say...


     Catholic school

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          20       83.3%
Yes....................................     1           4       16.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BATYP6A
--------                                   Administrator FT (Section A)

Other private school with religious affiliation
     What type of school is this?  Would you say...


     Other private school, religious affiliation

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          19       90.5%
Yes....................................     1           2        9.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         15      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BATYP7A
--------                                   Administrator FT (Section A)

Private school with no religious affiliation
     What type of school is this?  Would you say...


     Private school, no religious affiliation

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          23      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BATYP8A
--------                                    Administrator FT (Section A)

High school served by an area or regional vocational school/center
     What type of school is this?  Would you say...


     High school served by an area or regional vocational school/
     center (part-time or part-day)

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          20       87.0%
Yes....................................     1           3       13.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BATYP9A
--------                                    Administrator FT (Section A)

Full-time technical or vocational school
     What type of school is this?  Would you say...


     Full-time technical or vocational school

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          22       95.7%
Yes....................................     1           1        4.3%
 RESER RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BATYP10A
--------                                    Administrator FT (Section A)

Other technical or vocational school
     What type of school is this?  Would you say...


     Other technical or vocational school

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          23      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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----------------------------------------------------------------------
FORM: BATYPB          Timing Data (in secs);  Mean:34.63, Median:29.00
----------------------------------------------------------------------
```

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--------
BATYPB1
--------                                    Administrator FT (Section A)

School-within-school sharing principal but not a career academy
     What type of school is this?  Would you say...


     School-within-a-school (SWS) sharing a principal with other SWSs
     or academic programs in same building, but not a career academy

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          21       84.0%
Yes....................................     1           4       16.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BATYPB2
--------                                    Administrator FT (Section A)

Alternative/stay-in-school/dropout prevention/continuation school
     What type of school is this?  Would you say...


     Alternative/stay-in-school/dropout prevention school/continuation
     school

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          24      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%


--------
BATYPB3
--------                                    Administrator FT (Section A)

Early college high school
     What type of school is this?  Would you say...


     Early college high school

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          22       95.7%
Yes....................................     1           1        4.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BATYPB4
--------                                    Administrator FT (Section A)

Military academy
     What type of school is this?  Would you say...


     Military academy

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          24      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%


--------
BATYPB5
--------                                    Administrator FT (Section A)

Indian reservation school
     What type of school is this?  Would you say...


     Indian reservation school

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          24      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
--------
BATYPB6
--------                                  Administrator FT (Section A)

Boarding school
     What type of school is this?  Would you say...

     Boarding school

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          24     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BATYPB7
--------                                  Administrator FT (Section A)

Year-round school
     What type of school is this?  Would you say...

     Year-round school

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          24     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BATYPB8
--------                                  Administrator FT (Section A)

Single sex school-all female
     What type of school is this?  Would you say...

     Single sex school - all female

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          22     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         14      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BATYPB9
--------                                  Administrator FT (Section A)

Single sex school-all male
     What type of school is this?  Would you say...

     Single sex school - all male

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          24     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BATYPB10
--------                                  Administrator FT (Section A)

Autonomous small school with own principal
     What type of school is this?  Would you say...

     Autonomous small school with own principal

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          20      74.1%
Yes....................................     1           7      25.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          9      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BATYPB11
--------                                   Administrator FT (Section A)

Autonomous small school sharing a principal
     What type of school is this?  Would you say...


     Autonomous small school sharing a principal
                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          24      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12       (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
----------------------------------------------------------------------
FORM: BACAREER         Timing Data (in secs);  Mean:12.28, Median:9.00
----------------------------------------------------------------------

--------
BACAREER
--------                                   Administrator FT (Section A)

School has career academies defined as school-within-a-school
     Does your school have one or more career academies defined as a
     school-within-a-school that focuses on career preparation?


                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          26       72.2%
Yes....................................     1          10       27.8%
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
----------------------------------------------------------------------
FORM: BACALEN          Timing Data (in secs);  Mean:9.54, Median:8.00
----------------------------------------------------------------------

--------
BACALEN
--------                                   Administrator FT (Section A)

Academic calendar type
     What kind of academic calendar does your high school (9-12) have?


                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Semester system........................     1          25       69.4%
Quarter system.........................     3          11       30.6%
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
----------------------------------------------------------------------
FORM: BACRSSCH         Timing Data (in secs);  Mean:8.92, Median:8.00
----------------------------------------------------------------------

--------
BACRSSCH
--------                                   Administrator FT (Section A)

Couse schedule type
     How are courses scheduled in your school?


                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Traditional schedule only..............     1          21       58.3%
Block schedule only....................     2          13       36.1%
Both traditional and block scheduling...    3           2        5.6%
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

```
----------------------------------------------------------------------
FORM: BATRDMIN          Timing Data (in secs);  Mean:9.88, Median:8.01
----------------------------------------------------------------------

--------
BATRDMIN
--------                                  Administrator FT (Section A)

Length of traditional schedule courses
     How many minutes long are courses on the traditional schedule?

     |minutes per class

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{40-55,47.7826/4.5021}..................    C          23     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


----------------------------------------------------------------------
FORM: BABLOCK         Timing Data (in secs);  Mean:28.61, Median:21.99
----------------------------------------------------------------------

--------
BABLKAC
--------                                  Administrator FT (Section A)

Academic courses are block scheduled
     Which of the following types of courses are block scheduled and
     how many minutes is each block?

     Academic Courses

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes.....................................    1          15     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         21      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BABLKVOC
--------                                  Administrator FT (Section A)

Vocational/technical courses are block scheduled
     Which of the following types of courses are block scheduled and
     how many minutes is each block?

     Vocational/technical courses

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0           5      33.3%
Yes.....................................    1          10      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         21      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BABLKOTH
--------                                  Administrator FT (Section A)

Other courses are block scheduled
     Which of the following types of courses are block scheduled and
     how many minutes is each block?

     Other courses

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0           6      40.0%
Yes.....................................    1           9      60.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         21      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BABLKACM
--------                                   Administrator FT (Section A)

Length of block-scheduled academic courses
     Which of the following types of courses are block scheduled and
     how many minutes is each block?

     |minutes per block

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{75-115,87.6667/9.0764}................     C          15     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         21      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BABLKVOM
--------                                   Administrator FT (Section A)

Length of block-scheduled vocational/technical courses
     Which of the following types of courses are block scheduled and
     how many minutes is each block?

     |minutes per block

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{75-168,99.1/26.5097}..................     C          10     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         26      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BABLKOTM
--------                                   Administrator FT (Section A)

Length of other block-scheduled courses
     Which of the following types of courses are block scheduled and
     how many minutes is each block?

     |minutes per block

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{41-115,83/19.6087}....................     C           9     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         27      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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-----------------------------------------------------------------------
FORM: BAHRSINS        Timing Data (in secs);  Mean:68.45, Median:38.51
-----------------------------------------------------------------------

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BAHRSINS
--------                                   Administrator FT (Section A)

Average instruction hours per day
     On average, how many hours of <b>instruction</b> per day do
     students receive at your school?  (Exclude study hall and lunch.)

     | hours of instruction per day (Please use decimals for partial
     hours.)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{4.9-7.5,5.9667/0.6594}................     C          36     100.0%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
----------------------------------------------------------------------
FORM: BAADA           Timing Data (in secs);  Mean:51.90, Median:16.00
----------------------------------------------------------------------

--------
BAADA
--------                                  Administrator FT (Section A)

Average daily attendance percentage for students
     What was the average daily percentage attendance for students in
     your school last year?

     |% (Please round to the nearest whole number.)

                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{78-97,92.6765/4.3465}..................    C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%


----------------------------------------------------------------------
FORM: BAUNEXAB          Timing Data (in secs);  Mean:7.82, Median:6.04
----------------------------------------------------------------------

--------
BAUNEXAB
--------                                  Administrator FT (Section A)

Parents are notified when students are absent without an excuse
     When students are absent without an excuse, are parents notified?


                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0           1        2.8%
Yes.....................................    1          35       97.2%
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

```
----------------------------------------------------------------------
FORM: BATRNALT        Timing Data (in secs);  Mean:51.96, Median:20.00
----------------------------------------------------------------------

--------
BATRNALT
--------                                  Administrator FT (Section A)

% of 07-08 students transferred out to an alternative program/school
     What percentage of students attending your school last year
     (2007-2008) were transferred out to an alternative program or
     school?

     |% (Please round to the nearest whole number.)


                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0          12       35.3%
{1-17,3.6818/4.6125}....................    C          22       64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%


----------------------------------------------------------------------
FORM: BADRPPRE          Timing Data (in secs);  Mean:9.39, Median:6.00
----------------------------------------------------------------------

--------
BADRPPRE
--------                                  Administrator FT (Section A)

School has a formal dropout prevention program
     Does your school have a formal dropout prevention program?


                                                            NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0          23       63.9%
Yes.....................................    1          13       36.1%
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

```
----------------------------------------------------------------------
FORM: BADOPRV         Timing Data (in secs);  Mean:23.45, Median:20.57
----------------------------------------------------------------------
```

```
--------
BADOAB
--------                                  Administrator FT (Section A)

Dropout prevention program recommended based on absentee record
     On what basis are students recommended for your dropout
     prevention program?

     Absentee record
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	1	7.7%
Yes.....	1	12	92.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	23	(MISS)
TOTALS:		36	100.0%

```
--------
BADOPERF
--------                                  Administrator FT (Section A)

Dropout prevention program recommended based on academic performance
     On what basis are students recommended for your dropout
     prevention program?

     Academic performance
```

	CODES	FREQ	NON-MISS PERCENT
Yes.....	1	13	100.0%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	23	(MISS)
TOTALS:		36	100.0%

```
--------
BADOTREF
--------                                  Administrator FT (Section A)

Dropout prevention program recommended based on teacher's referral
     On what basis are students recommended for your dropout
     prevention program?

     Teacher's referral
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	3	23.1%
Yes.....	1	10	76.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	23	(MISS)
TOTALS:		36	100.0%

```
--------
BADOCREF
--------                                  Administrator FT (Section A)

Dropout prevention program recommended based on counselor's referral
     On what basis are students recommended for your dropout
     prevention program?

     Counselor's referral
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	1	7.7%
Yes.....	1	12	92.3%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	23	(MISS)
TOTALS:		36	100.0%

```
--------
BADOPREQ
--------                                   Administrator FT (Section A)

Dropout prevention program recommended based on parental request
     On what basis are students recommended for your dropout
     prevention program?

     Parental request

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           2      15.4%
Yes....................................     1          11      84.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         23      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BADOSREQ
--------                                   Administrator FT (Section A)

Dropout prevention program recommended based on student request
     On what basis are students recommended for your dropout
     prevention program?

     Student request

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           3      23.1%
Yes....................................     1          10      76.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         23      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BADODP
--------                                   Administrator FT (Section A)

Dropout prevention program recommended based on disciplinary problems
     On what basis are students recommended for your dropout
     prevention program?

     Disciplinary problems

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           4      30.8%
Yes....................................     1           9      69.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         23      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BADOOTH
--------                                   Administrator FT (Section A)

Dropout prevention program recommended based on other factor
     On what basis are students recommended for your dropout
     prevention program?

     Other

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          12      92.3%
Yes....................................     1           1       7.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         23      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BADOOTHO
--------                                    Administrator FT (Section A)

Dropout prevention program recommended based on other factor-specify
     On what basis are students recommended for your dropout
     prevention program?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}..................................   Alpha       1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         35      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BADONONE
--------                                    Administrator FT (Section A)

Dropout prevention program recommendation not based on any of these
     On what basis are students recommended for your dropout
     prevention program?

     None of the above

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          13     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         23      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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-----------------------------------------------------------------------
FORM: BAMTHELP        Timing Data (in secs);  Mean:32.98, Median:27.00
-----------------------------------------------------------------------

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BAMASTEH
--------                                    Administrator FT (Section A)

Evening hs credit recovery program for struggling math student
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Evening high school credit recovery program

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          28      77.8%
Yes......................................   1           8      22.2%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAMASTHA
--------                                    Administrator FT (Section A)

Homework assistance program for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Homework assistance program

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          12      33.3%
Yes......................................   1          24      66.7%
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAMASTST
--------                                    Administrator FT (Section A)

School-run tutoring program for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     School-run tutoring program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0           7      19.4%
Yes......................................  1          29      80.6%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAMASTPT
--------                                    Administrator FT (Section A)

Peer tutoring for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Peer tutoring

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0           9      25.0%
Yes......................................  1          27      75.0%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAMASTOT
--------                                    Administrator FT (Section A)

Other tutoring program for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Other tutoring program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          20      55.6%
Yes......................................  1          16      44.4%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAMASTSP
--------                                    Administrator FT (Section A)

Extra subject period for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Extra subject period

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          25      69.4%
Yes......................................  1          11      30.6%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAMASTCR
--------                                    Administrator FT (Section A)

Off-track credit recovery for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Off-track credit recovery program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          26      72.2%
Yes......................................  1          10      27.8%
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAMASTRP
--------                                    Administrator FT (Section A)

Summer school credit recovery program for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Summer school credit recovery program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          12      33.3%
Yes....................................    1          24      66.7%
                                                    -----   ---------
 TOTALS:                                                 36     100.0%


--------
BAMASTAS
--------                                    Administrator FT (Section A)

Supplementary after-hours instruction for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Supplementary instruction after regular school hours or on
     Saturdays

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          25      69.4%
Yes....................................    1          11      30.6%
                                                    -----   ---------
 TOTALS:                                                 36     100.0%


--------
BAMSTOTH
--------                                    Administrator FT (Section A)

Other resource for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          29      80.6%
Yes....................................    1           7      19.4%
                                                    -----   ---------
 TOTALS:                                                 36     100.0%


--------
BAMSTOTO
--------                                    Administrator FT (Section A)

Other resource for struggling math students-other specify
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       7     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         29      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%


--------
BAMSTNON
--------                                    Administrator FT (Section A)

None of the these resources for struggling math students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>math</b>?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          36     100.0%
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BASCHELP        Timing Data (in secs);  Mean:24.23, Median:18.50
----------------------------------------------------------------------

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BASCSTEH
--------                                  Administrator FT (Section A)

Evening hs credit recovery program for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Evening high school credit recovery program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          30      83.3%
Yes....................................    1           6      16.7%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


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BASCSTHA
--------                                  Administrator FT (Section A)

Homework assistance program for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Homework assistance program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          17      47.2%
Yes....................................    1          19      52.8%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


--------
BASCSTST
--------                                  Administrator FT (Section A)

School-run tutoring program for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     School-run tutoring program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          13      36.1%
Yes....................................    1          23      63.9%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


--------
BASCSTPT
--------                                  Administrator FT (Section A)

Peer tutoring for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Peer tutoring

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          12      33.3%
Yes....................................    1          24      66.7%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


--------
BASCSTOT
--------                                  Administrator FT (Section A)

Other tutoring program for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Other tutoring program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          19      52.8%
Yes....................................    1          17      47.2%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
```

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BASCSTSP
--------                                    Administrator FT (Section A)

Extra subject period for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Extra subject period

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          32      88.9%
Yes......................................  1           4      11.1%
                                                     -----   ---------
 TOTALS:                                                36     100.0%


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BASCSTCR
--------                                    Administrator FT (Section A)

Off-track credit recovery program for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Off-track credit recovery program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          28      77.8%
Yes......................................  1           8      22.2%
                                                     -----   ---------
 TOTALS:                                                36     100.0%


--------
BASCSTRP
--------                                    Administrator FT (Section A)

Summer school credit recovery program for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Summer school credit recovery program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          16      44.4%
Yes......................................  1          20      55.6%
                                                     -----   ---------
 TOTALS:                                                36     100.0%


--------
BASCSTAS
--------                                    Administrator FT (Section A)

Supplementary after-hours instruction for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Supplementary instruction after regular school hours or on
     Saturdays

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          25      69.4%
Yes......................................  1          11      30.6%
                                                     -----   ---------
 TOTALS:                                                36     100.0%


--------
BASCOTH
--------                                    Administrator FT (Section A)

Other resource for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          31      86.1%
Yes......................................  1           5      13.9%
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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BASCOTHO
--------                                    Administrator FT (Section A)

Other resource for struggling science students-other specify
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}..................................  Alpha       5     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         31      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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BASCNON
--------                                    Administrator FT (Section A)

None of these resources for struggling science students
     Are any of the following programs offered at your school to
     assist students who are struggling with <b>science</b>?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0           35      97.2%
Yes......................................  1            1       2.8%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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-----------------------------------------------------------------------
FORM: BAGR8TO9        Timing Data (in secs);  Mean:61.66, Median:49.01
-----------------------------------------------------------------------

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BATRNOTR
--------                                    Administrator FT (Section A)

No transition from middle to high school-K-12/7-12 or other program
     How does your school assist students in the transition from
     middle school to high school?

     No transition, high school grades continue in K-12, 7-12, or
     other program

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0           36     100.0%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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--------
BATRHSPI
--------                                    Administrator FT (Section A)

High school students present information at the middle schools
     How does your school assist students in the transition from
     middle school to high school?

     High school students present information at the middle schools

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0           16      44.4%
Yes......................................  1           20      55.6%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
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BATRMSIN
--------                                    Administrator FT (Section A)

Social for middle grade students at high school before year starts
     How does your school assist students in the transition from
     middle school to high school?

     Middle grade students invited to social event at high school
     before school year starts

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          12      33.3%
Yes....................................    1          24      66.7%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


--------
BATRMSAT
--------                                    Administrator FT (Section A)

Middle grade students attend regular classes at high school
     How does your school assist students in the transition from
     middle school to high school?

     Middle grade students attend regular classes at high school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          34      94.4%
Yes....................................    1           2       5.6%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


--------
BATRHSCO
--------                                    Administrator FT (Section A)

High school counselors meet with middle grade students
     How does your school assist students in the transition from
     middle school to high school?

     High school counselors meet with students while they are still in
     the middle grades

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0           7      19.4%
Yes....................................    1          29      80.6%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


--------
BATRSUMM
--------                                    Administrator FT (Section A)

Summer meetings at the high school for middle grade students
     How does your school assist students in the transition from
     middle school to high school?

     Summer meetings at the high school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          19      52.8%
Yes....................................    1          17      47.2%
                                                    -----   ---------
 TOTALS:                                                36     100.0%


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BATRBUDY
--------                                    Administrator FT (Section A)

Entering 9th graders paired with older high school student
     How does your school assist students in the transition from
     middle school to high school?

     Buddy or big brother/sister programs that pair new student with
     older ones at entry

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          24      66.7%
Yes....................................    1          12      33.3%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
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BATRNGSL
--------                                    Administrator FT (Section A)

9th-graders placed in small learning communities/9th Grade Academies
     How does your school assist students in the transition from
     middle school to high school?

     Ninth-graders are placed in small learning communities or 9th
     Grade Academies

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          27      75.0%
Yes......................................  1           9      25.0%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
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BATRPARV
--------                                    Administrator FT (Section A)

Orientation for parents in fall after children have entered
     How does your school assist students in the transition from
     middle school to high school?

     Parents visit high school for orientation in the fall after
     children have entered

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          10      27.8%
Yes......................................  1          26      72.2%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
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BATRADME
--------                                    Administrator FT (Section A)

Middle grade and hs administrators meet on articulation and programs
     How does your school assist students in the transition from
     middle school to high school?

     Middle grade and high school administrators meet together on
     articulation and programs

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          15      41.7%
Yes......................................  1          21      58.3%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
```

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BATRMHTE
--------                                    Administrator FT (Section A)

Middle grade and hs teachers meet together on courses and requirements
     How does your school assist students in the transition from
     middle school to high school?

     Middle grade and high school teachers meet together on courses
     and requirements

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          21      58.3%
Yes......................................  1          15      41.7%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
```

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BATRMGCO
--------                                    Administrator FT (Section A)

Middle grade counselors meet with high school counselors or staff
     How does your school assist students in the transition from
     middle school to high school?

     Middle grade counselors meet with high school counselors or staff

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          14      38.9%
Yes......................................  1          22      61.1%
                                                    -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BATROTHE
--------                                    Administrator FT (Section A)

Other assistance for middle to high school transition
     How does your school assist students in the transition from
     middle school to high school?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          30      83.3%
Yes....................................   1           6      16.7%
                                                 -----   ---------
 TOTALS:                                            36     100.0%
```

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--------
BATROTHO
--------                                    Administrator FT (Section A)

Other assistance for middle to high school transition-other specify
     How does your school assist students in the transition from
     middle school to high school?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       6     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         30      (MISS)
                                                 -----   ---------
 TOTALS:                                            36     100.0%
```

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--------
BATRNON
--------                                    Administrator FT (Section A)

No assistance offered for middle to high school transition
     How does your school assist students in the transition from
     middle school to high school?

     No assistance offered

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          36     100.0%
                                                 -----   ---------
 TOTALS:                                            36     100.0%
```

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FORM: BA9ACSTG        Timing Data (in secs);  Mean:55.16, Median:27.50
----------------------------------------------------------------------
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BASTRSUM
--------                                    Administrator FT (Section A)

Pre-high school summer reading/math instruction for struggling student
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Summer program prior to entry into high school that provides
     supplemental instruction in reading and math

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          18      51.4%
Yes....................................   1          17      48.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                 -----   ---------
 TOTALS:                                            36     100.0%
```

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BASTRSML
--------                                    Administrator FT (Section A)

Learning communities for over-aged students lacking hs entry criteria
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Small learning communities or Achievement Academies for over-aged
     students who have not met high school entry criteria

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          26       74.3%
Yes....................................       1           9       25.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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BASTRDBS
--------                                    Administrator FT (Section A)

Double-blocked class schedules offered to struggling 9th graders
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Double-blocked class schedules

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          29       82.9%
Yes....................................       1           6       17.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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BASTRCAT
--------                                    Administrator FT (Section A)

Catch-up courses offered to struggling 9th graders
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Catch-up courses

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          28       80.0%
Yes....................................       1           7       20.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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BASTRAST
--------                                    Administrator FT (Section A)

After-school tutoring offered to struggling 9th graders
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     After-school tutoring

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0           8       22.9%
Yes....................................       1          27       77.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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BASTRWKT
--------                                    Administrator FT (Section A)

Weekend tutoring offered to struggling 9th graders
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Weekend tutoring

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          30      85.7%
Yes....................................    1           5      14.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

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BASTOTH
--------                                    Administrator FT (Section A)

Other assistance offered to struggling 9th graders
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Other assistance

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          26      74.3%
Yes....................................    1           9      25.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BASTOTHO
--------                                    Administrator FT (Section A)

Other assistance offered to struggling 9th graders - other specify
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       9     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         27      (MISS)
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BASTRNON
--------                                    Administrator FT (Section A)

None of the these resources for struggling 9th graders
     Does your school offer any of the following programs to assist
     ninth graders who are struggling academically?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          32      91.4%
Yes....................................    1           3       8.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          1      (MISS)
                                                   -----   ---------
 TOTALS:                                                 36     100.0%
```

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---------------------------------------------------------------------
FORM: BA9ASIST        Timing Data (in secs);  Mean:27.91, Median:24.01
---------------------------------------------------------------------

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BANSTAR
--------                                  Administrator FT (Section A)

Grade 9 academic assistance recommended based on absentee record
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Absentee record

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          13       39.4%
Yes....................................    1          20       60.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                              36      100.0%


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BANSTAP
--------                                  Administrator FT (Section A)

Grade 9 academic assistance recommended based on academic performance
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Academic performance

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0           1        3.0%
Yes....................................    1          32       97.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                              36      100.0%
```

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--------
BANSTTR
--------                                  Administrator FT (Section A)

Grade 9 academic assistance recommended based on teacher referral
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Teacher's referral

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0           4       12.1%
Yes....................................    1          29       87.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                              36      100.0%


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BANSTCR
--------                                  Administrator FT (Section A)

Grade 9 academic assistance recommended based on counselor referral
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Counselor's referral

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0           7       21.2%
Yes....................................    1          26       78.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                              36      100.0%
```

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BANSTPR
--------                                   Administrator FT (Section A)

Grade 9 academic assistance recommended based on parental request
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Parental request

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          7      21.2%
Yes....................................    1         26      78.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BASSTSR
--------                                   Administrator FT (Section A)

Grade 9 academic assistance recommended based on student request
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Student request

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         10      30.3%
Yes....................................    1         23      69.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BANSTDP
--------                                   Administrator FT (Section A)

Grade 9 academic assistance recommended based on disciplinary problems
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Disciplinary problems

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         18      54.5%
Yes....................................    1         15      45.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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BANSTOTH
--------                                   Administrator FT (Section A)

Grade 9 academic assistance recommended based on other factor
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0         30      90.9%
Yes....................................    1          3       9.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3     (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

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BANSTOTO
--------                                    Administrator FT (Section A)

Grade 9 academic assistance recommended based on other factor-specify
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}..................................  Alpha       3     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         33      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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--------
BANSTNON
--------                                    Administrator FT (Section A)

Grade 9 academic assistance recommendations not based on any of these
     On what basis are ninth graders who are struggling academically
     recommended to receive assistance?

     None of the above

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.......................................  0          32      97.0%
Yes......................................  1           1       3.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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-----------------------------------------------------------------------
FORM: BATOTENR        Timing Data (in secs);  Mean:26.37, Median:13.01
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BATOTENR
--------                                    Administrator FT (Section B)

Total student enrollment
     As of September 1, 2008 (or the most recent date for which data
     are available), what was the total student enrollment in your
     school?

     | students (Please do not enter commas.)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{172-3150,1171.47/839.4989}..............  C          36     100.0%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

```
-----------------------------------------------------------------------
FORM: BACAPAC         Timing Data (in secs);  Mean:38.28, Median:19.01
-----------------------------------------------------------------------

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BACAPAC
--------                                    Administrator FT (Section B)

Percent capacity to which school is filled
     What is your school's current student capacity expressed as a
     percent, for example, 120 percent filled, 75 percent filled?

     |% (Please round to the nearest whole number.)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{70-105,91.1389/9.4178}..................  C          36     100.0%
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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-----------------------------------------------------------------------
FORM: BAPCTSB        Timing Data (in secs);  Mean:159.32, Median:82.01
-----------------------------------------------------------------------
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--------
BAFRPLNC
--------                                   Administrator FT (Section B)

% student body receiving free or reduced-price lunch
     What percentage of the total student body in your school...

     receive free or reduced-price lunch? | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0           7       20.0%
{3-90,39.2143/23.7835}...................   C          28       80.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BAELL
--------                                   Administrator FT (Section B)

% student body who are English language learners
     What percentage of the total student body in your school...

     are English language learners? | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0           8       22.9%
{1-100,12.7037/22.3586}..................   C          27       77.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BASPECED
--------                                   Administrator FT (Section B)

% student body receiving Special Education services for disabilities
     What percentage of the total student body in your school...

     receive Special Education services for students with
     disabilities? | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0           2        5.7%
{1-33,13.7879/8.0923}....................   C          33       94.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BAALTED
--------                                   Administrator FT (Section B)

% student body enrolled in an alternative program
     What percentage of the total student body in your school...

     are enrolled in an alternative program? | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0          10       37.0%
{1-14,2.8235/3.5573}.....................   C          17       63.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          9      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BAALTNO
--------                                    Administrator FT (Section B)

School does not offer alternative program
     What percentage of the total student body in your school...

     school does not offer

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          21      60.0%
Yes......................................   1          14      40.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BADROPRE
--------                                    Administrator FT (Section B)

% student body enrolled in a dropout prevention program
     What percentage of the total student body in your school...

     are enrolled in a dropout prevention program? | %

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero.....................................   0           8      38.1%
{1-100,10.4615/27.0636}..................   C          13      61.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         15      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BADROPNO
--------                                    Administrator FT (Section B)

School does not offer dropout prevention program
     What percentage of the total student body in your school...

     school does not offer

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          18      51.4%
Yes......................................   1          17      48.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACBAP
--------                                    Administrator FT (Section B)

% student body enrolled in Advanced Placement courses
     What percentage of the total student body in your school...

     are enrolled in College Board Advanced Placement (AP) courses? | %

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero.....................................   0           4      12.9%
{2-75,22.3704/18.1175}...................   C          27      87.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          5      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BAAPNO
--------                                    Administrator FT (Section B)

School does not offer Advanced Placement courses
     What percentage of the total student body in your school...

     school does not offer

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          30      85.7%
Yes......................................   1           5      14.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          1      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BAHISP          Timing Data (in secs);  Mean:40.19, Median:16.00
----------------------------------------------------------------------

--------
BAHISP
--------                                   Administrator FT (Section B)

% student body of Hispanic or Latino origin
     What percentage of the total student body in your school is of
     Hispanic or Latino origin?

     | % (Please round to the nearest whole number.)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0           1       2.9%
{1-97,23.8182/25.6435}..................  C          33      97.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%


----------------------------------------------------------------------
FORM: BARACE         Timing Data (in secs);  Mean:145.75, Median:55.00
----------------------------------------------------------------------

--------
BAWHITE
--------                                   Administrator FT (Section B)

% student body is White
     What percentage of the total student body in your school are
     members of the following groups?  Count each student only once.
     Do not count students' for whom race is unknown. Round to the
     nearest whole number.

     White |%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{2-99,65.3636/29.0741}..................  C          33     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BABLACK
--------                                   Administrator FT (Section B)

% student body is Black or African American
     What percentage of the total student body in your school are
     members of the following groups?  Count each student only once.
     Do not count students' for whom race is unknown. Round to the
     nearest whole number.

     Black or African American |%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-45,14.2121/14.4152}..................  C          33     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%


--------
BAASIAN
--------                                   Administrator FT (Section B)

% student body is Asian
     What percentage of the total student body in your school are
     members of the following groups?  Count each student only once.
     Do not count students' for whom race is unknown. Round to the
     nearest whole number.

     Asian |%

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0           7      23.3%
{1-95,10.1304/20.1298}..................  C          23      76.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          6      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BANATPAC
--------                                    Administrator FT (Section B)

% student body is Native Hawaiian or Pacific Islander
     What percentage of the total student body in your school are
     members of the following groups?  Count each student only once.
     Do not count students' for whom race is unknown. Round to the
     nearest whole number.

     Native Hawaiian or Pacific Islander |%

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0          19       76.0%
{1-4,1.6667/1.2111}......................   C           6       24.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%


--------
BAAMIND
--------                                    Administrator FT (Section B)

% student body is American Indian or Alaska Native
     What percentage of the total student body in your school are
     members of the following groups?  Count each student only once.
     Do not count students' for whom race is unknown. Round to the
     nearest whole number.

     American Indian or Alaska Native |%

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0          14       56.0%
{1-2,1.1818/0.4045}......................   C          11       44.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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-----------------------------------------------------------------------
FORM: BAENROL9        Timing Data (in secs);  Mean:33.49, Median:20.00
-----------------------------------------------------------------------
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BAENROL9
--------                                    Administrator FT (Section B)

Total 9th-grade student enrollment
     As of September 1, 2008 (or the most recent date for which data
     are available), what was the total 9th-grade student enrollment
     in your school?

     | 9th grade students (Please do not enter commas.)

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{45-855,299.303/222.137}.................   C          33      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%


-----------------------------------------------------------------------
FORM: BA9REPET        Timing Data (in secs);  Mean:26.68, Median:11.00
-----------------------------------------------------------------------

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BA9REPET
--------                                    Administrator FT (Section B)

% of the 2008-2009 9th-grade class repeating 9th grade
     What percentage of the 2008-2009 ninth-grade class is repeating
     ninth grade?

     |% (Please round to the nearest whole number.)

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero.....................................   0          14       41.2%
{1-20,7.05/6.37}.........................   C          20       58.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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----------------------------------------------------------------------
FORM: BA9RTRN         Timing Data (in secs);  Mean:60.73, Median:18.00
----------------------------------------------------------------------

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BA9RTRN
--------                                   Administrator FT (Section B)

% 9th graders enrolled in this school Sept 2007 returned Sept 2008
     What percentage of 9th-grade students who were enrolled in your
     school in September of 2007 returned to your school in September
     of 2008?

     |% (Please round to the nearest whole number.)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           1       3.0%
{18-100,90.2813/15.2215}................    C          32      97.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BA12LAST       Timing Data (in secs);  Mean:171.21, Median:55.01
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BA124YR
--------                                   Administrator FT (Section B)

% 07-08 12th graders went on 4-year degree-granting institution
     What percentage of last year's 12th-grade class...<br>
<br>
(Please round to the nearest whole number.)

     went on to a 4-year degree-granting institution? |%

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           1       3.2%
{10-100,51.5667/28.1837}................    C          30      96.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          5      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BA122YR
--------                                   Administrator FT (Section B)

% 07-08 12th graders went on to 2-year institution
     What percentage of last year's 12th-grade class...<br>
<br>
(Please round to the nearest whole number.)

     went on to a 2-year institution? |%

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           2       6.7%
{6-74,33.1786/16.4205}..................    C          28      93.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          6      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BA12TECH
--------                                   Administrator FT (Section B)

% 07-08 12th graders went on to technical/trade school
     What percentage of last year's 12th-grade class...<br>
<br>
(Please round to the nearest whole number.)

     went on to a technical or trade schools? |%

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           3      12.0%
{1-20,5.3636/4.4459}....................    C          22      88.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BA12WORK
--------                                    Administrator FT (Section B)

% 07-08 12th graders entered the workforce
     What percentage of last year's 12th-grade class...<br>
<br>
(Please round to the nearest whole number.)


     entered the workforce? |%

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero.....................................   0           3      11.5%
{1-56,12.2174/14.2349}...................   C          23      88.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         10      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BA12MIL
--------                                    Administrator FT (Section B)

% 07-08 12th graders joined military
     What percentage of last year's 12th-grade class...<br>
<br>
(Please round to the nearest whole number.)


     joined the military? |%

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero.....................................   0           4      14.8%
{1-10,3.1304/2.5101}....................    C          23      85.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          9      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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-----------------------------------------------------------------------
FORM: BANUMTCH      Timing Data (in secs);  Mean:200.11, Median:168.78
-----------------------------------------------------------------------
--------
BAMATHFT
--------                                    Administrator FT (Section C)

Number of full-time math teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{1-26,9.5/6.4819}.......................    C          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


--------
BAMATHPT
--------                                    Administrator FT (Section C)

Number of part-time math teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero.....................................   0           8      42.1%
{1-3,1.5455/0.6876}.....................    C          11      57.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         17      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BASCIFT
--------                                    Administrator FT (Section C)

Number of full-time science teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Science

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
{2-24,8.8824/5.7407}....................      C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9           2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BASCIPT
--------                                    Administrator FT (Section C)

Number of part-time science teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Science

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Zero....................................      0           8       47.1%
{1-3,1.5556/0.8819}.....................      C           9       52.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          19      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BAARTFT
--------                                    Administrator FT (Section C)

Number of full-time art teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Art

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Zero....................................      0           2        5.9%
{1-7,2.375/1.5398}......................      C          32       94.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9           2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BAARTPT
--------                                    Administrator FT (Section C)

Number of part-time art teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Art

                                                              NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
Zero....................................      0           6       37.5%
{1-2,1.1/0.3162}........................      C          10       62.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          20      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%
```

```
--------
BAMUCFT
--------                                    Administrator FT (Section C)

Number of full-time music teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Music

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           5      15.6%
{1-6,2.3333/1.2089}.....................    C          27      84.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          4      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAMUCPT
--------                                    Administrator FT (Section C)

Number of part-time music teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Music

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           8      42.1%
{1-3,1.5455/0.8202}.....................    C          11      57.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         17      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAENGFT
--------                                    Administrator FT (Section C)

Number of full-time English teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     English

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{2-27,10.4706/7.3824}...................    C          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAENGPT
--------                                    Administrator FT (Section C)

Number of part-time English teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     English

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           8      44.4%
{1-4,1.7/1.2517}........................    C          10      55.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         18      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAFLFT
--------                                    Administrator FT (Section C)

Number of full-time foreign language teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Foreign language

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{1-16,4.6471/3.2926}....................    C          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAFLPT
--------                                    Administrator FT (Section C)

Number of part-time foreigh language teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Foreigh language

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           8      40.0%
{1-4,1.8333/1.0299}.....................    C          12      60.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         16      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BASSFT
--------                                    Administrator FT (Section C)

Number of full-time social science or social studies teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Social science or social studies

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           4      11.8%
{1-21,7.8667/5.2439}....................    C          30      88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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BASSPT
--------                                    Administrator FT (Section C)

Number of part-time social science or social studies teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Social science or social studies

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           6      30.0%
{1-4,1.6429/0.9288}.....................    C          14      70.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         16      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAHISFT
--------                                    Administrator FT (Section C)

Number of full-time history teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     History

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           7     28.0%
{1-14,4.0556/3.6537}....................    C          18     72.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         11     (MISS)
                                                     -----  ---------
 TOTALS:                                                36    100.0%
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BAHISPT
--------                                    Administrator FT (Section C)

Number of part-time history teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     History

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           7     50.0%
{1-4,2.1429/1.215}......................    C           7     50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         22     (MISS)
                                                     -----  ---------
 TOTALS:                                                36    100.0%
```

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BAVOCFT
--------                                    Administrator FT (Section C)

Number of full-time vocational or technical education teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Vocational or technical education

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           6     18.8%
{1-19,5.7692/5.5448}....................    C          26     81.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          4     (MISS)
                                                     -----  ---------
 TOTALS:                                                36    100.0%
```

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--------
BAVOCPT
--------                                    Administrator FT (Section C)

Number of part-time vocational or technical education teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Vocational or technical education

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0          12     57.1%
{1-3,1.5556/0.8819}.....................    C           9     42.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         15     (MISS)
                                                     -----  ---------
 TOTALS:                                                36    100.0%
```

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BAPEFT
--------                                    Administrator FT (Section C)

Number of full-time physical education teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Physical education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           1       3.1%
{1-20,4/3.5402}........................    C          31      96.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          4      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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BAPEPT
--------                                    Administrator FT (Section C)

Number of part-time physical education teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Physical education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           8      34.8%
{1-10,2.2/2.3053}......................    C          15      65.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

```
--------
BASEFT
--------                                    Administrator FT (Section C)

Number of full-time special education teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Special education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           4      11.8%
{1-26,7.9/5.7075}......................    C          30      88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BASEPT
--------                                    Administrator FT (Section C)

Number of part-time special education teachers
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     Special education

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0          12      63.2%
{1-3,1.4286/0.7868}....................    C           7      36.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         17      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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BAOTHFT
--------                                    Administrator FT (Section C)

Number of full-time teachers of all other subject areas
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     your school, but divides his/her time between two or more subject
     areas, consider that teacher as part-time in each subject or
     area.)

     All other subject areas in your school

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           6      22.2%
{1-13,5.2857/3.0024}....................    C          21      77.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          9      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAOTHPT
--------                                    Administrator FT (Section C)

Number of part-time teachers of all other subject areas
     For each of the areas listed below, please indicate the number of
     full-time teachers and part-time teachers in your high school.
     Please give your best estimate. (If a teacher works full-time in
     y     For each of the areas listed below, please indicate the
     number of full-time teachers and part-time teachers in your high
     school. Please give your best estimate. (If a teacher works full-
     time in your school, but divides his/her time between two or more
     subject areas, consider that teacher as part-time in each subject
     or area.)

     All other subject areas in your school

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           9      50.0%
{1-5,2/1.4142}..........................    C           9      50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         18      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

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-----------------------------------------------------------------------
FORM: BATCHVAC        Timing Data (in secs);  Mean:28.34, Median:16.00
-----------------------------------------------------------------------

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BATCHVAC
--------                                    Administrator FT (Section C)

Recruited/interviewed for 07-08 math/science teaching vacancies
     For last school year (2007-2008), were there teaching vacancies
     in either your math or your science departments for which
     teachers were recruited and interviewed?

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No......................................    0          11      32.4%
Yes.....................................    1          23      67.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

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-----------------------------------------------------------------------
FORM: BAVACANT        Timing Data (in secs);  Mean:29.58, Median:22.01
-----------------------------------------------------------------------

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BAMTVAC
--------                                    Administrator FT (Section C)

Ease of filling math teaching vacancies
     How easy or difficult was it to fill the teaching vacancies in
     the mathematics or the science departments in your school?

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No vacancies in this department.........    1           4      17.4%
Easy....................................    2          11      47.8%
Somewhat difficult......................    3           3      13.0%
Very difficult..........................    4           5      21.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         13      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

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BASCIVAC
--------                                   Administrator FT (Section C)

Ease of filling science teaching vacancies
     How easy or difficult was it to fill the teaching vacancies in
     the mathematics or the science departments in your school?

     Science Department

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No vacancies in this department.........   1           5      21.7%
Easy....................................  2           4      17.4%
Somewhat difficult......................  3          10      43.5%
Very Difficult..........................  4           4      17.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         13      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%


-----------------------------------------------------------------------
FORM: BAMBONUS         Timing Data (in secs);  Mean:11.75, Median:7.04
-----------------------------------------------------------------------

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BAMBONUS
--------                                   Administrator FT (Section C)

School/district offers incentives to attract FT math teachers
     Does your school/district offer signing bonuses or incentives to
     attract qualified full-time <b>math</b> teachers (e.g., monetary
     bonuses, tuition aid, or tuition tax credits)?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0          33      97.1%
Yes.....................................  1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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-----------------------------------------------------------------------
FORM: BASBONUS         Timing Data (in secs);  Mean:11.13, Median:6.57
-----------------------------------------------------------------------

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BASBONUS
--------                                   Administrator FT (Section C)

School/district offers incentives to attract FT science teachers
     Does your school/district offer signing bonuses or incentives to
     attract qualified full-time <b>science </b>teachers (e.g.,
     monetary bonuses, tuition aid, or tuition tax credits)?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0          33      97.1%
Yes.....................................  1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%


-----------------------------------------------------------------------
FORM: BAMTCERT        Timing Data (in secs);  Mean:40.27, Median:20.47
-----------------------------------------------------------------------

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BAMTCERT
--------                                   Administrator FT (Section C)

Number of math teachers certified by state to teach 9-12 math
     Of the full-time teachers who instruct <b>math</b> in your
     school, how many are certified by your state to teach math at the
     secondary school (9-12) level?

     | certified full-time high school math teachers  (If none, enter
     0.)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{1-25,8.8235/6.0074}....................  C          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

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----------------------------------------------------------------------
FORM: BASCCERT         Timing Data (in secs);  Mean:12.62, Median:9.50
----------------------------------------------------------------------

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BASCCERT
--------                                   Administrator FT (Section C)

Number of science teachers certified by state to teach 9-12 science
     Of the full-time teachers who instruct <b>science</b> in your
     school, how many are certified in the state to teach science at
     the secondary school (9-12) level?

     | certified full-time high school science teachers  (If none,
     enter 0.)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{2-24,8.4706/5.7695}....................    C          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BAMTNORT        Timing Data (in secs);  Mean:17.57, Median:12.50
----------------------------------------------------------------------

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BAMTNORT
--------                                   Administrator FT (Section C)

Number of 07-08 full-time math teachers who did not return in 08-09
     How many full-time <b>math</b> teachers who taught in your school
     last year (2007-2008), did not return to teach at your school
     this year (2008-2009)?

     | full-time math teachers

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0          12      35.3%
{1-5,1.9091/1.1916}.....................    C          22      64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
----------------------------------------------------------------------
FORM: BASCNORT         Timing Data (in secs);  Mean:9.74, Median:8.00
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BASCNORT
--------                                   Administrator FT (Section C)

Number of 07-08 full-time science teachers who did not return in 08-09
     How many full-time <b>science </b>teachers who taught in your
     school last year (2007-2008), did not return to teach at your
     school this year (2008-2009)?

     | full-time science teachers

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0          13      38.2%
{1-6,1.6667/1.354}......................    C          21      61.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
----------------------------------------------------------------------
FORM: BAMTHABS        Timing Data (in secs);  Mean:22.37, Median:13.00
----------------------------------------------------------------------

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BAMTHABS
--------                                   Administrator FT (Section C)

Number of full-time math teachers absent on an average day
     Of your school’s full-time <b>math</b> teachers, about how many
     are absent on an average day?

     |full-time math teachers

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0          25      73.5%
{1-1,1/0}...............................    C           9      26.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BASCABS           Timing Data (in secs);  Mean:7.09, Median:4.50
----------------------------------------------------------------------

--------
BASCABS
--------                                   Administrator FT (Section C)

Number of full-time science teachers absent on an average day
     Of your school's full-time <b>science</b> teachers, about how
     many are absent on an average day?

     |full-time science teachers

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0          22       64.7%
{1-1,1/0}...............................  C          12       35.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%


----------------------------------------------------------------------
FORM: BAMATHOF        Timing Data (in secs);  Mean:74.34, Median:59.51
----------------------------------------------------------------------

--------
BACSA1
--------                                   Administrator FT (Section D)

School offers Algebra I
     Which of the following <b>math</b> courses does your school
     offer?

     Algebra I

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Yes.....................................  1          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BACSA1A
--------                                   Administrator FT (Section D)

School offers Algebra IA
     Which of the following <b>math</b> courses does your school
     offer?

     Algebra IA

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0          23       67.6%
Yes.....................................  1          11       32.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%


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BACSA1B
--------                                   Administrator FT (Section D)

School offers Algebra IB
     Which of the following <b>math</b> courses does your school
     offer?

     Algebra IB

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0          22       64.7%
Yes.....................................  1          12       35.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BACSA2
--------                                   Administrator FT (Section D)

School offers Algebra II
     Which of the following <b>math</b> courses does your school
     offer?

     Algebra II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           5      14.7%
Yes....................................     1          29      85.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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BACSC
--------                                   Administrator FT (Section D)

School offers Calculus
     Which of the following <b>math</b> courses does your school
     offer?

     Calculus

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          12      35.3%
Yes....................................     1          22      64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCP
--------                                   Administrator FT (Section D)

School offers Calculus Prep
     Which of the following <b>math</b> courses does your school
     offer?

     Calculus Prep

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          15      44.1%
Yes....................................     1          19      55.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSCAP
--------                                   Administrator FT (Section D)

School offers Calculus AP (AB)
     Which of the following <b>math</b> courses does your school
     offer?

     Calculus AP (AB)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           8      23.5%
Yes....................................     1          26      76.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCPB
--------                                    Administrator FT (Section D)

School offers Calculus AP (BC)
     Which of the following <b>math</b> courses does your school
     offer?

     Calculus AP (BC)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          21      61.8%
Yes....................................     1          13      38.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCOMP
--------                                    Administrator FT (Section D)

School offers Computer Science
     Which of the following <b>math</b> courses does your school
     offer?

     Computer Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          16      47.1%
Yes....................................     1          18      52.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSCS
--------                                    Administrator FT (Section D)

School offers Computer Science AP (A)
     Which of the following <b>math</b> courses does your school
     offer?

     Computer Science AP (A)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          28      82.4%
Yes....................................     1           6      17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSAPAB
--------                                    Administrator FT (Section D)

School offers Computer Science AP (AB)
     Which of the following <b>math</b> courses does your school
     offer?

     Computer Science AP (AB)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BADATAN
--------                                    Administrator FT (Section D)

School offers Data Analysis
     Which of the following <b>math</b> courses does your school
     offer?

     Data Analysis

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      97.1%
Yes....................................     1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSDM
--------                                    Administrator FT (Section D)

School offers Discrete Math
     Which of the following <b>math</b> courses does your school
     offer?

     Discrete Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          29      85.3%
Yes....................................     1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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BACSGE
--------                                    Administrator FT (Section D)

School offers Geometry
     Which of the following <b>math</b> courses does your school
     offer?

     Geometry

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes....................................     1          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSIM1
--------                                    Administrator FT (Section D)

School offers Integrated Math I
     Which of the following <b>math</b> courses does your school
     offer?

     Integrated Math I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          29      85.3%
Yes....................................     1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSIM2
--------                                   Administrator FT (Section D)

School offers Integrated Math II
     Which of the following <b>math</b> courses does your school
     offer?

     Integrated Math II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSIM3
--------                                   Administrator FT (Section D)

School offers Integrated Math III
     Which of the following <b>math</b> courses does your school
     offer?

     Integrated Math III

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSIM4
--------                                   Administrator FT (Section D)

School offers Integrated Math IV
     Which of the following <b>math</b> courses does your school
     offer?

     Integrated Math IV

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      97.1%
Yes....................................     1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSRM
--------                                   Administrator FT (Section D)

School offers Review/Remedial Math
     Which of the following <b>math</b> courses does your school
     offer?

     Review/Remedial Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          25      73.5%
Yes....................................     1           9      26.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSPS
--------                                    Administrator FT (Section D)

School offers Statistics/Probability
     Which of the following <b>math</b> courses does your school
     offer?

     Statistics/Probability

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          18      52.9%
Yes....................................     1          16      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSPAP
--------                                    Administrator FT (Section D)

School offers Statistics AP
     Which of the following <b>math</b> courses does your school
     offer?

     Statistics AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          22      64.7%
Yes....................................     1          12      35.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSOTH
--------                                    Administrator FT (Section D)

School offers other math courses
     Which of the following <b>math</b> courses does your school
     offer?

     Other Math Courses

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          18      52.9%
Yes....................................     1          16      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSOTHO
--------                                    Administrator FT (Section D)

School offers other math courses - other specify
     Which of the following <b>math</b> courses does your school
     offer?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}................................     Alpha      15     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         21     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BAMATH9         Timing Data (in secs);  Mean:23.99, Median:21.50
----------------------------------------------------------------------

--------
BACSA19
--------                                  Administrator FT (Section D)

Algebra I is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Algebra I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Yes....................................     1          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACSA1A9
--------                                  Administrator FT (Section D)

Algebra IA is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Algebra IA

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          23      67.6%
Yes....................................     1          11      32.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSA1B9
--------                                  Administrator FT (Section D)

Algebra IB is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Algebra IB

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          24      70.6%
Yes....................................     1          10      29.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACSA29
--------                                  Administrator FT (Section D)

Algebra II is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Algebra II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          19      55.9%
Yes....................................     1          15      44.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSC9
--------                                    Administrator FT (Section D)

Calculus is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Calculus

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCP9
--------                                    Administrator FT (Section D)

Calculus Prep is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Calculus Prep

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCAP9
--------                                    Administrator FT (Section D)

Calculus AP (AB) is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Calculus AP (AB)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCPB9
--------                                    Administrator FT (Section D)

Calculus AP (BC) is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Calculus AP (BC)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCMP9
--------                                    Administrator FT (Section D)

Computer Science is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Computer Science

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          29      85.3%
Yes....................................    1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSCS9
--------                                    Administrator FT (Section D)

Computer Science AP (A) is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Computer Science AP (A)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          32      94.1%
Yes....................................    1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSAPB9
--------                                    Administrator FT (Section D)

Computer Science AP (AB) is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Computer Science AP (AB)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          34     100.0%
 RESERVE CODES:
   Yes....................................  1           0      (MISS)
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACDATA9
--------                                    Administrator FT (Section D)

Data Analysis is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Data Analysis

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................    0          34     100.0%
 RESERVE CODES:
   Yes....................................  1           0      (MISS)
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSDM9
--------                                    Administrator FT (Section D)

Discrete Math is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Discrete Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSGE9
--------                                    Administrator FT (Section D)

Geometry is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Geometry

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           5      14.7%
Yes....................................     1          29      85.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACSIM19
--------                                    Administrator FT (Section D)

Integrated Math I is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Integrated Math I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSIM29
--------                                    Administrator FT (Section D)

Integrated Math II is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Integrated Math II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      97.1%
Yes....................................     1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACSIM39
--------                                    Administrator FT (Section D)

Integrated Math III is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Integrated Math III

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACSIM49
--------                                    Administrator FT (Section D)

Integrated Math IV is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Integrated Math IV

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACSRM9
--------                                    Administrator FT (Section D)

Review/Remedial Math is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Review/Remedial Math

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          27      79.4%
Yes....................................     1           7      20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACSPS9
--------                                    Administrator FT (Section D)

Statistics/Probability is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Statistics/Probability

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACSPAP9
--------                                    Administrator FT (Section D)

Statistics AP is open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Statistics AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAC9OTH
--------                                    Administrator FT (Section D)

Other math courses are open to 9th graders
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Other Math Courses

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          27      79.4%
Yes......................................   1           7      20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                   -----  ---------
 TOTALS:                                               36     100.0%


--------
BAC9OTHO
--------                                    Administrator FT (Section D)

Other math courses are open to 9th graders - other specify
     Which of the following <b>math</b> courses are open to <b>9th
     graders</b>?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}..................................   Alpha       1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         35     (MISS)
                                                   -----  ---------
 TOTALS:                                               36     100.0%
```

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-----------------------------------------------------------------------
FORM: BASCIOFF        Timing Data (in secs);  Mean:52.67, Median:44.01
-----------------------------------------------------------------------

--------
BACRAPH
--------                                    Administrator FT (Section D)

School offers Anatomy/Physiology
     Which of the following <b>science</b> classes does your school
     offer?

     Anatomy/Physiology

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          10      29.4%
Yes......................................   1          24      70.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                   -----  ---------
 TOTALS:                                               36     100.0%


--------
BACRB1
--------                                    Administrator FT (Section D)

School offers Biology I
     Which of the following <b>science</b> classes does your school
     offer?

     Biology I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0           2       5.9%
Yes......................................   1          32      94.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                   -----  ---------
 TOTALS:                                               36     100.0%
```

```
--------
BACRB2
--------                                    Administrator FT (Section D)

School offers Biology II
     Which of the following <b>science</b> classes does your school
     offer?

     Biology II

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          23      67.6%
Yes....................................     1          11      32.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRBAP
--------                                    Administrator FT (Section D)

School offers Biology AP
     Which of the following <b>science</b> classes does your school
     offer?

     Biology AP

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          15      44.1%
Yes....................................     1          19      55.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRCH
--------                                    Administrator FT (Section D)

School offers Chemistry I
     Which of the following <b>science</b> classes does your school
     offer?

     Chemistry I

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Yes....................................     1          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRCH2
--------                                    Administrator FT (Section D)

School offers Chemistry II
     Which of the following <b>science</b> classes does your school
     offer?

     Chemistry II

                                                          NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
No.....................................     0          25      73.5%
Yes....................................     1           9      26.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRCAP
--------                                    Administrator FT (Section D)

School offers Chemistry AP
     Which of the following <b>science</b> classes does your school
     offer?

     Chemistry AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          17      50.0%
Yes....................................     1          17      50.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRES
--------                                    Administrator FT (Section D)

School offers Earth Science
     Which of the following <b>science</b> classes does your school
     offer?

     Earth Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          15      44.1%
Yes....................................     1          19      55.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACREN
--------                                    Administrator FT (Section D)

School offers Environmental Science
     Which of the following <b>science</b> classes does your school
     offer?

     Environmental Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          15      44.1%
Yes....................................     1          19      55.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACREAP
--------                                    Administrator FT (Section D)

School offers Environmental Science AP
     Which of the following <b>science</b> classes does your school
     offer?

     Environmental Science AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          28      82.4%
Yes....................................     1           6      17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRSS1
--------                                   Administrator FT (Section D)

School offers Integrated Science I
     Which of the following <b>science</b> classes does your school
     offer?

     Integrated Science I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          28      82.4%
Yes....................................     1           6      17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRIS2
--------                                   Administrator FT (Section D)

School offers Integrated Science II
     Which of the following <b>science</b> classes does your school
     offer?

     Integrated Science II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          30      88.2%
Yes....................................     1           4      11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRIS3
--------                                   Administrator FT (Section D)

School offers Integrated Science III
     Which of the following <b>science</b> classes does your school
     offer?

     Integrated Science III

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRIS4
--------                                   Administrator FT (Section D)

School offers Integrated Science IV
     Which of the following <b>science</b> classes does your school
     offer?

     Integrated Science IV

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRPS
--------                                   Administrator FT (Section D)

School offers Physical Science
     Which of the following <b>science</b> classes does your school
     offer?

     Physical Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          16      47.1%
Yes....................................     1          18      52.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRPY1
--------                                   Administrator FT (Section D)

School offers Physics I
     Which of the following <b>science</b> classes does your school
     offer?

     Physics I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           2       5.9%
Yes....................................     1          32      94.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRPH2
--------                                   Administrator FT (Section D)

School offers Physics II
     Which of the following <b>science</b> classes does your school
     offer?

     Physics II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          29      85.3%
Yes....................................     1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAPAPB
--------                                   Administrator FT (Section D)

School offers Physics AP (B)
     Which of the following <b>science</b> classes does your school
     offer?

     Physics AP (B)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          19      55.9%
Yes....................................     1          15      44.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAPAPC1
--------                                    Administrator FT (Section D)

School offers Physics AP (C: Electricity and Magnetism)
     Which of the following <b>science</b> classes does your school
     offer?

     Physics AP (C: Electricity and Magnetism)

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          29      85.3%
Yes....................................   1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2     (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BAPAPC2
--------                                    Administrator FT (Section D)

School offers Physics AP (C: Mechanics)
     Which of the following <b>science</b> classes does your school
     offer?

     Physics AP (C: Mechanics)

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          28      82.4%
Yes....................................   1           6      17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2     (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
```

```
--------
BACROTH
--------                                    Administrator FT (Section D)

School offers other science courses
     Which of the following <b>science</b> classes does your school
     offer?

     Other Science Courses

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
No.....................................   0          18      52.9%
Yes....................................   1          16      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2     (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
```

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--------
BACROTHO
--------                                    Administrator FT (Section D)

School offers other science courses - other specify
     Which of the following <b>science</b> classes does your school
     offer?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ   PERCENT
                                          -----   -----  ---------
{Alpha}................................   Alpha      16     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         20     (MISS)
                                                   -----  ---------
 TOTALS:                                                36     100.0%
```

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----------------------------------------------------------------------
FORM: BASCI9          Timing Data (in secs);  Mean:24.31, Median:16.00
----------------------------------------------------------------------

--------
BACRAPH9
--------                                  Administrator FT (Section D)

Anatomy/Physiology is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Anatomy/Physiology

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACRB19
--------                                  Administrator FT (Section D)

Biology I is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Biology I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           4      11.8%
Yes....................................     1          30      88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRB29
--------                                  Administrator FT (Section D)

Biology II is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Biology II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BACRBAP9
--------                                  Administrator FT (Section D)

Biology AP is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Biology AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRCH9
--------                                    Administrator FT (Section D)

Chemistry I is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Chemistry I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          29      85.3%
Yes....................................     1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACHCH29
--------                                    Administrator FT (Section D)

Chemistry II is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Chemistry II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRCAP9
--------                                    Administrator FT (Section D)

Chemistry AP is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Chemistry AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRES9
--------                                    Administrator FT (Section D)

Earth Science is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Earth Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          18      52.9%
Yes....................................     1          16      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACREN9
--------                                    Administrator FT (Section D)

Environmental Science is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Environmental Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          25      73.5%
Yes....................................     1           9      26.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACREAP9
--------                                    Administrator FT (Section D)

Environmental Science (AP) is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Environmental Science AP

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRSS19
--------                                    Administrator FT (Section D)

Integrated Science I is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Integrated Science I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          28      82.4%
Yes....................................     1           6      17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACR1S29
--------                                    Administrator FT (Section D)

Integrated Science II is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Integrated Science II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRIS39
--------                                    Administrator FT (Section D)

Integrated Science III is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Integrated Science III

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRIS49
--------                                    Administrator FT (Section D)

Integrated Science IV is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Integrated Science IV

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BACRPS9
--------                                    Administrator FT (Section D)

Physical Science is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Physical Science

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          21      61.8%
Yes....................................     1          13      38.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRPY19
--------                                    Administrator FT (Section D)

Physics I is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Physics I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      97.1%
Yes....................................     1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BACRPH29
--------                                    Administrator FT (Section D)

Physics II is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Physics II

                                                          NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%


--------
BAPAPB9
--------                                    Administrator FT (Section D)

Physics AP (B) is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Physics AP (B)

                                                          NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%


--------
BAPAPC19
--------                                    Administrator FT (Section D)

Physics AP (C: Electricity and Magnetism) is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Physics AP (C: Electricity and Magnetism)

                                                          NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%


--------
BAPAPC29
--------                                    Administrator FT (Section D)

Physics AP (C: Mechanics) is open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Physics AP (C: Mechanics)

                                                          NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%


--------
BACROTH9
--------                                    Administrator FT (Section D)

Other science courses are open to 9th graders
     Which of the following <b>science</b> courses are open to <b>9th
     graders</b>?

     Other Science Courses

                                                          NON-MISS
                                              CODES    FREQ    PERCENT
                                              -----   -----   ---------
No.....................................       0          31       91.2%
Yes....................................       1           3        8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}     -9          2      (MISS)
                                                        -----   ---------
 TOTALS:                                                 36      100.0%
```

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----------------------------------------------------------------------
FORM: BAOFFIB           Timing Data (in secs);  Mean:6.65, Median:6.00
----------------------------------------------------------------------

--------
BAOFFIB
--------                                   Administrator FT (Section D)

School offers an International Baccalaureate (IB) program
     Does your school offer an International Baccalaureate (IB)
     program?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          31      91.2%
Yes....................................     1           3       8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BAMATREQ        Timing Data (in secs);  Mean:24.21, Median:21.00
----------------------------------------------------------------------

--------
BAGRDA1
--------                                   Administrator FT (Section D)

Algebra I is required for graduation
     Which of the following <b>math</b> courses are required for
     graduation?

     Algebra I

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           5      14.7%
Yes....................................     1          29      85.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAGRDGEO
--------                                   Administrator FT (Section D)

Geometry is required for graduation
     Which of the following <b>math</b> courses are required for
     graduation?

     Geometry

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          12      35.3%
Yes....................................     1          22      64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BAGRDAG2
--------                                   Administrator FT (Section D)

Algebra II is required for graduation
     Which of the following <b>math</b> courses are required for
     graduation?

     Algebra II

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          19      55.9%
Yes....................................     1          15      44.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAGRDPS
--------                                    Administrator FT (Section D)

Statistics/Probability is required for graduation
     Which of the following <b>math</b> courses are required for
     graduation?

     Statistics/Probability

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      97.1%
Yes....................................     1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAGRDOM
--------                                    Administrator FT (Section D)

Other math course is required for graduation
     Which of the following <b>math</b> courses are required for
     graduation?

     Other Math Courses

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          27      79.4%
Yes....................................     1           7      20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAGRDOMO
--------                                    Administrator FT (Section D)

Other math course is required for graduation - other specify
     Which of the following <b>math</b> courses are required for
     graduation?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}................................     Alpha       8     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         28      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAGRDNON
--------                                    Administrator FT (Section D)

No specific math courses required for graduation
     Which of the following <b>math</b> courses are required for
     graduation?

     No specific courses required

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          29      85.3%
Yes....................................     1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BAMTCHAS        Timing Data (in secs);  Mean:36.85, Median:28.72
----------------------------------------------------------------------
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BAMTS
--------                                   Administrator FT (Section D)

Math teacher class assignment requests are granted by seniority
     How does your school assign teachers to <b>math</b> classes?

     Requests are granted based on teacher seniority
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	30	88.2%
Yes.....	1	4	11.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
--------
BAMTP
--------                                   Administrator FT (Section D)

Math teacher class assignments based on teacher performance
     How does your school assign teachers to <b>math</b> classes?

     Class assignments are made based on teacher performance
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	20	58.8%
Yes.....	1	14	41.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
--------
BAMROT
--------                                   Administrator FT (Section D)

Math teacher class assignments are rotated
     How does your school assign teachers to <b>math</b> classes?

     Class assignments are rotated
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	30	88.2%
Yes.....	1	4	11.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
--------
BAMBTL
--------                                   Administrator FT (Section D)

Math teacher class assignments are made to balance teaching loads
     How does your school assign teachers to <b>math</b> classes?

     Class assignments are made based on balancing teaching loads
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	16	47.1%
Yes.....	1	18	52.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
--------
BAMEXP
--------                                  Administrator FT (Section D)

Math teacher class assignments based on experience
     How does your school assign teachers to <b>math</b> classes?

     Class assignments are made based on experience

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          28       82.4%
Yes....................................   1           6       17.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BAMFIT
--------                                  Administrator FT (Section D)

Math teacher class assignment based on principal/dept head decision
     How does your school assign teachers to <b>math</b> classes?

     The principal, school administrator, or department head decides
     which teacher fits best with a particular class or group of
     students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           3        8.8%
Yes....................................   1          31       91.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
```

```
--------
BAMTOTH
--------                                  Administrator FT (Section D)

Math teacher class assignments based on other factor
     How does your school assign teachers to <b>math</b> classes?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          31       91.2%
Yes....................................   1           3        8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
```

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BAMTOTHO
--------                                  Administrator FT (Section D)

Math teacher class assignments based on other factor-other specify
     How does your school assign teachers to <b>math</b> classes?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       3      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         33      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
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----------------------------------------------------------------------
FORM: BASTCHAS        Timing Data (in secs);  Mean:18.89, Median:14.00
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BASTS
--------                                  Administrator FT (Section D)

Science teacher class assignment requests are granted by seniority
     How does your school assign teachers to <b>science</b> classes?

     Requests are granted based on teacher seniority
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	28	82.4%
Yes.....	1	6	17.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
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BASTP
--------                                  Administrator FT (Section D)

Science teacher class assignments based on teacher performance
     How does your school assign teachers to <b>science</b> classes?

     Class assignments are made based on teacher performance
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	20	58.8%
Yes.....	1	14	41.2%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
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BASROT
--------                                  Administrator FT (Section D)

Science teacher class assignments are rotated
     How does your school assign teachers to <b>science</b> classes?

     Class assignments are rotated
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	30	88.2%
Yes.....	1	4	11.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
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BASBTL
--------                                  Administrator FT (Section D)

Science teacher class assignments are made to balance teaching loads
     How does your school assign teachers to <b>science</b> classes?

     Class assignments are made based on balancing teaching loads
```

	CODES	FREQ	NON-MISS PERCENT
No.....	0	16	47.1%
Yes.....	1	18	52.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

```
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BASEXP
--------                                  Administrator FT (Section D)

Science teacher class assignments based on experience
     How does your school assign teachers to <b>science</b> classes?

     Class assignments are made based on experience

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          27      79.4%
Yes....................................   1           7      20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
```

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--------
BASFIT
--------                                  Administrator FT (Section D)

Science teacher class assignment based on principal/dept head decision
     How does your school assign teachers to <b>science</b> classes?

     The principal, school administrator, or department head decides
     which teacher fits best with a particular class or group of
     students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0           3       8.8%
Yes....................................   1          31      91.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
```

```
--------
BASOTH
--------                                  Administrator FT (Section D)

Science teacher class assignments based on other factor
     How does your school assign teachers to <b>science</b> classes?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No.....................................   0          29      85.3%
Yes....................................   1           5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
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BASOTHO
--------                                  Administrator FT (Section D)

Science teacher class assignments based on other factor-other specify
     How does your school assign teachers to <b>science</b> classes?

     Please specify:

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}................................   Alpha       5     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9         31      (MISS)
                                                   -----   ---------
 TOTALS:                                             36      100.0%
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----------------------------------------------------------------------
FORM: BAMAPPR         Timing Data (in secs);  Mean:50.25, Median:35.54
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BAMAPPR
--------                                   Administrator FT (Section D)

Approach to students with different math ability/motivation
     Which of the following best describes your school's approach to
     providing instruction in <b>math</b> to students who come to you
     with different abilities, learning rates, interests or
     motivations in <b>math</b> (do not include Special Education
     students when considering your answer)?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Differentiated courses/open with prereqs     1         20      58.8%
Differentiated courses and grouping.....     2          3       8.8%
Undifferentiated/open with prerequisites     3          6      17.6%
Other...................................     4          5      14.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BAMAPPRO
--------                                   Administrator FT (Section D)

Approach to students with different math ability/motivation-specify
     Which of the following best describes your school's approach to
     providing instruction in <b>math</b> to students who come to you
     with different abilities, learning rates, interests or
     motivations in <b>math</b> (do not include Special Education
     students when considering your answer)?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}.................................    Alpha      5     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9        31      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BASAPPR         Timing Data (in secs);  Mean:17.57, Median:11.71
----------------------------------------------------------------------

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BASAPPR
--------                                   Administrator FT (Section D)

Approach to students with different science ability/motivation
     Which of the following statements best describes your school's
     approach to providing instruction in <b>science</b> to students
     who come to you with different abilities, learning rates,
     interests, or motivations in <b>science</b> (do not include
     Special Education students when considering your answer)?

     (please specify)

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Differentiated courses/open with prereqs     1         23      67.6%
Differentiated courses and grouping.....     2          2       5.9%
Undifferentiated/open with prerequisites     3          5      14.7%
Other...................................     4          4      11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9         2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


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BASAPPRO
--------                                   Administrator FT (Section D)

Approach to students with different science ability/motivation-specify
     Which of the following statements best describes your school's
     approach to providing instruction in <b>science</b> to students
     who come to you with different abilities, learning rates,
     interests, or motivations in <b>science</b> (do not include
     Special Education students when considering your answer)?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}.................................    Alpha      4     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9        32      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BADIFALG        Timing Data (in secs);  Mean:11.54, Median:10.01
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BADIFALG
--------                                   Administrator FT (Section D)

School offers Algebra I levels for students w/ different abilities
     Does your school offer different levels of Algebra I for students
     who vary in ability or in academic background (e.g., prior 8th-
     grade coursework in math)?

     Does your school offer ...

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          10      29.4%
Yes....................................     1          24      70.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BASMASAB         Timing Data (in secs);  Mean:16.63, Median:9.00
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BASMASAB
--------                                   Administrator FT (Section D)

Students are assigned to math courses/sections by ability
     Are students assigned to <b>math</b> courses, or sections of <b>
     math</b> courses, by ability?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           9      26.5%
Yes....................................     1          25      73.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BASSASAB         Timing Data (in secs);  Mean:7.18, Median:6.00
----------------------------------------------------------------------

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BASSASAB
--------                                   Administrator FT (Section D)

Students are assigned to science courses/sections by ability
     Are students assigned to <b>science</b> courses, or sections of <
     b>science</b> courses, by ability?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          11      33.3%
Yes....................................     1          22      66.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           3     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BAGOALS         Timing Data (in secs);  Mean:75.43, Median:45.51
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BATGLHS
--------                                   Administrator FT (Section E)

Emphasis on teachers assisting all students to achieve high standards
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Assisting all students to achieve high standards

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Moderate emphasis......................     2           4      11.8%
Major emphasis.........................     3          30      88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
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BATGLUC
--------                                   Administrator FT (Section E)

Emphasis on teachers using curricula aligned with high standards
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Using curricula aligned with high standards

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Moderate emphasis......................     2           3       8.8%
Major emphasis.........................     3          31      91.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
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BATGLORD
--------                                   Administrator FT (Section E)

Emphasis on teachers maintaining a quiet/orderly classroom environment
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Maintaining a quiet and orderly classroom environment

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No or minor emphasis...................     1           4      12.1%
Moderate emphasis......................     2          11      33.3%
Major emphasis.........................     3          18      54.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          3      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
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BATGLCHA
--------                                   Administrator FT (Section E)

Emphasis on teachers challenging higher achieving students
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Providing challenging material, activities, and assignments for
     higher achieving students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No or minor emphasis...................     1           1       2.9%
Moderate emphasis......................     2           9      26.5%
Major emphasis.........................     3          24      70.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

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BATGLIS
--------                                   Administrator FT (Section E)

Emphasis on teachers using strategies aligned w/high standards
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Using instructional strategies aligned with high standards (e.g.,
     differentiated instruction)

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Moderate emphasis......................     2           6      17.6%
Major emphasis.........................     3          28      82.4%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}    -9          2      (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
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BATGLPAR
--------                                  Administrator FT (Section E)

Emphasis on teachers communicating well with parents
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Communicating well with parents

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Moderate emphasis......................    2          9      26.5%
Major emphasis.........................    3         25      73.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
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BATGLWOS
--------                                  Administrator FT (Section E)

Emphasis on teachers working well with other staff
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Working well with other staff

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Moderate emphasis......................    2         12      35.3%
Major emphasis.........................    3         22      64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
```

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BATGLNID
--------                                  Administrator FT (Section E)

Emphasis on teachers' openness to new ideas and methods
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Openness to new ideas and methods

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Moderate emphasis......................    2         12      35.3%
Major emphasis.........................    3         22      64.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
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BATGLPDA
--------                                  Administrator FT (Section E)

Emphasis on teachers professional development activities
     How much emphasis do you place on the following goals and
     objectives for your teachers?

     Participating in professional development activities

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No or minor emphasis...................    1          1       3.0%
Moderate emphasis......................    2         15      45.5%
Major emphasis.........................    3         17      51.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3     (MISS)
                                                    -----   ---------
 TOTALS:                                                 36     100.0%
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---------------------------------------------------------------------
FORM: BASTPROB        Timing Data (in secs);  Mean:25.37, Median:17.50
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BASTPRB1
--------                                  Administrator FT (Section E)

Student tardiness is a problem at this school
     Indicate the degree to which each of the following matters is a
     problem in your school.

     Student tardiness

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Serious..................................  1           4       11.8%
Moderate.................................  2          14       41.2%
Minor....................................  3          14       41.2%
Not a problem............................  4           2        5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%


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BASTPRB2
--------                                  Administrator FT (Section E)

Student absenteeism is a problem at this school
     Indicate the degree to which each of the following matters is a
     problem in your school.

     Student absenteeism

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Serious..................................  1           5       14.7%
Moderate.................................  2          11       32.4%
Minor....................................  3          15       44.1%
Not a problem............................  4           3        8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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BASTPRB3
--------                                  Administrator FT (Section E)

Student class cutting is a problem at this school
     Indicate the degree to which each of the following matters is a
     problem in your school.

     Student class cutting

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Serious..................................  1           2        5.9%
Moderate.................................  2           5       14.7%
Minor....................................  3          20       58.8%
Not a problem............................  4           7       20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%


---------------------------------------------------------------------
FORM: BAPROB1         Timing Data (in secs);  Mean:41.48, Median:30.50
---------------------------------------------------------------------

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BASCPPC
--------                                  Administrator FT (Section E)

Frequency of physical conflicts among students at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Physical conflicts among students

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
At least once a week.....................  2           6       17.6%
At least once a month....................  3           5       14.7%
On occasion..............................  4          20       58.8%
Never happens............................  5           3        8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
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BASCPVA
--------                                   Administrator FT (Section E)

Frequency of robbery or theft at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Robbery or theft

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Daily...................................    1          3       8.8%
At least once a week....................    2          4      11.8%
At least once a month...................    3          4      11.8%
On occasion.............................    4         21      61.8%
Never happens...........................    5          2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

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BASCPUA
--------                                   Administrator FT (Section E)

Frequency of vandalism at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Vandalism

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
At least once a week....................    2          1       2.9%
At least once a month...................    3          4      11.8%
On occasion.............................    4         27      79.4%
Never happens...........................    5          2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

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BASCPID
--------                                   Administrator FT (Section E)

Frequency of student illegal drug use at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Student use of illegal drugs

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Daily...................................    1          2       5.9%
At least once a week....................    2          1       2.9%
At least once a month...................    3          2       5.9%
On occasion.............................    4         27      79.4%
Never happens...........................    5          2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
```

```
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BASCPDA
--------                                   Administrator FT (Section E)

Frequency of students under influence of drugs/alcohol while at school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Students under the influence of drugs/alcohol while at school

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Daily...................................    1          1       2.9%
At least once a week....................    2          2       5.9%
At least once a month...................    3          1       2.9%
On occasion.............................    4         26      76.5%
Never happens...........................    5          4      11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36     100.0%
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BASCPDR
--------                                    Administrator FT (Section E)

Frequency of drug sales on the way to/from school or on school grounds
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     The sale of drugs on the way to or from school and/or on school
     grounds

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Daily...................................   1          2       5.9%
At least once a week....................   2          2       5.9%
At least once a month...................   3          2       5.9%
On occasion.............................   4         24      70.6%
Never happens...........................   5          4      11.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%


-----------------------------------------------------------------------
FORM: BAPROB2         Timing Data (in secs);  Mean:42.12, Median:33.71
-----------------------------------------------------------------------

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BASCPWE
--------                                    Administrator FT (Section E)

Frequency of student possession of weapons at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Student possession of weapons

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
At least once a month...................   3          1       2.9%
On occasion.............................   4         20      58.8%
Never happens...........................   5         13      38.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

```
--------
BASCPPA
--------                                    Administrator FT (Section E)

Frequency of physical abuse of teachers at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Physical abuse of teachers

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
On occasion.............................   4          8      23.5%
Never happens...........................   5         26      76.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%


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BASCPRT
--------                                    Administrator FT (Section E)

Frequency of student racial tensions at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Student racial tensions

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
At least once a week....................   2          2       5.9%
On occasion.............................   4         23      67.6%
Never happens...........................   5          9      26.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}  -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                              36     100.0%
```

BASCPBU

Administrator FT (Section E)

Frequency of student bullying at this school
To the best of your knowledge how often do the following types of problems occur at your school?

Student bullying

	CODES	FREQ	NON-MISS PERCENT
Daily	1	2	5.9%
At least once a week	2	5	14.7%
At least once a month	3	6	17.6%
On occasion	4	19	55.9%
Never happens	5	2	5.9%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

BASCVAT

Administrator FT (Section E)

Frequency of student verbal abuse of teachers at this school
To the best of your knowledge how often do the following types of problems occur at your school?

Student verbal abuse of teachers

	CODES	FREQ	NON-MISS PERCENT
Daily	1	2	5.9%
At least once a week	2	3	8.8%
At least once a month	3	10	29.4%
On occasion	4	13	38.2%
Never happens	5	6	17.6%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

BASCPMS

Administrator FT (Section E)

Frequency of student in-class misbehavior at this school
To the best of your knowledge how often do the following types of problems occur at your school?

Student in-class misbehavior

	CODES	FREQ	NON-MISS PERCENT
Daily	1	15	44.1%
At least once a week	2	6	17.6%
At least once a month	3	3	8.8%
On occasion	4	10	29.4%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

BASCPDI

Administrator FT (Section E)

Frequency of student acts of disrespect for teachers at this school
To the best of your knowledge how often do the following types of problems occur at your school?

Student acts of disrespect for teachers

	CODES	FREQ	NON-MISS PERCENT
Daily	1	7	20.6%
At least once a week	2	10	29.4%
At least once a month	3	3	8.8%
On occasion	4	11	32.4%
Never happens	5	3	8.8%
RESERVE CODES:			
{Missing, Not applicable, Not reached}	-9	2	(MISS)
TOTALS:		36	100.0%

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BASCPGA
--------                                    Administrator FT (Section E)

Frequency of student gang activities at this school
     To the best of your knowledge how often do the following types of
     problems occur at your school?

     Student gang activities

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Daily....................................   1           2       5.9%
At least once a month....................   3           2       5.9%
On occasion..............................   4          18      52.9%
Never happens............................   5          12      35.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BAHIDEG          Timing Data (in secs);  Mean:10.92, Median:8.04
----------------------------------------------------------------------

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BAHIDEG
--------                                    Administrator FT (Section E)

Principal's highest degree earned
     What is the highest degree you have earned?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Master's degree..........................   4          26      76.5%
Educational specialist/prof diploma.....   5           7      20.6%
Doctorate or first professional degree..   6           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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----------------------------------------------------------------------
FORM: BADEGREE        Timing Data (in secs);  Mean:41.00, Median:35.98
----------------------------------------------------------------------

--------
BAUPRMAJ
--------                                  Administrator FT (Section E)

Principal's undergraduate major
     What were your major and minor (or 2nd major) fields of study for
     your <b>undergraduate</b> degree?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Education admin/instructional leadership    1           1       3.0%
Education................................   2           7      21.2%
English..................................   3           3       9.1%
Mathematics..............................   4           3       9.1%
History/social studies/social science...    5           7      21.2%
Natural/physical sciences................   6           3       9.1%
Physical education.......................   8           4      12.1%
Business.................................   10          1       3.0%
Other (please specify)...................   11          4      12.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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--------
BAUPRMIN
--------                                    Administrator FT (Section E)

Principal's undergraduate minor
     What were your major and minor (or 2nd major) fields of study for
     your <b>undergraduate</b> degree?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Education...............................   2           7      22.6%
English.................................   3           3       9.7%
Mathematics.............................   4           1       3.2%
History/social studies/social science...   5           3       9.7%
Natural/physical sciences...............   6           4      12.9%
Foreign languages.......................   7           2       6.5%
Physical education......................   8           1       3.2%
Other (please specify)..................   11          7      22.6%
Does not apply..........................   12          3       9.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          5      (MISS)
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

```
--------
BAUPR2MA
--------                                    Administrator FT (Section E)

Principal's undergraduate second major
     What were your major and minor (or 2nd major) fields of study for
     your <b>undergraduate</b> degree?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Education admin/instructional leadership  1           5      29.4%
Education...............................   2           1       5.9%
Mathematics.............................   4           1       5.9%
History/social studies/social science...   5           1       5.9%
Other (please specify)..................   11          1       5.9%
Does not apply..........................   12          8      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         19      (MISS)
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

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--------
BAUPRMJO
--------                                    Administrator FT (Section E)

Principal's undergraduate major - other specify
     What were your major and minor (or 2nd major) fields of study for
     your <b>undergraduate</b> degree?

     Please specify your undergraduate major.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}.................................  Alpha       4      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         32      (MISS)
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

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--------
BAUPRMIO
--------                                    Administrator FT (Section E)

Principal's undergraduate minor - other specify
     What were your major and minor (or 2nd major) fields of study for
     your <b>undergraduate</b> degree?

     Please specify your undergraduate minor.

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{Alpha}.................................  Alpha       7      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         29      (MISS)
                                                    -----   ---------
 TOTALS:                                               36      100.0%
```

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--------
BAUPR2MO
--------                                    Administrator FT (Section E)

Principal's undergraduate second major - other specify
     What were your major and minor (or 2nd major) fields of study for
     your <b>undergraduate</b> degree?

     Please specify your 2nd undergraduate major.

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{Alpha}..................................   Alpha       1     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         35      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%


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FORM: BAGRAD          Timing Data (in secs);  Mean:22.70, Median:17.01
----------------------------------------------------------------------

--------
BAGPMAJ
--------                                    Administrator FT (Section E)

Principal's graduate major
     What were your major and minor (or 2nd major) fields of study for
     your <b>graduate</b> degree?


                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Education admin/instructional leadership    1          20      60.6%
Education................................   2           4      12.1%
English..................................   3           1       3.0%
Mathematics..............................   4           2       6.1%
Physical education.......................   8           2       6.1%
Other (please specify)...................   11          4      12.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BAGPRMIN
--------                                    Administrator FT (Section E)

Principal's graduate minor
     What were your major and minor (or 2nd major) fields of study for
     your <b>graduate</b> degree?


                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Education admin/instructional leadership    1           6      46.2%
Education................................   2           2      15.4%
Does not apply...........................   12          5      38.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         23      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%


--------
BAGPR2MA
--------                                    Administrator FT (Section E)

Principal's graduate second major
     What were your major and minor (or 2nd major) fields of study for
     your <b>graduate</b> degree?


                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Education admin/instructional leadership    1           3      25.0%
English..................................   3           1       8.3%
Vocational education.....................   9           1       8.3%
Other (please specify)...................   11          2      16.7%
Does not apply...........................   12          5      41.7%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         24      (MISS)
                                                     -----   ---------
 TOTALS:                                                36     100.0%
```

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--------
BAGPMAJO
--------                                    Administrator FT (Section E)

Principal's graduate major - other specify
     What were your major and minor (or 2nd major) fields of study for
     your <b>graduate</b> degree?

     Please specify your major field of study for your graduate
     degree.

                                                              NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----   ---------
{Alpha}..................................   Alpha       4      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         32      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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BAGPRMAO
--------                                    Administrator FT (Section E)

Principal's graduate second major - other specify
     What were your major and minor (or 2nd major) fields of study for
     your <b>graduate</b> degree?

     Please specify your 2nd major field of study for your graduate
     degree.

                                                              NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----   ---------
{Alpha}..................................   Alpha       2      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         34      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
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-----------------------------------------------------------------------
FORM: BAEXPTCH        Timing Data (in secs);  Mean:38.76, Median:24.50
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BAPRTEL
--------                                    Administrator FT (Section E)

Years of elementary teaching experience prior to becoming principal
     Before you became a principal, how many years of elementary,
     middle, or secondary teaching experience did you have?<br>
<br>
(Please enter '0' if you have no teaching experience at a level.)

     Elementary (K-5) | years

                                                              NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----   ---------
Zero.....................................   0          12       60.0%
{1-29,9.125/8.9672}......................   C           8       40.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         16      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BAPRTMI
--------                                    Administrator FT (Section E)

Years of middle school teaching experience prior to becoming principal
     Before you became a principal, how many years of elementary,
     middle, or secondary teaching experience did you have?<br>
<br>
(Please enter '0' if you have no teaching experience at a level.)

     Middle (6-8) | years

                                                              NON-MISS
                                            CODES    FREQ     PERCENT
                                            -----   -----   ---------
Zero.....................................   0           7       29.2%
{1-12,6.2353/3.3825}.....................   C          17       70.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         12      (MISS)
                                                     -----   ---------
 TOTALS:                                                36      100.0%
```

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--------
BAPRTSEC
--------                                    Administrator FT (Section E)

Years of secondary teaching experience prior to becoming principal
     Before you became a principal, how many years of elementary,
     middle, or secondary teaching experience did you have?<br>
<br>
(Please enter '0' if you have no teaching experience at a level.)

     Secondary (9-12) | years

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero.....................................   0           1       3.2%
{1-40,10.7667/8.1819}....................   C          30      96.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          5      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


----------------------------------------------------------------------
FORM: BAPRSUBJ         Timing Data (in secs);  Mean:13.45, Median:9.00
----------------------------------------------------------------------

--------
BAPRSUBJ
--------                                    Administrator FT (Section E)

Principal's main subject taught before becoming principal
     What was the main subject that you taught?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
English..................................   1           4      12.1%
Math.....................................   2           6      18.2%
History/social studies/social science....   3           9      27.3%
Natural/physical sciences................   4           4      12.1%
Foreign languages........................   5           1       3.0%
Physical education.......................   6           3       9.1%
Business.................................   8           1       3.0%
Other subject............................   9           5      15.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          3      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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--------
BAPRSBJO
--------                                    Administrator FT (Section E)

Principal's main subject taught before becoming principal-specify
     What was the main subject that you taught?

     Please specify:

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
{Alpha}..................................   Alpha       5     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9         31      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%


----------------------------------------------------------------------
FORM: BAPRMANG         Timing Data (in secs);  Mean:25.38, Median:7.50
----------------------------------------------------------------------

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BAPRMANG
--------                                    Administrator FT (Section E)

Prior management experience outside of the field of education
     Before you became a principal, did you have any management
     experience outside of the field of education?

     Before you became a principal, did you have any management
     experience outside of the field of education?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.......................................   0          18      52.9%
Yes......................................   1          16      47.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                36     100.0%
```

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----------------------------------------------------------------------
FORM: BAPRALT           Timing Data (in secs);  Mean:7.46, Median:7.00
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BAPRALT
--------                                   Administrator FT (Section E)

Whether became a principal through alternative prep program
     Did you become a principal through alternative prep programs
     (e.g., New Leaders for New Schools)?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


----------------------------------------------------------------------
FORM: BAPRTCH         Timing Data (in secs);  Mean:21.06, Median:18.00
----------------------------------------------------------------------

--------
BAPRSELE
--------                                   Administrator FT (Section E)

Years of elementary teaching experience since becoming principal
     Since becoming a principal, how many years of elementary, middle,
     or secondary teaching experience have you had?<br>
<br>
(Please enter '0' if you have no teaching experience at a level.)

     Elementary (K-5) | years

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero...................................     0          21      87.5%
{2-8,5/3}..............................     C           3      12.5%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          12     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

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BAPRSMIS
--------                                   Administrator FT (Section E)

Years of middle school teaching experience since becoming principal
     Since becoming a principal, how many years of elementary, middle,
     or secondary teaching experience have you had?<br>
<br>
(Please enter '0' if you have no teaching experience at a level.)

     Middle (6-8) | years

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero...................................     0          19      73.1%
{1-9,4.1429/2.4785}....................     C           7      26.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          10     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%


--------
BAPRSSEC
--------                                   Administrator FT (Section E)

Years of secondary teaching experience since becoming principal
     Since becoming a principal, how many years of elementary, middle,
     or secondary teaching experience have you had?<br>
<br>
(Please enter '0' if you have no teaching experience at a level.)

     Secondary (9-12) | years

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero...................................     0          15      46.9%
{1-16,7/4.3012}........................     C          17      53.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           4     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
----------------------------------------------------------------------
FORM: BAPRSRVA        Timing Data (in secs);  Mean:15.96, Median:11.51
----------------------------------------------------------------------

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BAPRSRVA
--------                                  Administrator FT (Section E)

Years served as principal of any school
     Prior to this school year, how many years did you serve as the
     principal of this or any other school?

     | years
                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           2      5.9%
{1-25,7.0625/6.0957}....................    C          32     94.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36    100.0%


----------------------------------------------------------------------
FORM: BAPRSRVS         Timing Data (in secs);  Mean:12.60, Median:8.00
----------------------------------------------------------------------

--------
BAPRSRVS
--------                                  Administrator FT (Section E)

Years served as principal of this school
     Prior to this school year, how many years did you serve as the
     principal of this school?

     | years
                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
Zero....................................    0           4     11.8%
{1-15,4.8333/3.8959}....................    C          30     88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36    100.0%
```

```
----------------------------------------------------------------------
FORM: BAPRCURT         Timing Data (in secs);  Mean:5.71, Median:5.50
----------------------------------------------------------------------

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BAPRCURT
--------                                  Administrator FT (Section E)

Principal is currently teaching in this school
     In addition to serving as principal, are you currently teaching
     in this school?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0          31     91.2%
Yes.....................................    1           3      8.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36    100.0%


----------------------------------------------------------------------
FORM: BAPRCERT         Timing Data (in secs);  Mean:5.08, Median:4.47
----------------------------------------------------------------------

--------
BAPRCERT
--------                                  Administrator FT (Section E)

Principal is certified as a principal in this state
     Are you certified as a principal in your state?

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No......................................    0           4     11.8%
Yes.....................................    1          30     88.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36    100.0%
```

```
----------------------------------------------------------------------
FORM: BASPENT       Timing Data (in secs);  Mean:131.88, Median:103.10
----------------------------------------------------------------------

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BAPRPTIS
--------                                  Administrator FT (Section E)

Hours spent working with teachers on instructional issues
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Working with teachers on instructional issues | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{1-60,16.5882/14.4077}..................    C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%


--------
BAPRPISM
--------                                  Administrator FT (Section E)

Hours spent on internal school management
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Internal school management (e.g., weekly calendars, vendors,
     office, memos, etc.) | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{2-50,15.5294/9.6805}...................    C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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BAPRPESM
--------                                  Administrator FT (Section E)

Hours spent on external school management
     What percentage of your work hours do you spend on the following
     activities in an average week?

     External school management (e.g., district/superintendent
     meetings, financial operations, public relations, communicating
     with decision-makers outside the school community, etc.) | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
{2-50,13.8235/9.6121}...................    C          34      100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%


--------
BAPRPSDA
--------                                  Administrator FT (Section E)

Hours spent on student discipline/attendance
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Student discipline/attendance | %

                                                              NON-MISS
                                            CODES    FREQ    PERCENT
                                            -----   -----   ---------
Zero....................................    0           2        5.9%
{2-78,14.2813/15.5672}..................    C          32       94.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----   ---------
 TOTALS:                                                 36      100.0%
```

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--------
BAPRPMON
--------                                   Administrator FT (Section E)

Hours spent monitoring hallways/campus/lunchroom
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Monitoring hallways, campus, lunchroom | %

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0           1       2.9%
{1-50,11.5152/8.9761}...................  C          33      97.1%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9          2      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BAPRPTEA
--------                                   Administrator FT (Section E)

Hours spent on principal's own teaching assignments
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Your own teaching assignments | %

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0          25      86.2%
{5-15,10/4.0825}........................  C           4      13.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9          7      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BAPRPPAR
--------                                   Administrator FT (Section E)

Hours spent talking and meeting with parents
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Talking and meeting with parents | %

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0           1       3.1%
{2-50,11.871/8.7015}....................  C          31      96.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9          4      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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--------
BAPRPMST
--------                                   Administrator FT (Section E)

Hours spent meeting with students
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Meeting with students | %

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
{5-50,12.4848/9.2403}...................  C          33     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9          3      (MISS)
                                                   -----   ---------
 TOTALS:                                             36     100.0%
```

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BAPRPPAP
--------                                    Administrator FT (Section E)

Hours spent on paperwork required by local/state/federal authorities
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Paperwork required by local, state, or federal authorities | %

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0           1       3.2%
{1-35,9.6333/7.0685}....................  C          30      96.8%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9          5      (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

```
--------
BASPTOTH
--------                                    Administrator FT (Section E)

Hours spent on other activities
     What percentage of your work hours do you spend on the following
     activities in an average week?

     Other

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Zero....................................  0           2      16.7%
{1-17,7.7/4.3474}.......................  C          10      83.3%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9         24      (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

```
-----------------------------------------------------------------------
FORM: BAPRISEX          Timing Data (in secs);  Mean:7.12, Median:6.00
-----------------------------------------------------------------------

--------
BAPRISEX
--------                                    Administrator FT (Section E)

Principal's sex
     What is your sex?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
Male....................................  1          27      79.4%
Female..................................  2           7      20.6%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9           2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

```
-----------------------------------------------------------------------
FORM: BAPRHISP          Timing Data (in secs);  Mean:5.59, Median:4.00
-----------------------------------------------------------------------

--------
BAPRHISP
--------                                    Administrator FT (Section E)

Principal is of Hispanic or Latino origin
     Are you of Hispanic or Latino origin?

                                                          NON-MISS
                                          CODES    FREQ    PERCENT
                                          -----   -----   ---------
No......................................  0          32      94.1%
Yes.....................................  1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached} -9           2      (MISS)
                                                  -----   ---------
 TOTALS:                                             36     100.0%
```

```
----------------------------------------------------------------------
FORM: BAPRRACE          Timing Data (in secs);  Mean:8.12, Median:5.01
----------------------------------------------------------------------
```

```
--------
BAPRRCW
--------                                  Administrator FT (Section E)

Principal is White
     Please select one or more of the following choices to best
     describe your race.

     White

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0           3       8.8%
Yes....................................     1          31      91.2%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAPRRCB
--------                                  Administrator FT (Section E)

Principal is Black or African American
     Please select one or more of the following choices to best
     describe your race.

     Black or African American

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          32      94.1%
Yes....................................     1           2       5.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAPRRCA
--------                                  Administrator FT (Section E)

Principal is Asian
     Please select one or more of the following choices to best
     describe your race.

     Asian

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          33      97.1%
Yes....................................     1           1       2.9%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAPRRCNA
--------                                  Administrator FT (Section E)

Principal is Native Hawaiian or other Pacific Islander
     Please select one or more of the following choices to best
     describe your race.

     Native Hawaiian or other Pacific Islander

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9           2     (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

```
--------
BAPRRCAI
--------                                  Administrator FT (Section E)

Principal is American Indian or Alaska Native
     Please select one or more of the following choices to best
     describe your race.

     American Indian or Alaska Native

                                                          NON-MISS
                                            CODES    FREQ   PERCENT
                                            -----   -----  ---------
No.....................................     0          34     100.0%
 RESERVE CODES:
   {Missing, Not applicable, Not reached}   -9          2      (MISS)
                                                     -----  ---------
 TOTALS:                                                 36     100.0%
```

Appendix C

HSLS:09 ASSESSMENT PILOT REPORT

08/27/2008

High School Longitudinal Study of 2009 (HSLS:09) Assessment Pilot Report

This report on the HSLS:09 assessment pilot comprises three sections. The first sets out the plan and purposes of the assessment. The second details findings and their implications for the field test and full-scale study. The third section is an appendix that contains a basic narrative of the pilot testing experience in four high schools.

I. Plan and Purposes

RTI's HSLS:09 contract was formally modified in 2008 to support design and implementation of a pre-field-test pilot testing program to (1) examine student response to the mathematics item pool as delivered in an electronic format and (2) evaluate the computerized testing system itself under diverse natural conditions. Facets of the assessment to be evaluated in the pilot included the administration of the computerized test, the feasibility of the data collection methods, logistical issues to consider in preparation for the field test, amount of time spent on the test and items, intensity of test-taker effort, flow of test administration, and students' cognitive responses to test procedures and items.

In the original plan, the pilot was to be implemented as a single phase of activity in a total of five schools. However, the original plan was modified such that the implemented plan was a pilot in two phases. In phase 1, RTI visited four schools to conduct pilot tests of the math assessment prototype using the live disc. Participating students were then debriefed at the end of the sessions. In phase 2, RTI contacted school personnel at four schools to ask them to test out the CD in computer labs in their schools. More specifically, the implemented plan for the pilot specified the following Phase 1 and Phase 2 activities:

- In Phase 1, test a bootable-CD approach (with Linux-based operating system on the CD) if school equipment is available
  - Evaluate feasibility vis-à-vis:
    - Whether the requisite equipment is in working order and available
    - Whether assessors can boot from CDs to bypass the computer's operating system
    - Whether the bootable-CD approach works on the network-access card/equipment at the school
    - Bandwidth testing -- whether there are performance issues
- Include a test of bringing laptop PCs to the school
  - Evaluate:
    - Whether there are any difficulties with setting up the equipment such as access to power sources, desks/tables to put the laptops on, etc.
    - Other issues

  - Recruit 4 schools -- and up to 9 9th graders per school -- to test the math assessment prototype
  - Schools should be diverse in terms of urbanicity and income or SES levels of families of the student, if practical to do so
  - The IT feasibility of school-based computers should be evaluated at all of the recruited schools, including those using laptop PCs for the actual prototype testing with students
- The on-site observation and evaluation team should be broadly based, and include, at minimum, the RTI project director, principal investigator, instrument programming task leader, and data collection task leader; the AIR assessment development director; and the NCES project officer.
- Beyond the 4 schools recruited for the Phase 1 evaluation of the prototype, RTI, in Phase 2 of the pilot, pursued telephone/mail contacts with a further 4 schools to have them test the feasibility of the bootable-CD approach at their schools—no personal visits would take place in these schools.

II. Findings

Phase 1 Findings: **Pilot testing HSLS Live CD in four high schools**

Overview

Testing the computerized assessment in the four pilot schools was a generally very positive experience. The live discs and laptops worked at every site and students were enthusiastic about taking a test by computer rather than paper and pencil. Overall our impression is that a computerized assessment is an effective and user-friendly system that works in varied and complex environments. Most students were able to complete the 10 minute pilot test with little to no technical difficulty and in a timely manner. This speaks to the prospect for a successful field test this fall.

Setting up for each session

One challenge was setting up for each session in a timely manner. Each pilot school had at least 3 people who were somewhat familiar with how CDs function. Two of the four schools had the opportunity to test the CD before the pilot test. Still it took all of us 10-25 minutes to get the sessions fully ready for the students. To address this uncertainty, session administrators will be fully trained on the CDs functionality, and we will send CDs to the school coordinators in advance of the session and ask them to test it in their labs before we arrive.

Adapting to technical specifications and other complexities at each site

Another challenge was to apply the technical specifications and address the complexities that occurred at each site. For example, at one of the pilot test schools there

was a blackout that occurred just before the observation team arrived and the school's internet connection was slow to boot up. Also, in trying to help, some of the students disconnected some of the cables in the back of the computers and that had to be fixed. The observation team was able to resolve these issues and conduct a test session on time with 6 students on laptops and 3 students on desktops.

Based on these uncertainties, we are designing the field test operations to be as flexible as possible. The plan to flexibly accommodate various circumstances includes these four measures:

1. Make the discs easily usable on different operating systems with varied internet protocols;
2. Provide clear instructions for what to do with all known internet protocol scenarios;
3. Provide support for direct telephone access to IT specialists to help with set up; and,
4. Send discs to the school coordinator before test day to check the functionality (when possible)

Instructions and General Impressions

Students generally felt the instructions were clear and the directions for the computer test were good. They liked having one item per screen and appreciated having scratch paper.

Some students recommended a more aesthetically appealing interface. Suggestions included having brighter, bolder, and more colorful displays, and more visible buttons.

Navigating the Assessment and Test

Students generally felt that navigating the test was easy and intuitive. None of the students used the skip button, but saw that it was available if they wanted or needed it. The task of navigating back and forth was clear and easy. As earlier noted, students suggested that the screens be rendered more visually appealing (for example, with bolding and brighter colors, or highlighting of the buttons to make them easier to see. Students suggested making the "next" button green and the "skip" button red.

Computer Assessment vs. Paper and Pencil

All students felt that taking a test by computer was much preferred to paper and pencil. Some comments included:

- Math can be boring and this makes it interesting.
- You don't have to make sure you have the right pencil or that the point doesn't break.
- The computerized format is superior to paper and pencil optically scanned assessments: on bubble tests you can miss items (e.g., putting the answer to question 4 in the row for question 5, which throws off the rest of the test)

Calculator

Students liked having the on-line calculator and generally thought it was helpful. Its placement to the right and out of the way made the calculator handy yet non-intrusive. The overall impression was that it is better to have the default position be "calculator visible" with the option to "hide" rather than calculator hidden with the option to "show."

Students requested a "delete" and/or "backspace" button on the calculator so they didn't have to re-type a series of numbers if they typed one incorrectly. One student asked about a graphing calculator. Students liked the fact that the screen showed the symbols and operations that they were calling up on the calculator. One student suggested highlight or color be used on the "show calculator" button.

Instruction Page/Scratch Paper Handout

While some students mentioned that they didn't use this, it seemed effective and useful to provide students with the hardcopy of the instructions that could also serve as scratch paper. This is an inexpensive addition that raises the probability of students understanding how to navigate the assessment.

The "Review" Page

Students did not appear to use or acknowledge the "review page." The observation team's impression about this page was that students found it to be somewhat confusing with the four radio buttons on top and the "Go to Review" and the "I am finished" buttons on the bottom. The team recommends that the "Go to Review" button be highlighted and/or moved – perhaps placed above the "I am finished" button. A screen shot of the review page will be included as part of the hard copy instructions.

The "Look and Feel" of the Instrument

There were quite a few comments from students on the overall look and feel of the assessment. It lacks color and stylistic elaboration and students felt it was not visually appealing. The observation team acknowledged the need to make the instrument more

visually interesting, but with the caveat that the assessment should not overload or distract from the content of the instrument.

Attached is an appendix with a basic narrative of the four on-site pilots that were conducted.

Phase 2 Findings: **School testing of the HSLS computerized assessment approach**

School personnel in four schools (located in four different states) were asked to test the assessment CD in computer labs in their schools. The assessment worked successfully in 3 of the 4 schools. One school contacted RTI to resolve issues related to a specific wireless driver. The CD has since been reconfigured to allow for this type of wireless driver. Another school raised concerns about the text that was displayed during the initiation of the live disc on the computer because it looked like we were trying to copy something to the computer. This text was modified to better reflect that files were copied to memory only. The combined results of the pilot were changes to the CD to allow for proxy servers, static IP addressing, and wireless networking.

Attachment: Pilot School Reports

HSLS Pilot Test
School 1
May 27, 2008

Overall the session went extremely well.

We were scheduled to begin at 10:23. We were unable to access the lab until the start of our session because there was another class in the room during the prior class period. While part of the team set up the computers, others went to the cafeteria to meet the students. Unfortunately, only 6 of the 9 students showed up. At 10:30, we went upstairs to the computer lab.

It took about 10 minutes to get the 6 computers up and running. The laptops were also slow to boot. Because the desktop computers were ready before the laptop computers, we used only desktop computers (all using the live disk) for this session.

After reading the instructions, the students began the assessment.

The students then brought their chairs into a horseshoe for the debriefing discussion. This set-up facilitated discussion.

<u>Navigation/Opening Instructions</u>

- The students felt the instructions were clear
- There was the right number of buttons on the screen. Not too many.
- None of the students used the skip button but saw that it was there if they wanted or needed it.
- It was clear to students that they could navigate back and forth through the assessment items.
- Students felt the items were easy.
- Students suggested that we make the screens more visually appealing. Maybe bold, brighten, or highlight the buttons to make them easier to see. Among the suggestions were green for “next” and red for “skip”.
- The students did not use the “review” screen. They saw it was there but immediately clicked ‘finish”. **We should consider adding a statement to the instructions on what students should do with that screen.**

<u>Calculator</u>

- The students found the calculator to be very helpful.
- One student asked about a graphing calculator
- It was suggested that we keep the calculator visible the whole time instead of hiding it.

- Students liked that the screen showed the symbols and operations that they were calling up on the calculator.
- One student suggested we also highlight or use color on the show calculator button.

Clarity

- Students liked that we had the instructions on the screen while we went over them orally. **It was suggested that we give the students the sample item/instructions as their scratch paper so they would have that in front of them throughout the test.**
- Having a picture of the instructions helped to make it clear what they needed to do.
- There was nothing unclear or confusing about the computerized test.

General Impressions

- The students were unanimous that they preferred the computerized test to one on paper. The reasons given were:
    - Math is usually boring and this makes it interesting
    - You don't have to make sure you have the right pencil or that the point doesn't break.
    - On bubble tests you can miss items (e.g., putting the answer to question 4 in the row for question 5, which throws off the rest of the test)
- It was good to have the scratch paper
- Students really liked having one item on each page.
- Needs more color. Spice up the page visually.

HSLS Pilot Test
School 2
May 28, 2008

Overview

We arrived at 9am, one hour before the session was to start, and there was a power outage at the school. In meeting and talking with the Principal, we decided to leave and come back a little while before the session. The room wouldn't be available until 10am anyway. We left and returned at about 9:45am.

Once we arrived in the room, there were several issues to work through before we could begin. Below is an overview of those issues and some general information about the session.

- There were 13 computers in the lab
- There were 9 students in the session
- It took about 20-30 minutes for the three of us to begin the test. We began about 10:20. At that time we had
    - 6 students using laptops (2 boys and 4 girls)
    - 3 students using desktops (2 boys and 1 girl)
- Prior to the test, the internet connection had to be reestablished since the power outage. The principal informed us that one of their servers had to re-boot.
- The computers were a little slow to re-boot, which was also an issue when we had to re-boot them with the live discs.
- Once the computers were up, some internet connections worked some did not
- Some computer cables had to be reconnected. (Students were plugging and unplugging cables on a couple of computers as we first arrived in the room)
- The desktop computers in the lab were several years old (2000 based on the sticker on the computer)
- The monitors were small, one was 13" the others were 15" (estimate).
- The fonts were large, 640x480 (estimate), this made considerable horizontal and vertical scrolling was necessary.

The following issues were a result of the small monitors and or the large font size:

- Presentation of content on the screen did not adjust for smaller screen size
- The "time remaining" information was not visible. Desktop users were not able to tell how much time was remaining until the 3 minute remaining dialog box appeared

- The calculator took up approximately 40-45% of the screen, which made it harder for students to navigate the test. The screen size probably did not create issues with the calculator, but contributed to the horizontal and vertical scrolling
- The questions were displayed with horizontal scrolling in addition to the vertical scrolling.
- The yellow bar when displayed with horizontal scrolling was blocking the horizontal scrolling
- Final review screen buttons were not aligned
- We also observed one student dealing with the 3-minute-remaining dialogue box by trying to answer a question rather than click the "ok" button. Once that was unsuccessful, the student clicked the "ok" button instead. Should we consider allowing any selection to remove the dialogue box -- as well as the "ok" button -- (if that's possible)

- As we were working to boot up the machines, a couple had to be re-configured to boot from the CD drive (those machines were configured back to their original settings). We noticed that a few machine were configured to boot from CD drive as a last bootable option and so never booted from CD, Also some computers were set with an F2 function key to see the boot option.
- One computer's disc drive did not work, another computer's "S" key did not work so that student could not enter the proxy server name
- During the debriefing, one student seemed to do much of the talking. About 4-5 of the students said at least one thing, while the others did not comment during the debriefing section.

After we read the instructions, the students began the assessment.

After the test, we set up chairs in a circle and began the debriefing. This set up seemed to facilitate a good discussion.

Responses from Students

<u>Navigation/Opening Instructions</u>

- Students felt it was easy to know what was expected during the test
- Everything was clear and there were no concerns or confusion about what to do before they began

<u>Calculator</u>

- Students found the calculator to be very helpful and useful
- Most said that they used the calculator during the session
- One student thought it would be helpful if the calculator had more features

- On the desktops, the calculator took up too much of the screen, making it difficult to scroll and navigate the test
- They noticed the “show” and “hide” feature easily and thought that was helpful

Clarity

- The students felt the instructions were clear
- The directions for the computer test were good
- There were enough instructions

General Impressions

- Students didn’t explicitly comment on any differences in Laptop vs. Desktop computers
- All students noticed the 3 minute time remaining, a couple of students said that time remaining was helpful
- No students indicated that there were any parts of the test that were confusing or unclear
- There were no problems in knowing what was expected or in navigating the test or using the buttons
- One student used the “mark for review” feature and students generally seemed to acknowledge the review page
- Students all agreed that using a computer for a test is much better and easier than paper and pencil
- Student agreed that the handout was helpful. One student said she referred to it during the test. I don’t think anyone used it for scratch paper)
- They didn’t mind waiting around for us to start

Suggestions from Students

- One student thought more instructions on the items would be helpful. More information to explain the problem in detail
- They enjoyed taking a test on a computer, compared to paper and pencil
- The “computer is more interesting,” and they enjoyed it because “bubbling is hard on a paper test.”
- They like that a response would light up when selected
- Yellow scroll bar was too large and required more scrolling on the desktops

HSLS Pilot Test
School 3
May 29, 2008

Overview

We arrived at 2pm, one hour before the session. We were met in the office by the person who was coordinating logistics at the school. She signed us in, gave us visitor badges and walked us to the computer lab where we met the technology person. He helped us set up. We brought in 4 or 5 laptops but only set up two. We didn't end up using laptops at all. We used 8 desktops for all 8 students. A group of three students came in around 3:15. Then another five came arrived about 10 minutes later. At that time, were ready and began reading the instructions at about 3:25-3:30.

One question that has emerged in completing these pilot tests is will it be enough to have only Session Administrator (possibly alone) to set up the session?

Some points about the session and the set up:

- There were 32 desktop computers in the media lab (media lab doubled as a library): Computers were all Pentium 4, 512-1gb RAM, all with Windows XP Pro and Service Pack 2
- School is in the process of implementing a one-to-one student to computer ratio, mostly Macs. We were told there are carts that each hold 40 G4 Macs. The school has wireless throughout and we saw a number of students sitting in different parts of the media lab/library on their laptops. Though the desktops we used in the media lab were PCs and were not connected by wireless.
- It was agreed that we will have live discs for Macs during the field test
- There were 8 students in the session (4 boys and 4 girls)
- It took about 15 minutes for the three of us to get set up. We set up two laptops but did not end up using them
- There was a staff meeting at the same time as the session, though it was in another part of library and we didn't seem to disturb each other at all.
- All eight students were freshman
- There were no questions before we began the test
- The screen resolution was good on the desktops. There were no issues with screen or font size or resolution. Everything was visible and easy to navigate

After we read the instructions, the students began the assessment. During the test we set up chairs in a semi-circle for the debriefing. All of the students completed the assessment before the 10 minutes were up. One raised his hand

and asked what he should do next. We instructed him to move to the semi-circle of chairs. Shortly, the other students joined the circle. One student was still at his computer at the end of the ten minutes. He had finished but was reviewing the test.

After the test, we started the debriefing. Again, this set up of a semi-circle of chairs helped facilitate a good discussion.

Responses from Students

Navigation/Opening Instructions

- Students felt it was easy to know what to do. The instructions were not hard, there was nothing confusing
- There were no suggestions for changes
- The buttons were clear and very visible – only one student mentioned he used the "previous" button
- Student weren't sure if they had to add their User ID to the "1" that's in the field where they enter the ID. (Can we remove the "1" that appears in the user ID field?)
- Students noticed the "review" button and knew what it was for, but did not use it.
- Students also noticed the "skip" button and knew what it was for, but did not use it.

Calculator

- Students thought it was clear, easy to use and helpful to have
- One student thought it would be easier if on the calculator there was a "backspace" and/or "delete" instead of just the "clear" button. If they enter a number incorrectly they have to re-enter the entire number when pressing "clear" Other students agreed this would be helpful
- Most students like to have the calculator there all the time
- One didn't like having it there and liked to hide it
- A couple of students seemed to feel that just having it there permanently made more sense; but most agreed that having the option to "show" or "hide" was useful
- One student thought a graphing calculator would be nice to have

Using the Computer for the test

- There were no issues expressed with using a computer for the test
- It was direct and clear
- Student's felt strongly that using a computer is better. You don't have to "flip through" paper or "shuffle papers" around
- They don't like "bubbling" of "erasing" on paper tests
- Paper and pencil is more complicated
- Computers make it more interesting

Other questions and Suggestions from Students

- Students wanted to know how they did. They would like to see their responses, what they got right and wrong, what they need to work on
- One student mentioned that it would be easy to look at your neighbor for the answer. We explained that the test items will be scrambled to prevent cheating

HSLS Pilot Test
School 4
June 4, 2008

This was another successful session.

We were able to set up the 9 laptop computers in about 15 minutes. The disks were configured to operate successfully with the school's wireless network. This was after two visits to the school earlier in the week to test the disks.

Speed Test:

During the visit the day prior to the pilot session, we discovered that the assessment operated slower than what was experienced at other schools. We conducted several speed tests before beginning the student session, the results of which could be useful to optimizing the speed of the connection.

Here at RTI 3.43megabits per second 419.2kilobytes per second 4.876 seconds	Laptop 1 from Live CD 780.92 kb/s 95.33 kb/s 21.442 seconds
Laptop 2 from Live CD 1.28 Mb/s 156.28 kb/s 13.09 seconds	Laptop 2 direct to the web Download 552 kb/s Upload 61 kb/s Server: Washington DC Ping: 99 Distance < 50 miles

Eight students participated in the session. It took most of them close to the full time to complete the assessment. We noticed that the timer went red at the 3 minute mark (the observers had not noticed that before).

Navigation/Opening Instructions

- The students felt the instructions were clear
- Students thought we should better explain what the Mark for Review was for.

Calculator

- The students found the calculator to be very helpful.
- One student thought it would be faster to use your own calculator, but that it was helpful to have the online version if it was needed.

- Students felt the calculator should remain on the screen the entire time.

Clarity

- Students did not find it useful to have the instruction graphic on the scratch paper. They didn't use the scratch paper and didn't look at the instructions after we went over it verbally and on the screen.
- There was nothing unclear or confusing about the computerized test.

General Impressions

- The students were unanimous that they preferred the computerized test to one on paper.
- Some students found the math difficult.
- One student reported looking at the progress bar and countdown clock every minute and thought the progress bar was distracting.
- No one reported feeling anxious when the clock turned red.

Appendix D

HSLS:09 Meeting Participants and Minutes

High School Longitudinal Study of 2009 (HSLS:09)
Technical Review Panel Participants
January 28-29, 2009

TECHNICAL REVIEW PANEL

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High School Longitudinal Study of 2009 (HSLS:09)

Technical Review Panel Meeting
November 28–29, 2007

Meeting Summary

Submitted by:
RTI International
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Prepared December 14, 2007

High School Longitudinal Study of 2009 (HSLS:09)
Technical Review Panel Meeting Summary
November 28–29, 2007

Meeting Attendees

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Daryl Chubin	Tracy Hunt-White	Daniel Pratt	Thomas Weko
Steve Ferrara	Steven Ingels	John Riccobono	John Wirt
Jeremy Finn	Vinetta Jones	Donald Rock	

November 28, 2007

Welcome From NCES, Introduction to HSLS: 09, Components and Study Goals For Base Year and Beyond

Laura LoGerfo

- Purpose of the meeting is to seek expert advice on what to expect in preparing the High School Longitudinal Study of 2009 (HSLS:09) and how to overcome hurdles when planning for this study.
- HSLS:09 will continue in the tradition of NCES high school studies in some respects: longitudinal, data on access and choice, equity, transitions to postsecondary education or work.
- In other respects HSLS:09 represents a new direction for the NCES high school studies: shifting focus to decisionmaking that affects transition to postsecondary education and work, and within that context, a special emphasis on science, technology, engineering, and math (STEM); web-based administration; collecting more information from administrative records; potential for state-representative samples in some states.
- Items for discussion include the following:
  - how should HSLS:09 consider STEM in the context of the study;
  - state linkages;
  - digging deeper into administrative records;
  - new developments (e.g., computer administration); and
  - sample design.

Introductions, Format, and Objectives of the Technical Review Panel Meeting, HSLS:09 Schedule, through Base Year Full-scale

Daniel Pratt

- RTI would like to get the Technical Review Panel's (TRP) input on the following topics:
  - baseline assessments;
  - components of the study in general;
  - instruments(i.e., questionnaires);
  - sample design; and
  - data collection plan.
- HSLS:09 focus is on math and science.
  - A great deal of effort has been placed on improving those skills.
  - The American Competitive Initiative focuses on math and science competitiveness with other countries.
- HSLS:09 is also a study of understanding student choices and decision-making process.
- Fall 9th graders were chosen for HSLS:09 to enable us to track students from their early high school experiences on. Follow-up is planned for 2 years later when most of the students are spring 11th graders, though sample members will be followed outside of school as well. The spring 11th grade timing was selected in part because of concerns about the test-taking motivation and engagement of high school seniors. Dr. Rosenbaum (via e-mail) asked for consideration of a spring 12th grade follow-up as well.
- The study will target the same students over the years and plans to follow students that leave the originally sampled schools with plans to conduct an out-of-school component.

Session Action Items/Additional Points to Consider:

- Send the research questions to the panel for consideration. This will make it easier to provide feedback.

Sample Design, Field Test, and Full-scale Study

Steven Ingels

General Design Specification

- Main study will:
  - sample 20,000 students in 9th grade from about 800 schools, plus a supplemental sample of approximately 1,800 Asian students;
  - draw a school sample of about 1,350 schools; and
  - recruit 800 schools and approximately 25 students per school.
- Field test will:
  - sample about 1,200 students from 9th grade and 1,200 from 12th grade;
  - yield 1,000 student surveys per grade; and
  - sample 85 schools to yield 50 participating schools.
- RTI estimates that 10% of the 9th graders will be repeating the grade.

School Eligibility

- Located in one of the 50 states or the District of Columbia
- Public schools, Catholic schools, and other private schools
- State department of education schools (represented on the Common Core of Data (CCD) and Private School Survey (PSS))
- Include fall 9th and spring 11th grade students (for the main study) and fall 12th grade students (for the field test)
- The following schools will be excluded:
  - ungraded schools;
  - Bureau of Indian Affairs (BIA) schools;
  - special education schools;
  - area vocation schools that do not enroll students directly; and
  - Department of Defense (DoD) schools.

School Sampling Frame and Stratification Plan

- Public schools (CCD 2005–2006); private schools (PSS 2005–2006)
- Sample stratification-school type (public, Catholic, other private schools), census region (Northeast, Midwest, South and West), and locality (city, suburban, town and rural)
- There will be enough schools to report across all nine census divisions and a variable will be constructed to support analysis both by region (4) and division (9).

Student Sampling Assumptions and Yield Rates

- Oversampling will be conducted for Asian students because of the precision requirements.
- There are no explicit attempts made to oversample special education students.
- Students from the sample who cannot respond, even with accommodations, will be included contextually through the parent questionnaire, teacher reports, administrative records, etc.
- Students from the sample who participate in the 9th grade will be followed as well as those that were selected but didn't participate in 9th grade.
- While yield rates reflect an additive attrition with each round of data collection, sample members will be followed longitudinally even if they miss a data point during the study.

Teacher, School Counselor, and Parent Samples

- One math and one science teacher will be selected for each student (per the current contract).
- One school counselor will be selected from each school (preferably the lead school counselor).
- A parent most knowledgeable with the student's school situation will be selected. The parents will be asked directly who knows the most about the school situation, so parents will self-select into the study (as was done in NELS:88 and ELS:2002).

Session Action Items/Additional Points to Consider:

- About 5% of 9th graders are in schools that span grades to 7–9. Those students will not be sampled—the study will not select schools that do not have grades 9–11.
- Use the new OMB race/ethnicity categories—Asians are no longer combined with Pacific Islanders.
- When documenting special education students who cannot be validly assessed use the NAEP excluded student questionnaire as a model.
- Consider doing a census of all math and science teachers while also creating a link between the student and his or her specific teachers.
- Guidance counselors are now referred to as school counselors.

Overall Designs for Math and Science Assessments

Gary Phillips

- 9th graders will complete the assessments on computers. They will be re-assessed as 11th graders.
- A 2-stage 30-item math test focused on algebra and algebraic reasoning is proposed.
- A 20-item science test focused on scientific inquiry is proposed.
- A total of 50 minutes of testing time is proposed.

Session Action Items/Additional Points to Consider

- There were concerns about the small number of items on the assessments. Measuring change over a 3-year period is difficult with a 30-item assessment. A student may show no change only because the measurement is not fine enough to detect relatively modest gains. Don Rock indicated that to measure change, at least 40 items were needed for the math test. Also, each item would need to be administered to at least 300 field test students. A number of possible solutions were suggested:

    1. Eliminate the science assessment. Don Rock indicated that he does not expect the science assessment to measure much change between 9th and 11th grade with only 20 items, and because it is not an adaptive (i.e., 2-stage) test. Most of the panelists were comfortable with this concession although some were not given the special focus on STEM.

    2. Split the sample. Administer either math or science assessment, but not both, to any given student.

    3. Lengthen the in-school session. There was concern that this would make recruiting schools and students much more difficult.

    4. Remove administration of the student questionnaire from the in-school session, and prompt students to complete the questionnaire on their own time. The incentive would be tied to completion of the questionnaire. This would allow the full 90 minutes for the administration of the assessments. However, there was concern about the effect this would have on the response rate.

- Concern was expressed over the ordering of the administration of the survey questionnaire and the assessment. The proposal presented to the panel is to have the survey first, followed by the assessments. The following concerns were expressed:
  1. Some were concerned that students may not perform as well as they could on the assessments because they are tired from completing the questionnaire. Also, answers to questions (e.g., race/ethnicity) may have a priming effect on the assessments.
  2. It was mentioned that the priming effect could occur on the questionnaire if the assessments were administered first. For example, if the student performed poorly on the assessment, then their answers on the questionnaire could be influenced.
  3. One alternative mentioned was to administer the demographic and critical questionnaire items first, then administer the assessments, and conclude with the remaining questionnaire items.
  4. Another recommendation was to divide the session into two 45-minute blocks and allow parents and/or students to choose which class period(s) to forgo to take part in HSLS:09 (e.g., study hall, physical education). Concern was expressed about adding burden on the school with this approach.
  5. It was suggested that different orderings could be tested during the field test (e.g., survey first, then assessment; or assessment first, then survey, etc.)
- Don Rock recommended adding some questions at the 7th grade level because at the beginning of 9th grade, students are still essentially 8th graders. Need 7th grade items to distinguish the lowest achievers.
  - Be sensitive to overall floor and ceiling and the ability to estimate change
  - Concern was expressed about using the schools' computers. A suggestion was made to try to avoid technical problems by bringing laptops to schools.

Mathematics Assessment

Steve Leinwand

- Algebra is the focus.
- Math advisory group used to develop the assessment items includes:
  - Ann Shannon (formerly consultant of America's Choice);
  - Mark Saul (rotator at the National Science Foundation [NSF]);
  - Katherine Halvorsen (Smith College);
  - John Dossey (former president, National Council of Teachers of Mathematics [NCTM]);
  - Hyman Bass (University of Michigan); and
  - Joan Leitzel (former president of the University of New Hampshire).
- Testing time of 25-30 minutes is proposed; each student receives 30 items.
- All items are 4-option multiple choice questions.
- Plan to allow students to use their own graphing calculators or an online version of an equivalent calculator accessible on the computer.

- Approximate distribution of items is as follows: ¼ low, ½ moderate and ¼ high complexity.

Session Action Items/Additional Points to Consider

- The following concerns were expressed about the use of a graphing calculator:
  - Some feel it is a distraction.
  - Others questioned how often graphing calculators are used in the 8th grade and in algebra. Some indicated that they are not used often, so many students would not be familiar with them. Also, allowing the use of a graphing calculator could be an equity issue if some students have used them and others have not.
  - Some wondered what the correlation is between understanding math concepts and how well a student uses a graphing calculator.
  - It was pointed out that if students are not allowed to use graphing calculators in 9th grade, but are then allowed to use them in 11th grade, the 9th-11th grade linking items would no longer be comparable.
  - It was noted that the Program for International Student Assessment (PISA) allows the use of 4-function calculators.
- The recommendation from the majority of the panel was not to use graphing calculators with the 9th grade test (the assumption is that even if used at 11th grade, no 11th grade test items requiring or benefiting from graphing calculators will appear on the 9th grade assessment).
- There was no clear consensus on allowing use of a graphing calculator in 11th grade. It was suggested that an experiment in the field test may be helpful in determining the best approach.
- A middle-ground alternative supported by some was to allow the use of a 4-function calculator in both the 9th and 11th grades.
- There was a question as to what incentive students have to take the test seriously.
- Concern was raised about a ceiling effect given the small number of items. The concern was that the test in 11th grade may not show much growth, especially for those pursuing STEM.
- Concern was raised about being able to make distinctions at the lowest levels. Items that apply algebra to real-life situations are needed.
- Don Rock indicated that since the math test would be adaptive, one minute per item was reasonable because students would be getting items appropriate for their level.
- There was a question about the race/ethnicity/gender of the math advisory group and the item writers. Concern was raised about the items, given the lack of racial/ethnic diversity of the math advisory group. It was noted that the item writers were racially diverse. Also, men and women are both well represented among the advisory group and item writers.

Science Assessment

Steve Ferrara

- Scientific inquiry is focus: inquiry based skills, not analytical skills.
- Science was defined using National Assessment of Educational Progress (NAEP's) definition.
- Three approaches to inquiry are: inquiry-specific, content-minimized, and content-provided items.
- 20 minutes of testing time is proposed.
- Tests are fixed length.
- Average of 1 minute per item is proposed.
- All items are 4-option multiple choice.
- It will be administered online.

Session Action Items/Additional Points to Consider

- A question was raised about whether test items were a test of paradigms or of science. The panel questioned the focus on inquiry rather than content.
- There were concerns that the science assessment would actually be a test of reading ability. Some were concerned that students with low reading ability would be disadvantaged.
- Some panelists favored replacing the science assessment with a literacy assessment.
- To test on science content, a suggestion was made to test everyone on middle school science content. Possible sources for content standards were: (1) NSF's classifications of science or middle school content for 9th grade items, (2) the National Research Council's content standards for science (grades 5-8), and (3) the American Associations for the Advancement of Science's (AAAS) benchmarks for grades 5-8.
- A question was raised about the value of having a 20-item science test at the expense of the math test.
- One suggestion was to consider removing the science assessment all together.
- Concern was expressed about the importance of scientific inquiry as it relates to science.
- Concern was expressed that 1 minute per item would not be enough time for some students.

Item Screening, Calibration, Estimation

Gary Phillips

- Field test results will be used to precalibrate for the full-scale assessments. The results of the full-scale assessments will then be postcalibrated.
- A three-parameter Item Response Theory (IRT) model will be calculated for each examinee. There will be two types of scales. A scale score will be calculated using Bayesian estimates. A domain score will also estimate what the student's score would be if he or she had answered all the items.

- Three other possibilities that remove the measurement error and could potentially be used with HSLS:09 are: (1) plausible values (using Trends in International Mathematics and Science Study [TIMSS], NAEP methodology), (2) Marginal Maximum Likelihood (NAAL Methodology), and (3) Murray Aitkin's 4-level hierarchical linear model.
- Don Rock expects that scores with a 2-stage adaptive math test would be as reliable as NAEP's plausible values because there are more items per student and the selection of items is based on a routing test.
- RTI needs to determine what statistical analysis will be used.

Data Collection Challenges and Plans, Including Field Test Experiments

Debbie Herget

Recruitment

- RTI has gained endorsements from 19 national organizations that support their efforts and has solicited endorsements to add validity. As we move forward with specific states, we will try to get buy-in from state organizations. Cliff Adelman suggested tapping the Data Quality Campaign for their endorsement
- An incentive experiment will be conducted during the field test: $500 will be given to half of the schools that participate; the others will not receive an incentive. The money will be listed as a technology allowance in the budget.
  - OMB often requires that an experiment about incentives be conducted before they will approve them.
- An incentive experiment will also be conducted with students during the field test. Participating students from half of the schools will receive $20 for participating in the study. Similar experiments conducted for ELS:2002 found that student incentives are effective.
- Windwalker mails information packets, and RTI follows up with a phone call.
- States notified the districts and schools recruited.
- Diocese approval will be sought for Catholic schools; other private schools will be contacted directly.
- In cases of very small schools, if the school requests that all students be assessed, HSLS:09 will accommodate.

Challenges

- Overall test burden
- Timing of assessment
- Length of assessment
- Lack of benefit to individual schools and students
- Voluntary nature of study plus the lack of name recognition
- Not all parents will speak English; parental consent forms will be translated into various Asian languages and Spanish.

Session Action Items/Additional Points to Consider:

- The cash incentive to schools was discussed and the following points were mentioned:
  - Some thought that $500 was too little. One study mentioned paid schools $1,200 to $1,500. Another study mentioned found that $1,000 is greatly appreciated by urban schools, but not as much by suburban schools in more affluent communities.
  - A panelist recommended giving the $500 incentive to the math department.
- One suggestion is to consider offering school-level results as an incentive for schools to participate (results should describe how they fit into the national or regional performance even if not school level).
  - If offered at the school-level, principal would need to agree not to distribute the information outside the school to comply with regulations.
  - Concern was expressed that parents may be disinclined to let their student participate if they know that this information would be shared with the school. Parents would need to be notified. Also, results may bias performance in 11th grade.
- There was some question as to how many teachers would respond using the Web survey. The Schools and Staffing Survey found that the Web survey was not used often by teachers. However, more schools have computers now so it may be more successful now.
- It was noted that half of Asian students live in second-language households. HSLS:09 needs to translate for these populations, especially given the oversampling of Asians.
- It was noted that year-round schools start in July. In these schools, the assessment will be administered 3 months into the school year so these students may have higher scores than students in schools on traditional calendars.
- There is a need to plan for multiple sessions in multitrack schools.
- One panelist asked if block scheduling had been taken into account when designing the data collection strategy. This is one reason for the 1 ½ hour session.

November 29, 2007

Instrument Design: Plans and Issues

Steven Ingels

- HSLS:09 will serve two primary functions:
  1. General purpose dataset to investigate factors related to students' academic and social development; and
  2. Special stress on STEM antecedents and outcomes.
- Sources of information:
  - school administrative records
    - 8th grade math-science records data in 2009
    - 9-12th grade transcripts after graduation
  - linkable external data sources
  - school administrator questionnaire

  - school counselor questionnaire
  - student questionnaire
  - student assessment in math and science
  - teacher questionnaire
  - parent questionnaire
- For the field test, the sample size would allow for matrix sampling of survey questionnaire items to increase the number of items that can be evaluated.
- 9th grade teachers will not be asked to rate the sampled students because they are unlikely to know the students well enough at the beginning of the school year.
- Transcripts help fill gaps and provide continuous information for grades 9-12.
- States need to buy-in to confidentiality to participate; they will be unidentifiable.

Session Action Items/Additional Points to Consider:

- Link external data sources that will enrich data without having additional burden on students.
- Is there a linkage with state database for student level data?
- How will you choose the teachers selected to participate?
  - Will you do a census of all math and science teachers? There was a motion to survey all math and science teachers to get a sense of school climate.
    - There was an additional suggestion to ask all math teachers, but all have a question about whether they teach 9th grade and that it would be important to ask the teachers about the class in which they have the student.
  - Do they have to be math or science teachers?
  - There was a suggestion that it was still important to get the science teachers, even if the science assessment is cancelled.
  - Will they be the teachers of the students sampled?
- Concerns were expressed that if students cannot be linked to a particular classroom, the value of those type of questions is diminished.

Student Questionnaire

Robert Bozick

- Survey will be online.
- It will be administered in English.
- An emphasis was placed on student decisionmaking, using a social psychology framework.

Session Action Items/Additional Points to Consider:

- RTI agreed to send out a diagram of the conceptual model with a list of domain priorities. The panel members are going to send responses to RTI about the diagram and domains to remove or rethink.
- Immigration module issues are the following:
  - The question, What is your first language? should be considered.

  - Rather than asking about years in the United States, it may be better to ask students what grade they started in school in the United States.
  - To measure language domination, it may be better to ask the students how often they speak a specific language with their peers or with their mother.
  - The discrimination item should not be just asked of immigrants—if only for immigrants, it should be removed.
- 9th grade retention domain:
  - Consider including these options " I don't know" or " my parent made me."
- Interests and Goals Module:
  - Differentiations should be made among aspirations and expectations, ideas, and plans.
  - The sequence of the questions are important and should be considered when organizing the instrument.
  - The interest and goals section should be decreased because there are too many items. Though Vinetta Jones commented that the attitude questions are key, especially considering that minority students often have fewer opportunities for action
  - Include as responses: positive responses, neutral, negative, just don't care
  - There is interest in the consistency of expectations across time.
  - There is a desire to figure out if students are thinking about the future.
  - Rather than asking about the "certainty" of future plans, it may be better to get at expectations unobtrusively. For example, "What do you plan to do the year after graduation?" and "Would you be disappointed if you were not a college graduate after age 30?"
  - There was a suggestion that the pair of items about aspirations and expectations from the High School and Beyond study (HS&B) may be better measures than those proposed (used in NELS and ELS).
  - Interest in school:
    - If you are asking if are they interested in school, follow the question up with why (National Education Longitudinal Study [NELS] asks this question).
    - Consider adding items about their attitudes toward school.
    - Limit the extrinsic motivation items.
  - Interest in math and science
    - Consider asking about role models.
    - The NSF may have some items specifically for math and/or science interest that would be useful.
  - Planned coursetaking:
    - What are students' perceptions of course offerings? How do students perceive their placement in the school? There is often a dissonance between students' location in the school and the track they are on based on records.
    - May need to cut aspirations a bit to make sure we get behavior. Behavior is important from a policy perspective.
    - In the interest and goals domain and planned coursetaking construct, keep the data element related to perception of current high school program.

  - Values:
    - Utility gets closer to the areas being examined.
    - Need to put something in the stem about students' ranking of activities.
    - For the life values data elements within the interests and goals domain, find out how they have been used and aggregated by researchers and select from them on that basis.
    - Consider that there is a difference between extracurricular activities and after-school programs and they have different impacts.
  - Identity formation:
    - For role models, recommend asking about an adult who really influences the student's choices.
    - Ask the question: "How do you see yourself in the future?"
    - Include a question about the future sense of self such as "People like me do this…" Tim will look for samples and send it to the group.
- Adaptation to high school:
  - This area is weak currently.
  - What does "adaptation to high school" mean? This appears in the behavior and feedback.
  - Marsha Silverberg is going to send some comments about this area.
    - Consider using Melissa Roderick's transition to middle school items.
    - Preload on current courses so you ask about just one course they are in.
- Math and science coursetaking:
  - Include a question that asks: "How much math do you intend to take?"
  - Include a question about whether the student is currently taking math. Some students in schools with block scheduling may not take math until the spring semester.
- Grades:
  - Grades are useful for secondary data analysis.
  - We could ask them what grade they received in 8th grade math.
  - May be better to just use the 8th grade scores that we get from the administrative records.
- School-sponsored activities:
  - The ELS 2002 inventory is extremely long. You may want to distinguish sports from nonsports.
  - This construct links to the items about how you value activities.
  - Since it is fall of 9th grade and students may not have established themselves in extracurricular activities, you may need to ask about what they are planning to do.
- School climate:
  - Consider asking one question about current math/science class climate.
- Employment:
  - The panelists felt that it was very important to ask about student employment.
  - Time investment was considered the most important; type of job and relevance to occupational goals were not considered as important.

- Social and cultural experiences:
  - This construct was felt to be redundant with others and they suggested removing it.
- Family and home life:
  - The panelists felt that all the questions in this construct are high priority.
- Positive/negative experiences with STEM:
  - Get some STEM-related questions from the National Math Panel.
- Remove the regulated learning and locus of control data elements.
- Remove the engagement in school item since there are better measures of this.
- A question about homework should be included.
- Consider reviewing Henry Treisman's study on how Asian and Black students interact with their respective groups; reviewing this might provide more information on the STEM material.
    1. Distinguish Southeast Asian from East Asian etc. (cultural identity is key to much of this)
- The perceived obstacles construct include items that deal with the obstacles the schools put in the student's way (zero tolerance policies, teacher and counselors, school rules).
- For the next meeting you may want to consider how the data will be analyzed.

Parent Questionnaire

Laura Burns

- The parent questionnaire will take 30 minutes on average, with 5 of those minutes to collect information that will be used to locate students and parents in the follow-ups.
- Parents will complete the survey online. If they are unable to complete the survey online, they will be interviewed over the phone.
- It will be translated into Spanish.

Session Action Items/Additional Points to Consider:

- General
  - Due to the oversampling of Asian students, consider translating the parent questionnaire into Asian languages, particularly Chinese, Korean, and Vietnamese.
  - Limit the number of items. One panelist answered all the questions including immigrant questions. It took him 54 minutes to complete.
  - Consider adding an item about residential mobility. Refer to the Census' study of migration.
  - Consider adding an item that asks if the child participates in a gifted and talented program.
  - Consider adding questions about social capital (e.g., whether parent knows friends, parents of friends).
  - Consider adding questions about parenting (e.g., monitoring).
  - Consider adding a question about how far in school curriculum they want the student to go? How far do they think they will go?

  - Consider adding questions about the degree to which parents are informed about the immediate and future paths in high school (e.g., whether a high school preparation night was offered in 8th grade if the parent went; parent's knowledge of IB, AP, GATE)
  - Consider adding question about how parents learn to negotiate the system (e.g., has school done anything to inform them of what their student needs to do to get into a 4-year college) and whether they understand the consequences of decisions.
  - Consider asking parents about their ideas about coursetaking.
- Family structure domain:
  - Panelists suggested reducing the number of questions on family structure. Advised to refer to the American Community Survey or ECLS for examples as to how to collect this information efficiently.
  - The panelists agreed that family size is important.
  - Stability of family structure over time is important. Proposed family structure questions are just a snapshot.
  - Consider adding an item that asks for the total number of siblings of the students and student's birth order.
  - Distinguishing among full, half, and step-siblings is not important.
- Race/ethnicity
  - Use the current OMB race/ethnicity categories.
  - Consider not asking for Hispanic subgroups if there will not be enough students in each subgroup to be analytically useful.
- Language:
  - It is important to know if the household is monolingual or bilingual, and if bilingual, what the dominant language is. Language proficiency is also important.
  - Some felt the proposed questions work. Others thought there were too many questions on language.
  - The absence of the task-oriented language questions (from NELS:88 and ELS:2002) was questioned.
- Religion:
  - Most panelists recommended eliminating the questions about religious denomination. However, it was noted that analysts may be interested in the religious denomination in the context of school choice (e.g., denomination of students in Catholic private schools).
  - Some felt that religiosity is more important than denomination.
- Respondent's occupation:
  - Interested in getting a sense of whether parent is using STEM on their job. Some thought it was better to ask for parent's opinion. Others were concerned that some parents who use basic math skills (e.g., cashier) may indicate that they use STEM on the job.
  - Ask for industry to understand the context of the occupation.

  - There was a suggestion to ask immigrants about their occupation in their country of origin. Others felt that the highest level of education and the field in which the degree was earned was all that was needed.
- Wealth:
  - Recommended using items on wealth from the NCES postsecondary study instead of the proposed items (e.g., assets $10,000 or more).
- Stop-out:
  - The utility of the item about reasons for dropping out was questioned.
- Changing schools:
  - The utility of the item about reasons for changing schools was questioned.
- Academic classes outside of school:
  - The question about whether the student has taken any courses outside of school was considered very important.
  - A suggestion was made to add tutoring to the question about education outside of school.
- Disability:
  - The panelists suggested asking about whether or not the child has ever had an IEP.
  - Collect data on the type of disability from the school not the parent.
- Siblings as role models:
  - For the sibling as role models construct, consider prefacing the questions with the following phrase, "Of the siblings mentioned previously…" or move this question into the family structure section.
- Parent-school relationship:
  - The panelists suggested that the focus should be on parent advocacy and knowledge of the appropriate avenues for advocacy
    - How does the parent learn to negotiate the school system?
    - Does the parent know how to be an effective advocate for his/her child? The question about whether the parent has ever requested a particular teacher speaks to this. Ask why or why not as a follow up to this item.
  - Consider limiting the question about requesting a particular teacher or course to the 8th and 9th grades; also, consider adding a why or why not follow-up question
- Availability/exercise of school choice:
  - Consider trimming the school choice section.
  - At a bare minimum, want to know if parent chose the school or not.
  - Some thought reasons for choosing the school were less important.
  - Ask about school satisfaction in the 11th grade since in the fall of 9th grade parents may not have an opinion yet.
- Parents attitudes about math and science:
  - Trim these items.
- Religion and science:
  - Eliminate the questions about evolution, intelligent design, and global warming. They are off-putting.
- Encouragement of STEM careers

  - The panel prefers the focus be on careers rather than skills.
  - There was some doubt about whether parents would discourage their student from pursuing a STEM career.
  - Refer to Steve Barley's (Stanford) work on how people become technicians.
- Homework:
  - Consider eliminating the question that asks parents to rate how difficult various subjects are for the student.
- Discussions with 9th grader:
  - Trim items by eliminating redundancy.
- Exposure to work:
  - Eliminate "Take your child to work day" item.
- Financing postsecondary education:
  - Refer to NCES postsecondary studies for questions about financing postsecondary education.
  - Add "college savings account" as way to finance postsecondary education.
- Locating for future follow-up:
  - Ask for parent cell phone numbers.

Teacher Questionnaire

Eric Banilower

Session Action Items/Additional Points to Consider:

- Review existing NCES studies to see if some of these items are already covered to reduce the number of items.
- Remove questions about school policy.
- Look at how NSF conceptualizes the science field.
- The trust construct is very long. The focus should be on autonomy and classroom structure. This also seems related to morale which can be measured in better ways.
- How much control over the classroom practices was considered important since it may be an indicator of school climate. Charter schools, career academies, etc. may allow more control.
- May be able to cut the current state/district standards and accountability systems construct since you may be able to get this from a policy document.
- Teacher credentials:
  - Allow teachers to indicate all areas in which they received certifications.
  - Use the NSF subjects for major and minor fields of study for bachelor's degree.
- You may need to "unpack" the professional development item: "In the past 12 months, have you…"
- No consensus was reached on how to select teachers. Consider the following options:
  - a census;
  - teachers of the sampled students;
  - census with linking to the students in the sample;

  - pick one class: select class with most 9th grade students in general such as algebra; if the teacher doesn't teach algebra select geometry.
  - classroom practices
    - Look at work of Valerie Lee about linkages between achievement and teacher self-reported instructional practices.
    - Content versus how it is taught is an important distinction.
- Consider adding items about:
  - the student's ability to learn;
  - the teacher's ability to teach non-English speakers;
  - the highest course in math taken by the science teachers;
  - school climate (the Schools and Staffing Survey may have items that would work well for this)
  - questions such as: "What percentage of your students do you believe will pursue science careers?" and "Do you think your students like science and math?"
  - textbooks used;
  - suspension;
  - absenteeism; and
  - substitutes with college degrees (*a question about qualifications of substitutes was also suggested for the school questionnaire).

School Counselor Questionnaire

Eric Banilower

- Jeremy Finn believes there should not be a counselor survey. He doesn't believe school counselors are the best source of information based on the goals presented by NCES.
- Cliff Adelman suggested trying to see what HSLS:09 can get from administrative records.
- A suggestion was made to see if some of the items could go on the school administrator survey or alternatively have a school survey with a counselor module.
- Another panelist suggested surveying school counselors twice (i.e., in 9th and 11th grade).

High School Longitudinal Study of 2009 (HSLS:09)

Technical Review Panel Meeting
January 30-31, 2008

Meeting Summary

Submitted by:
RTI International
PO Box 12194
Research Triangle Park, NC 27709

Prepared February 22, 2008

High School Longitudinal Study of 2009 (HSLS: 09)
Technical Review Panel Meeting Summary
January 30–31, 2008

Meeting Attendees

Clifford Adelman	Mary Frase	Steve Leinwand	James Rosenbaum
Sharon Anderson	Tate Gould	Laura LoGerfo	(via teleconference)
Eric Banilower	James Griffith	Patricia Martin	Michael Ross
Kathy Borman	Debbie Herget	Rochelle Martinez	Russ Rumberger
Robert Bozick	Rebecca Herman	Edith McArthur	Leslie Scott
Jack Buckley	Thomas Hoffer	Jeffrey Owings	Marilyn Seastrom
Laura Burns	Lisa Hudson	Gary Phillips	Sharon Senk
Daryl Chubin	Tracy Hunt-White	Daniel Pratt	Timothy Urdan
Jeremy Finn	Steven Ingels	John Riccobono	Andrew White
Kristin Flanagan	Vinetta Jones	Donald Rock	John Wirt

January 30, 2008

Welcome From NCES

Laura LoGerfo

- The purpose of the meeting is to review the revised HSLS:09 instruments discussed during the last meeting.
- Items for discussion include the following:
  - identify HSLS:09 priorities;
  - how much do we want to ask the students, principals and parents;
  - which items provide the richest data;
  - what is missing from the existing instruments;
  - do the questions address what we want ; and
  - which questions should be removed from the instruments.
- RTI will send out the revised instruments to the panel.

Mathematics Test Design

Gary Phillips

Operational (Main Study) Assessment

- The operational test features and design elements:
  - include two stages at each grade level and will vary in difficulty from low to high;
  - each student will have 40 minutes to complete 40 items;
  - include linking items between grades 9 and 11; and

- include 84 items in grade 9 and 76 items in grade 11 (138 unique items with 22 of them linking items).

Field Test Assessment

- The field test elements:
  - A pool of 266 items has been assembled (2 more than needed for field-testing).
  - fall 12th graders will be surrogates for the spring 11th graders of the main study;
  - four forms will be field tested at grades 9 and 12 (total = 8 forms);
  - 1100 students are needed at grades 9 and 12 to take the test (total = 2200 students);
  - race and sex for students will be collected;
  - each student will have 40 minutes for the 40 items on the given form;
  - items will be ordered according to difficulty; and
  - timing information will be saved for each item.

Math Test Update

Steve Leinwand

- Since the first TRP meeting (11/28/07), the following general specifications have been revised:
  - moved from 30 to 40 items per student;
  - moved from field test pool of 172 items to 266 items;
  - moved from operational test pool of 94 items to 138 items; and
  - moved from 30 items in 30 minutes to 40 items in 40 minutes.
- 264 items will be field tested to get 138 items for the operational test - 9th and 12th graders will be field tested in the fall of 2008; for the main study, testing for 9th graders will take place in fall 2009 and 11th graders in the spring of 2012.
- A math advisory panel meeting was held on 12/14/07; the panel reviewed 240 items and rejected 12, made corrections and established consistency of wording, checked answer keys and distractors, and checked distractor rationales.
- After the panel meeting, all math items were reviewed by an outside expert (John Dossey), 6 additional items were written and 32 additional NAEP items were selected.
- The item pool includes 266 items (two more than needed – but these are still in item pool):
  - 32 NAEP released items;
  - 234 “new items”;
    - 106 developed by John Dossey; and
    - 128 developed by AIR.
- 4 distractors will be used rather than 5; this will save time on the test.
- Instructions for the test have been drafted but they are still being reviewed.
- Students will be allowed to skip questions. They will also be able to go back to questions.

- A cognitive lab will be conducted in NC and DC to test the computerized delivery of the items and the instructions and to test the set-up on the computer
- If accommodations cannot be made, students will be documented as test ineligible.
- Test exclusions will be described in detail for schools and schools will determine which students need accommodations or must be excused from testing.
- The math test will focus on algebraic content and algebraic processes. There will be a balance in focus between skills and problem solving.
- The approximate distribution of item complexity is as follows: 37% are low, 54% are moderate and 9% are high.
- The actual difficulty (as contrasted to complexity) of the items will be determined in the field test
- The existing items show:
  - at the 9th grade level, the calculator is not helpful for 77 items and helpful but not essential for 10 items;
  - at the 9th-11th grade level, the calculator is not helpful for 102 items and helpful but not essential for 6 items;
  - at the 11th grade level the calculator is not helpful for 67 items and helpful but not essential for 4 items.
- AIR recommends that all students, at both grades, have access to a scientific (but not a graphing) calculator during the test - either one that they bring or one that is provided on-line as part of the test.

Session Action Items/Additional Points to Consider

- Don Rock recommended starting off with the easiest items.
- Instructions about when to leave a question blank and when to guess need to be carefully written in order to maximize the number of items completed.
- The following concerns were expressed about the use of a graphing calculator:
  - will the calculator impact the amount of time allotted for the test?;
  - will the calculator create an expectation on how/if students will use the calculator?;
  - the test should include a direction along the lines of “a calculator may help you to answer these questions, feel free to use one if you wish”.
- Language in the instructions needs to reflect that students are not required to use the calculator.

Science Assessment

Steve Leinwand

- During the last TRP, the panel recommended that a science assessment not be included at the 9th grade level.
- The 11th grade field test will take place in the spring of 2011 and the operational test will be in 2012.
- The science assessment, if pursued for the 11th grade follow-up, may draw items from NAEP, NELS, and PISA.

- Panelists are encouraged to offer suggestions on how to shape the content (i.e., scientific literacy, the nature of science etc.) for the science assessment.
- One question is whether science literacy questions should be posed in lieu of the 9th grade science assessment.
- Additional conversation on the science assessment will resume at a later TRP meeting.

TRP comments on a possible science assessment at 11th grade

- 9th grade – not clear what high school science is or applied science is at this juncture
- How best to shape science content? Inquiry? Learning progressions? Utilize PISA items or strive for something new to capture scientific literacy?
- In 11th grade, you'd need to keep the math assessment at 40 minutes, because that's the timing for math in 9th grade, and won't want to skimp on the student questionnaire. Then where does the time for a science assessment get carved out?
- If plan to assess in science (and certainly NCLB will soon require testing in science), measuring scientific literacy may be the right approach – could consider following up with postsecondary assessment
- Surveys give window into scientific literacy from different perspective… a back-door approach to science
- NSF has documented scientific literacy for decades… adult scientific literacy not considered predictor/precursor to much besides perspective
- Science courses and grades, as will be captured in the HSLS high school transcript component after the first follow-up, are far more richly informative than a science test that amounts to a literacy test
- Math test foundational but science test more doubtful for utility and predictive abilities

Issues of Computer Delivery

Daniel Pratt and Debbie Herget

Bootable CD

- RTI developed a school based solution for administering the test at schools. They will plan to use school computers (or will bring laptops if the school computers are unsuitable or unavailable)
- Using school computers cuts down on the financial burden of paying for all of the equipment and reduces the burden of having the test administrators carry computer equipment to each school.
- The session administrator will bring 5 backup laptops.
- RTI recommends using a bootable CD to administer the test. The CD will load the operating system and internet browser into memory on school computers so that students can take the tests directly from the internet. The survey site will be hosted by NCES and data will be entered and stored on the secure site.
- In order to use the bootable CD the computer must be a PC or Mac, have a high speed internet connection, a dynamic IP address, and a bootable CD-Rom drive.
- RTI cited the following benefits for using a bootable CD:

- eliminates concerns about viruses;
- ensures consistency of operating systems;
- data loss will be minimized;
- privacy will be protected;
- school equipment will not be compromised; and
- students will be able to access the test and the survey on the computer.

Data Collection Logistics

- RTI will work with the schools in advance to gain access to school computers.
- NAEP computerization experiments are being carefully reviewed by NCES and RTI to anticipate and be prepared for potential problems associated with computerized assessment.
- According to an NCES report (Internet Access in U.S. Public Schools and Classrooms: 1994-2005), nearly 100 percent of U.S. public schools had access to the Internet in fall 2005 and 94 percent of public school instructional rooms had Internet access. The same report indicated that in 2005, 97 percent of public schools with Internet access used broadband connections to access the Internet. The most recent comparable NCES study in private schools and classrooms was in 1998 so no presumptions can be made with regard to private schools.

Session Action Items/Additional Points to Consider

- There was concern about RTI relying on school computers and their availability. The following comments were made:
  - to reduce the burden on the test administrators, get a computer cart that can be used to carry all computer equipment to the schools;
  - compare costs between supplying all computers and adding personnel to carry the computers to the site and administer the sessions.
  - some schools may not have bootable CD drives but they may have non-bootable CD drives. Might we be able to load the operating system and browser on a floppy disk to boot up the computer and then use the non-bootable CD after that?
  - screen display differences may be an issue. It is important for the screen display not to compromise the assessment results. All test takers should have the same basic stimulus in presentation of the assessment.
  - similarly, if there are issues with bandwidth or connectivity, the assessments could be compromised. Such issues must be thoroughly investigated ahead of time -- each school will have different issues.
  - while high speed Internet connectivity is available at most schools, will working computers with high speed Internet access be made available for assessments?
  - It may be worthwhile to explore alternatives to a web-based design such as the use of software installed temporarily on school computers with the data saved temporarily on an external device (e.g., a memory stick) which could then be transmitted at the end of the session.

Recommended Design Changes

Steven Ingels

- Updates since the last TRP meeting:

Student Questionnaire

  - The new time allocation is 35 minutes: 30 minutes of substantive questions and 5 minutes for future locating questions.
  - The student portion will take 90 minutes (15 minutes for set-up and closure; 40 minutes for math assessments; and 35 minutes for the student questionnaire).

Parent Questionnaire

  - The parent questionnaire will be available in English and Spanish. A self-administered paper and pencil questionnaire option is proposed.

Math and Science Teacher Survey

  - Under consideration:
    - a census of 9th grade math and science teachers.;
    - surveying department chairs/coordinators;
    - a student-driven linked-to-teacher design ; and
    - a census of all math-science teachers in the high school.

Session Action Items/Additional Points to Consider

- Consider surveying all math/science teachers and not just 9th grade math-/science teachers.
- The following areas of concern were mentioned:
  - Teacher turnover may impact survey results.
  - Both school climate and culture, and math and science departmental climate and culture, are of interest to measure
  - Add a question for the parent about the child's IEP.
  - Support was expressed for surveying math-science departmental chairs as sources of information about rules and practices for student placement and progression in the two subject areas, as informants on the school's subject-specific culture and ethos, and as sources of information on standards and requirements shaping the delivery of math and science instruction in the school. It was also thought that department chairs could relieve burden from teachers by providing information about the math and science textbooks in use at 9th grade.

Student Questionnaire

Steven Ingels

- Ingels reviewed the purpose and research questions for the student questionnaire. The research questions include:

- How do students decide what courses to take in high school and what to pursue after high school? What factors affect their decision-making, particularly factors that are malleable to school or parent influence?
- What factors lead students towards or away from STEM?
- How do students' attitudes and learning approaches (i.e. confidence, self efficacy, motivation, engagement, and belonging) evolve during high school?
- How do students prioritize and balance various commitments, i.e. family, friends, school, job while in high school?

- Jeremy Finn, Cliff Adelman, Russell Rumberger, Vinetta Jones and Daryl Chubin were asked to review the student questionnaire beforehand and provide feedback to the TRP. They were asked to pay specific attention to items that should be removed from the instrument and items that should be added to the instrument. The following insights and concerns were shared by these panelists:

  Jeremy Finn's feedback

  - Not enough emphasis on marginal students and students at risk
  - Models of decision-making processes from the November draft have been lost
  - Do students know what they have to do in the 9th and 10th grade to become science majors?
  - Figure out how connected the student feels to their schools and classmates (i.e., I feel welcomed by my school's personnel; my friends are at school; school is the most important thing I do).
  - Figure out if the student values the practical things (utility) that schools provide (i.e., I get something useful out of my classes; I plan to finish school; school is a waste of time).
  - Figure out how active a student is in the school (i.e., extracurricular activities, participating in class learning activities; participation in school events).

  Cliff Adelman's feedback

  - What do students know about science/math?
  - It is helpful to know at the beginning what the students can do on computers..
  - Define what college level science means for this study.
  - Reorganize the items chronologically for a better flow.
  - Ask a question to see what else students might be interested in outside of math and science (i.e., art, history).
  - Find out where/how students begin to form their images concerning occupations (i.e., their parents, teachers, older siblings, television).
  - Find out which occupations present the most negative and positive images.
  - Find out who the students admire.
  - Ask in 11th grade in what subject they expect to be their major in college.

  Russell Rumberger's feedback

  - Want to know if coursetaking is related to a long-term plan, a means to an end.

- Link between educational plan and occupational goal; aligned ambition
- Determine the student's perceived level of confidence in math.
- Engagement should be linked to motivation, planning, and coursetaking, so that courses may be seen as a critical pathway
- There is no coherence in the order of the items.
- Find out if the students know what they want to be and if they know the course path they need to follow to achieve their goals.
- Early adolescents generally have only vague notions about science and math careers or even subject matter
- Find out if they want to go to college.

Vinetta Jones' feedback

- Need to add items that capture the experiences of those students that are underrepresented to go into STEM.
- Students don't know about pipelines. They are put into a track by the system based on race unless parents are proactive.
- Add questions that ask about role models.
- Add questions about involvement in after school math and science programs. Who encouraged them to participate?
- Ask if students know what it takes to excel.
- Ask the students to indicate how much time they think students who do well in school spend on homework.
- Find out who encouraged them to go to college.
- Ask student what they think their teachers and counselor expect them to be doing in 20 years.
- Ask the students how they see themselves (i.e., leader, good student, bad or smart).
- Ask students for reasons why they are not going to take advanced math/science.

Daryl Chubin's feedback

- Engagement is key and is a filter for other influences.
- How much influence have parents, teachers, and others had?
- Measure awareness of possibilities and interest.
- Students do not think in terms of pipelines. Need to think about how to put these questions in their frame of reference.
- Ask about their interests in high school.
- Ask the students to define science.
- Ask if their interests have been reinforced.
- Measure of intensity of interest; have they revisited a museum or applied learning from museum to something else

Session Action Items/Additional Points to Consider

- Student background domain

  - Consider not asking about Asian subgroups if there will not be enough students in each subgroup to be analytically useful.
  - Remove the academic environment data element question: it is not relevant.
- Previous experience domain
  - Consider removing previous school year grades data element, check the student transcript instead.
  - The bilingualism data element question should read, "how often do you speak (preloaded language) with your parents? Your friends at school? Your friends in your neighborhood?"
  - Laura Burns will provide a clearer item on student bilingualism from NHES:2003.
  - The middle school activities question should read, "have you participated in the following activities in grades 8 and 9" or "between the start of G8 and now"?
  - The activities question should include out-of-school activities as they relate to engagement.
  - Reword the science activities question, the current wording may yield inaccurate results.
  - Update the question stem so that it reads, "watched science movies and…"
  - In the self-reported 8th grade math course data element, include an option for honors courses.
  - Add a computer technology item to the instrument.
- Social context domain
  - Remove the "school climate" data element.
- Interpersonal influences domain
  - Remove versions 2 and 3 of the discuss school and work with significant others data element. Keep only version 1.
- Values domain
  - In the occupational values data element, remove the question stem. Instead ask "what do you want to be at age 30?" and "what do you have to do to get there?".
    - Jeremy Finn will send a guide that helps to identify occupational values.
- Motivation domain
  - Intrinsic motivation items focus more on experience. The current item is listed as a value. This item should not focus on its importance but should identify if the student likes or dislikes math/science.
  - Remove the extrinsic motivation data element question.
- Identity domain
  - These items are not focused. Identity questions ask "am I capable", "do you see yourself as a math person".
  - Additional questions should be added to identify ways the student believes their peers view them.
  - Consider asking "which do you value most".
  - Remove the "future identity adult role model" data element.
- Utility value domain

  - For the value in learning class material data element, add the option "The information is important for my career and everyday life".
  - For the value in school data element, lump the multiple items into one.
- Perceived opportunities and barriers domain
  - For the future barriers to math/science data element, add "check the two most important reasons" to the stem.
  - Remove the following sections: abstract attitudes toward educational opportunity data element and the concrete attitudes toward educational opportunity data element.
- Costs domain
  - Remove the current time use data element section.
- Expectancy domain
  - Improve the wording in the item concerning plans to take PSAT/SAT/ACT/AP/IB.
  - Ask "if there were no barriers, what is the highest level of education you expect to attain".
  - Remove the question about plans right after high school. Instead ask what students are most likely to do after high school. Remove the option "go to college" and reorder all of the options.
  - After the intensity item ask "How confident are you?" – need full line to create context and thus clarity
- Remove the attributions and self concept domains.
- Deterrents and negative experiences domain
  - The question should read, "was there any class that you especially wanted to take this school year but it was not offered in your curriculum or you were discouraged from taking it?" This question should be asked to 11th graders.
  - Remove the question about negative experiences.
- Decisions domain
  - Remove the future courses and influence on future courses questions.
  - Remove the following decision engagement questions: when I am working on a math/science assessment; when I finish a math/science assessment; do you feel bored because you do not understand what's going on; do you feel bored because you know the answers).
  - Remove the time use intensity checklist. It is found elsewhere.
  - The panelists were asked to recommend elements that could be added to the special academic program participation question.
- Math & science classroom environment domain
  - Remove the questions about liking the teacher and teacher approach to students
  - Shorten the list of options for the teacher competency and effectiveness section.
  - All of the items in this domain can be condensed and combined. Identify which questions stems should be paired and which question stems are repetitive.
  - Use a 5-point Likert instead of 7-point
  - Too little on peer effects
  - Need more on attendance patterns

- Need more on how, where and why they use computers

January 31, 2008

Parent Questionnaire

Steven Ingels

- Ingels reviewed the purpose of the parent questionnaire and the research questions for the parent questionnaire. The research questions include:
  - What social capital resources are available in the home environment to support children's academic development and decision making?
  - What human capital resources are available in the home environment to support children's academic development and decision making?
  - What financial capital resources are available in the home environment to support children's academic development and decision making?
- Three modes of administration will be available to parents: self-administration using a web interview, self-administration of a paper and pencil questionnaire, and Computer-Assisted Telephone Interview (CATI) using the web instrument.
- Some concern was expressed that someone other than a parent will complete the web survey. It was noted that a password will be required to access the web survey and that no monetary incentive would provided to parents.
- Cognitive pretesting will be conducted on selected new items.
- Given that the material presented could not all be covered in a 30-minute interview, the TRP was asked to recommend items that could be removed from the instrument.
- Kathy Borman was asked to review the questionnaire in advance of the meeting and provide feedback to the TRP.

  <u>Kathy Borman's feedback</u>

  - She thought the instrument did a good job of addressing human, social and financial capital.
  - She recommended asking specifically about math and science academic classes outside of school not just academic classes in general.
  - She recommends asking about informal math and science activities such as after school programs and summer camps.
  - She is concerned that some terms and language used in the instrument would not be familiar to parents.
  - She thinks some questions related to postsecondary plans are premature and redundant. Students may not know about specific jobs they will apply for after high school. They may not even know what they are likely to be doing as their main activity after high school.
  - She did not understand what was meant by a number of the subitems in the "perceived obstacles to future career plans" question. She suggested condensing the list of subitems.

- She noticed some overlap between the student and parent questionnaire.

Session Action Items/Additional Points to Consider

- Insert a question for the student and parent questionnaire that asks if parents use math/science on the job.
- Family structure domain
  - Panelists did not understand what was meant by "change in family situation."
  - Panelists want information on divorce, whether there is a parent outside the home involved in the student's life, and death of a parent.
  - It was suggested that change in family structure between the 9th grade and the 11th grade surveys can be measured by comparing household rosters and asking for reasons a parent is no longer in the household. This approach has been used in ECLS.
  - It was recommended that a question about the number of people in a household be added.
- Demographic characteristics domain
  - Concern was expressed that undocumented immigrants may not want to answer questions about immigrant status.
- Socioeconomic Status domain
  - Some panelists wanted to ask parents (and students) how much they use math and science in their job. Others were concerned that parents who use very basic math (e.g., cashiers) would say they use it a lot. These items are candidates for cognitive testing.
  - A panelist suggested asking college graduates from which college they received their degree.
  - The value of the question about assets greater than $10,000 was questioned. It is used on postsecondary studies because it is one variable used to calculate expected family contribution for financial aid. Panelists agreed that $10,000 was too low.
- Previous educational experiences domain
  - The questions about behavior problems need a time period as a frame of reference. The past year was suggested. Also, it would be more helpful to know how many times the school contacted the parent about a behavior problem rather than whether they did or did not.
  - There was some debate about the merit of the question about stopping out of high school. Some panelists thought it was more important to have an estimate of the number of days absent although other panelists indicated that parents may not know if their teenager is skipping school. Others thought the stopout question was more appropriate for the 11th grade questionnaire.
  - The question about academic classes outside of school should refer to science and math. A distinction should also be made between remedial and enrichment.
  - The question about tutoring should be expanded to include Saturday academies, learning centers, and after school programs. Need information on the subjects studied in these programs and whether they were remedial or for enrichment.

- Current education/activities domain
  - Must ask about whether the student has an IEP even if in a Gifted and Talented program
  - There was some debate about whether parents should be asked whether their 9th grader has a disability. Some thought the question was too subjective, but others thought the parent's perception was important. Also, some said that students with disabilities may not have an IEP.
  - Some wanted to know what disability the parent believed the teenager had, while others just wanted to know whether it was a learning disability.
  - The wording of the question about exchanging knowledge with other parents needs to be simplified. It was suggested that HSLS ask parents how often they talk with other parents about classes, schools, and teachers.
  - There was some discussion about whether the question should be limited to discussions with parents of the student's friends in keeping with Coleman's concept of social closure. But since the friends may attend other schools than the 9th grader, a more general question was suggested.
  - The question about conversations with other parents should not be limited to advice. Many parents may be willing to exchange helpful information but not comfortable advising other parents. Or acknowledging receipt of advice
  - Throughout the domain, refer to the past year
- School choice
  - "Career academies" should be "Career and technical programs"
- Parent-school relationship domain
  - Parents recommended cutting the question about frequency of contact with school teachers and counselors because it will be too early in the school year to be meaningful. Also, the question does not capture why the parent is talking to the teacher.
  - Panelists recommended splitting the question about requesting a particular teacher or course into two questions.
  - Panelists thought it was more important to know if the parent know what math and science course the student is taking in 9th grade than in the next school year. If ask this question, ask them for the course name (verbatim), not just yes or no.
  - The panelists suggested eliminating the question about satisfaction with teachers because it will be too early in the school year for them to assess this.
- Home environment domain
  - Consider adding a question about what subjects the student prefers
    - Some panelists suggested adding question about whether the parent encourages the student in some subjects more than others, but there was also concern about social desirability biases with such a question
  - Some panelists suggested considering adding the question from NELS about decision-making to characterize parenting style. Others did not think this was a priority given the limited length of the interview.

  - Panelists suggested that the question about family rules have a balance of items related to school and socializing; others thought the focus should be on school.
  - One panelist suggested referring back to NELS for the questions about curfew.
  - One panelist recommended adding the NELS question about whether there is a place set aside for the student to do homework.
  - Panelists considered the question about STEM-related activities important. One panelist suggested broadening the scope of this question to activities with extended family members, but others thought that "family" would be interpreted as extended family so "family" suffices.
- Educational environment at home domain
  - Remove option 'g' and only use for 11th grade. Explain option g
- Parent child relationship domain
  - Panelists recommended making the question about parent influence specific to school and career choices.
- Education expectations domain
  - There was debate about whether educational aspirations should be measured as well as educational expectations. If a question about aspirations was posed to parents it was recommended that the same question be asked of students. Also, it was recommended that the phrase "We know that things don't always turn out the way we would like" be replaced with "If there were no barriers."
  - Panelists recommended replacing the questions about how many years of math and science they expected the 9th grader to take with the questions from the student questionnaire about expectations for taking advanced math and science courses in high school.
- Occupational expectations Domain
  - This question only applies to students who do not anticipate continuing their education after high school. Add a "none of these" option for question about reasons for not continuing education after high school.
  - Panelists critiqued the items in the perceived obstacles to career question. They did not know what "lack of ability" meant; lack of academic ability or lack of opportunity? Military should not be listed as an interference with career plans because for many students it is a chosen career path. Others thought that some of the items were useful.

Teacher Questionnaire

Steven Ingels

- Ingels reviewed the purpose of the parent questionnaire and the research questions for the parent questionnaire. The research questions include:
  - What do mathematics and science teachers do in the classroom that engages and encourages students to pursue STEM pathways, or alternatively, disengages and discourages students from choosing STEM pathways?

  - How do mathematics and science teachers view the quality and supply of the school's resources and support available?
- Thomas Hoffer and Sharon Senk were asked to review the questionnaire and provide feedback to the TRP. The TRP was asked to pay specific attention to items that should be removed from the instrument.

  Thomas Hoffer's feedback

  - Consider a focus on professional background.
  - The information on textbooks should be removed.
  - There is too much detail on college coursework; look at major/minor specialty.

  Sharon Senk feedback

  - Clearly identify which teachers are being asked and for what purpose.
  - There are 3 ways of referring to teachers: "this class", "your classroom", "your school". It should be consistent throughout.
  - There is an inconsistency between attitudes, beliefs, and expectations; it needs to be well thought out in relation to mapping.
  - Delete questions 22-30 (professional development), 44 (textbook book usage), and 37, 45, and 48.
  - Ask if teachers feel prepared to teach math.
  - The section on certificates can be complicated.
  - Include more questions about teacher expectations.
  - Include more questions about math quality.
  - More content questions (i.e., how much emphasis do you place on skills vs. problem solving).
  - Include the item: "all students should take algebra" agree/disagree

Session Action Items/Additional Points to Consider

- Teacher education domain
  - Insert a question that asks "do you have a degree from a college of education?"
  - Insert a question that asks "do you have a degree in arts and sciences?"
  - Remove items k-bb on the match construct.
- Teacher certification domain
  - The first question should ask if the teacher is certified in math or science.
  - Remove items 9-13.
  - Item number 14 should really be item number 3.
- Teacher preparedness domain
  - Consider asking the department chair the extent to which they use each of the options listed in item 15.
  - Consider asking teachers how prepared they feel to teach the course content.
- Professional development domain
  - Put these questions in the context of math and science.
  - Consider asking these questions to the administrator.

- Remove the STEM encouragement as a student construct
- Teacher attitudes/beliefs domain
  - Add an option 'f', "if a student has never done well in math they never will".
  - Don't ask for percentages. Figure out a better way to ask the question.
  - Ask the teachers to guess how many students will graduate from a 4 year university and a 2 year community college. Guess seems like the wrong word that might start us down the wrong path
  - Ask the teachers to guess how many students will major in STEM related majors.
- Instructional practices domain
  - Remove the remediation construct. Consider adding it to the department chair questionnaire.
  - Spell out all acronyms.
  - Find out how teachers encourage those students who have displayed talent in STEM areas.
  - The limit on instruction construct overlaps with items 45 and 48.
- Use of textbooks domain
  - Consider asking what percentage of the textbook the teacher covers.
  - Textbook questions meaningful only in context of teachers' uniquely different classes – burdensome to ask of teachers, but as a point-in-time measure not readily connectable to achievement gain.
  - Instead of teachers, ask department chair to identify the textbooks used for math and science courses, if textbook information is to be obtained at all.
  - Remove item 40.
  - In item 44, change text to "in your classes".
- School climate domain
  - Remove item 45.
  - Expand the school/students construct into the beliefs and attitudes construct.
  - Remove item 49.
  - Option d in item 52 should be removed.
  - Remove item 52 and 53 and move the item to the department chair questionnaire.
  - Include a question about collegiality.
  - Include a question about common planning time.
  - Review the literature on trust and schools.
  - Consider referring to "school leadership" instead of "principal"

School Administrator Questionnaire

Steven Ingels

- Ingels reviewed the purpose of the parent questionnaire and the research questions for the parent questionnaire. The research questions include:
  - What are the school-level correlates of high achieving schools, particularly in math and science?
  - What is the math and science focus of schools?

  - Is the math and science focus of schools associated with a student's subsequent decisions to pursue careers in math and science?
  - What programs and policies do schools offer to assist student at risk of school failure, transitioning from middle school to high school, and struggling in math and science?
- The existing instrument is 95 minutes. It needs to be condensed to 30 minutes.

Session Action Items/Additional Points to Consider

- Remove the school size and grade span construct; that information may be found in the CCD, which in future will be more timely than in the past.
- Ask the department chair (if surveyed) about student/teacher ratios.
- Include a question that asks about the length of the school day and class period.
- Include an item on teacher absenteeism.
- Teacher staff characteristics domain
  - In the staffing construct, remove the "do you find that it is easier to hire qualified math teachers and science teachers if they WHO? enter alternative certification programs?"
  - Insert the word "district" at the top of page 4.
  - In the qualifications construct, remove a "successfully completed postsecondary period" from the "what are the requirements for employment as a full-time math teacher in your school" item.
  - In the qualifications construct, remove a "successfully completed postsecondary period" from the "what are the requirements for employment as a full-time science teacher in your school" item.
  - Remove the first two items under the retention/turnover construct. In remaining items, change "this year" to "last year". This survey had no page # so refresh us – what's this about?
  - In the last question in the retention construct, insert the option 'left teaching' or 'retired'.
- School, policies, practices and programs domain
  - Remove the flexibility of course assignment practices construct; the counselor is asked that question.
  - For the last question in the accountability construct, remove the phrase "when a student fails a competency test".
  - Remove the first item in the extracurricular activities offered construct. Add the following options to the second item: "career exploration and internship programs" and "tutoring opportunities".
  - For the dropout prevention program, include a question that asks how many schools are transferred out into alternative programs.
  - Include a question that asks how schools support struggling students.
  - Include a question that asks how schools support students who excel.
  - In the next to last item under transition construct, remove the "full or part time" from the item.

  - Remove the last item in the transition construct.
  - Remove the parent and community outreach construct.
- Technology domain
  - Remove the technology resources/availability construct
- School governance domain
  - Remove the mission statement construct.
  - Remove the autonomy construct.
  - Remove the evaluation of performance construct.
  - For the crime and safety construct, the question should read, "How would you describe the crime level in the neighborhood in which the school resides".
  - The principal perceptions/beliefs construct can be used if additional time is available at the end of the test; otherwise remove it.

Counselor Questionnaire

Steven Ingels

- Ingels reviewed the purpose of the parent questionnaire and the research questions for the parent questionnaire. The research questions include:
  - How do students get placed into and out of classes?
  - What counseling resources are available to the students within school?
  - What are the tracking procedures and policies and graduation requirements?
  - What college preparation programs are in place at the school?
- Patricia Martin and James Rosenbaum were asked to review the questionnaire beforehand and provide feedback to the TRP. The TRP was asked to pay specific attention to items that should be removed from the instrument.

  <u>Pat Martin feedback</u>

  - Include more questions about beliefs and behaviors, in particular about math and science.
  - Ask how long they have been a counselor.
  - Ask if they have any teaching experience.
  - Ask if they have a math or science background.
  - Include questions about academic plans.
  - Ask if the academic plan is used in preparing course schedules.
  - Check for placement and tracking procedures.
    - Tracking begins before a student gets to high school. Counselors take information from former teachers such as eighth grade instructors.
    - Every school is different; find out about the formal and informal process.
  - Keep in mind counselors will know very little about the 9th graders at the time of the survey. Head counselors will know even less than the regular counselors.
  - Find out how students are assigned to the counselor.
  - Ask parents, students, and teachers about the perception of students being "counseled out".

- Ask counselors to describe how students are placed in classes.

James Rosenbaum feedback

- Some questions can be answered beforehand without asking the counselors.
- Define the purpose for the survey. Is the survey's purpose to support information received from the other questionnaires or identify barriers or support in having success in the STEM pipeline.
- There are not enough questions about beliefs and behaviors.
- What is the allotted time for each question?
- Include questions about decisions to take technical education courses.

High School Longitudinal Study of 2009 (HSLS:09)

Third Technical Review Panel Meeting
January 28-29, 2009

Meeting Summary

Prepared March 3, 2009

High School Longitudinal Study of 2009 (HSLS: 09)
Third Technical Review Panel Meeting Summary
January 28-29, 2009

Meeting Attendees

Clifford Adelman
Eric Banilower
Kathy Borman
Robert Bozick
Laura Burns
Stephanie Cronen
Kristin Denton-Flanagan
Jill Dever
Jim Fey
Mary Frase
Eric Grodsky
Debbie Herget
Thomas Hoffer
Lisa Hudson
Tracy Hunt-White
Steven Ingels
Ying Jin
Vinetta Jones
Stuart Kerachsky
Steve Leinwand
Laura LoGerfo
Shelly Martinez
Jeffrey Owings
Gary Phillips
Mike Planty
Dan Pratt
Don Rock
Russ Rumberger
Marilyn Seastrom
Sharon Senk
Leslie Scott
Marsha Silverberg
Larry Suter
Timothy Urdan
Iris Weiss
Andy White
John Wirt

January 28, 2009

Welcome From NCES

Laura LoGerfo

- The purpose of this meeting is to review the results of the field test and to discuss possible changes to the questionnaires.
- Field test is completed, results are in, and the mathematics assessment results are exciting. The computer assessment went well.
- RTI is working with NSF to merge state data (e.g., administrative, etc.) with HSLS data to ensure a richer set.
- School recruitment is difficult, so RTI is trying to think creatively about how to increase schools' positive response rates. Any suggestions are welcome.

Overview

Steven Ingels

- HSLS:09 field test tested instruments, forms, and procedures, including: 1) items for the mathematics assessment; 2) the questionnaire content for the main study; 3) new approaches to data capture, in particular, computer-based instrumentation; 4) school recruitment and data collection methods; and 5) overall study design.
- Before the field test, cognitive interviews evaluated the new questionnaire items. Extensive pilot testing was used to evaluate the technical feasibility of the computerized assessment administration. HSLS has significant technological and design innovations, which extend the methods and substance of the previous high school longitudinal studies into new areas.

- New approaches, compared to those employed in the predecessor high school cohort studies, to understanding the transition from high school to work and higher education: 1) Fall-of-9th grade starting point (2) greater emphasis on STEM; and 3) emphasis on choice behaviors and their timing. Radically new approaches to collecting data include computerized forms of test and surveys for students and availability of all five HSLS questionnaires in electronic form, either as web survey or computer-assisted telephone interview.
- The Field Test Report will be available in first draft form in March, final draft in July 2009.
- This TRP meeting will focus on revision of instruments. School sampling has been completed. School recruitment is ongoing and will continue through November 2009. In-school data collection will occur September through December 2009. Out-of-school data collection will occur between September 2009 and February 2010. Field testing the follow-up will occur in spring 2011, and main study follow-up will occur in spring 2012. Transcripts will be collected in 2013-14.
- The idea of a math-science departmental census of teachers, or longitudinal treatment of the teacher survey, was dropped. Teacher design will be based on linkage to HSLS students, though teachers will not supply ratings of students, given the early autumn starting point for the study.
- With NSF sponsorship, a state sample augmentation will be undertaken in 10 states. The purpose is to use two NCES-sponsored programs (HSLS:09 and Statewide Longitudinal Data System grant program) together. In these augmentation states, state administrative data will be merged with HSLS:09 student records to create state-specific datasets. Viable state-representative samples comprise 40 public schools participating per state
- Since the money has already been allocated, there is no possibility of doing more than 10 augmented states.

Comments and Questions:

- Which are the augmentation states? How will the data merge proceed? This is part of RTI's contract to work with state representatives. The augmentation states are: CA, TX, FL, GA, MI, NC, OH, PA, TN, and WA. Care taken to a) let affected constituency know because of consent and privacy concerns and b) be able to get data they need (i.e., test and 8th grade information). It's a minimal sample, approximately 25-35 9th-grade students per school from 40 public schools in 10 states. Didn't have to augment in CA and TX but have augmented in the other 8 states, in some cases tripling the number of schools. Power analysis shows that 40 is a good number, given budget parameters and constraints. But does it include attrition? Yes, RTI looked at multiple waves of data collection. Of concern: confidentiality and will states let NCES/RTI have data?
- Panelists asked, what kind of data and at what levels? Dan Pratt replied, the intent is student level and to backfill test information that is available (for example, state standardized test results).
- Panelist query—will you include state augmentations in national data, and if so, is that a good idea? Dan Pratt replied that it actually will strengthen the national data. This was

done with NELS state augmentation schools for selected strata, so there is precedent. Weights will be calculated to reflect such inclusions within the national files.

- When will students be selected? Which day in the fall? Debbie Herget responded that they are working with schools to get "best possible list" (e.g., 10 or 20 days after start of school). Since data collection is occurring in a finite period of time, trying to keep window tight; have to allow some tolerance level for school to take part. October 1 is the federal/CCD date for student lists, but HSLS needs to start collecting in September; would be nice to align with federal, but may not be possible. An alternative would be to start linking with state data, working with them to get potential linkages.
- Will we be collecting SES within race in surveys? Yes.
- MIS conference in February—Debbie Herget and Laura LoGerfo will be meeting with state contacts on data management to discuss more details and operational concerns related to the state administrative data.
- How are you going to track mobile kids? Dan Pratt—intent is to keep all of the sample, such as in ELS, i.e., early graduates and dropouts included in first and second follow-ups. Steven Ingels noted that, though surveyed, NCES had to give up on follow-up testing for transfer students in ELS (their assessment scores were statistically imputed). This model will likely be applied to HSLS:09 too, since many will move to new schools.

Operations: Field Test Data Collection and Recruitment Strategy

Debbie Herget and Dan Pratt

- *Student Data Collection*
    - 41 sampled schools and 11 supplemental (test only) schools participated. This fell short of the hoped for 55 schools, though supplemental schools ensured that the needed number of test observations was obtained. Timing was a challenge since recruiting started in March..
    - Computerized assessment/questionnaire proved successful.
    - 35 sampled schools used the live CD, the remaining 6 used study-provided laptops in small groups.
    - 1035 9th grade students (81%) completed the questionnaire (1026 completed both the questionnaire and the test, while 9 took the questionnaire only). In addition, at supplemental schools, 381 9th grade students were administered the test only. Some 1407 9th grade students completed the assessment in total. Also, 1344 12th grade students completed the assessment—946 from the primary sample and 398 from the special supplemental sample.
- *List Collection*: Schools struggled with parent and teacher list collection, which delayed contacting parents and staff. The recommendation for the main study is to collect parent and teacher information with initial student list. Another problem was that *8th* grade administration records collection added a huge burden to schools, delayed parent and teacher lists, and returned incomplete data with generic or unclear course titles. The recommendation is to eliminate this collection from high schools directly, and to collect pre-high school administrative records from augmentation states and through transcripts for all schools in 2013.
- *Parent and Staff Data Collection*: Parent and staff data collection ended December 19th. Collecting parent and teacher information with student lists will expedite parent and staff

contacts, which should increase response rates. Recommend to contact staff directly and not through school coordinator to improve staff response.

- *Recruiting*: Main study target is 600 public schools; 100 Catholic schools; 100 other private high schools; plus another 144 public schools for state representation in 10 states. The 10 augmentation states are: CA, TX, FL, GA, MI, NC, OH, PA, TN and WA. As of January 28, 478 districts (or dioceses) have granted approval for schools to be contacted, and 237 schools have agreed to participate. 97 districts/dioceses (with 128 associated schools) and 59 schools have initially declined participation.
- *Recruiting Package for School*: 90 minute sessions; school coordinator honorarium ($100-150); considering an IT coordinator honorarium; no monetary incentive for schools or students, though students will receive an "educational goodie bag;" survey administrator conducts session and reduces school burden as much as possible; considering offering school-level test results to schools; sample overlap avoidance with NAEP:10 and PISA:09; and working with districts and schools almost a year in advance gives them time to schedule HSLS on their calendar.
- *Recruiting Challenges*: Difficult objections to address include 1) schools are busy due to over-testing, number of high stakes tests, NCLB/AYP and too many other studies, grants and/or initiatives; and 2) budget and staffing cuts (some schools/districts have seen 100% turnover).

Comments and Questions

- Does the web based survey work on Macs? Some, but still working on technology (e.g., the computer needs an Intel chip to work properly).
- Did students have ID and login? Yes.
- Live CD use: interviewers inserted disk on PCs, rebooted, and the CD takes over the computer system. Some schools will have to use laptops locally and then the data will be transferred securely.
- Problem of collecting parent and teacher list data—schools said it was easier to just give RTI all data for school as opposed to pulling out the specific information needed. One confidentiality concern is giving information out before obtaining parental consent.
- Will 8th grade information be available on high school transcripts? May pose a problem. We know from NELS and ELS that this information can be obtained through high school transcripts, though only 7% of ELS:2002 transcripts included 8th grade information. More frequent use of electronic records should facilitate this collection. In addition, 8th grade algebra coursetaking will be collected on the student questionnaire and missing data will be imputed as was done on NELS:88.
- It was asked what percentage of parents are not native English speakers? Dan Pratt stated that the parent questionnaires are translated into Spanish, but consent forms and instructions have been translated into additional languages as well. Only a small percentage (6-7%) did not participate due to language barriers. Debbie Herget stated that RTI is working on ideas for obtaining better participation rates. For example, parent contacting information will be collected as part of the initial student list, facilitating an earlier start to the parent data collection.
- School coordinator role did not work as well as hoped for distributing materials to and prompting staff, so midway through the field test, RTI started contacting staff directly. This method proved effective and will be used in the main study. RTI is also expecting

that parent response rates will increase in the main study and will be linked to student data.
- Some parents and staff had problems with pop-up blockers and passwords.
- Russ Rumberger, a panelist from the University of California, Santa Barbara, suggested going to monthly county meetings of school districts in California to try to increase participation rates as superintendents talk to each other about topics of mutual interest at these meetings.
- Some oversampling of Catholic/private schools, but will be taken care of by weighting.
- In order to verify self-reporting of 9th grade students—ask teachers. Though Dan Pratt claimed that while teacher data are linked to students, in order to keep burden down, the emphasis is not on asking teachers to report on individual students. It was suggested that teachers be asked: "Is it assumed that students taking this course have taken algebra?" Dan Pratt responded that student level data will link to teacher data including classroom.

Mathematics Assessment: Psychometric Analyses of 2008 Field Test

Gary W. Phillips & Ying Jin

- HSLS:09 2008 Math Field Test Results
- Psychometric Model for Items
- Estimation of Item Parameters
- Psychometric Model for Examinees
- Estimation of Examinee Parameters
- Statistical Flags Used to Identify Items for Additional Content Review in the 2008 Field Test of the HSLS:09
- Number of Flagged Items
- Summary of Classical Test Theory Statistics
- Summary of Item Response Theory Statistics
- Descriptive Statistics for Theta
- Distribution for Theta in Grade 9 and Grade 12
- Distribution for Theta in Grades 9 and 12 Superimposed on Distribution of Item Difficulty
- General Psychometric Considerations for Full Scale Assessment
- Psychometric Characteristics of Stage-1 and Stage-2 for Grade 9 and Grade 11
- Assigning Students to the 2nd Stage for Grade 9 and 11

Comments and Questions

- Theta distribution—don't want to have too much lack of overlap. There was some discussion of this distribution both at the high end (needing discrimination at the top) and also at the low end (to be able to show gain, avoiding a floor effect).
- Another issue broached was how 12 router questions are being chosen and whether 12 is the optimal number.
- Discussion of router and high/medium/low questions on tests. Gary Phillips says there are two decisions to be made: 1) Which math items should go on router and which should be placed on each level (high/medium/low) of the second-stage of the assessment; and 2) How will cut points (based on patterns of response on the router) be determined for assignment of different levels of the second-stage test?

HSLS:09 Math Test Update

Steve Leinwand

- Results from the HSLS:09 Math Content Field Test
  - Background review
  - Who took the field test?
  - What did the test takers do?
  - How did the items work?
  - What does the main study pool look like and what is needed for the main study?

Comments and Questions

- Question asked about how instructions are provided to students. Directions ask to "do your best to answer all," though there is no advice on guessing. Students click to skip questions, but can go back to answer.
- Question asked whether the sub-scales had a good distribution, and the answer was yes.

Student Questionnaire

Steven Ingels

- Ingels reviewed the purpose and research questions for the student questionnaire.
- Three tasks for group break-outs: identify indispensable items first; identify lower priority items that could be taken out; and identify "keepers" that need to be fixed owing to flaws.
- Average completion times were good on the parent and teacher questionnaires in the field test (approximately 30 minutes) while counselor came in well under 30 minutes and administrator was somewhat over. The situation with student was different, however, in that (a) unlike the other questionnaires, it is a strictly timed administration; and (b) by design, specifically through rotation of sections, more items were tested in the field test that can be administered in the main study. The 95th percentile would be projected to take 60 minutes to complete, so there is a strong need to cut at least 25 minutes from the student instrument.

Results of Break-out sessions on student questionnaires / Recommendations for Main Study

- **Locating information**—suggestion was to ask only for an email and primary telephone number as opposed to three separate contact numbers.
- **Item 31** regarding household. Suggest: reducing household roster; reducing stem; perhaps verify through parent questionnaire (but what if you don't get that information? Impute?); one concern is that you won't obtain family size—could you obtain from parent questionnaire?
- **Item 35** on language. Concern over fluency versus frequency. Question doesn't really get to whether students/parents are fluent in English. Could you ask parents? In addition, extra burden of what type of language spoken.
- **Item 40**. One group suggested looking at frequencies in field test results to reduce sets. Another group questioned the use of "church groups" as opposed to "religious."
- **Item 41**. One group recommended deleting the entire item. Others suggested making response options "yes/no" to save time but then it would be an untested item. Another

group was concerned that the items only referred to science and not math. Another suggestion was to combine "never" and "rarely" response options. TV shows were suggested to be too receptive as opposed to proactive. Finally, one suggestion was to ask how much time per week a student spent on items, a la NELS, which could serve as a more accurate time variable.

- **Item 42**. Pre-Algebra missing from options.
- **Item 43**. Grade inflation possible but would be nice to have this type of data now as opposed to having to wait until HS transcripts are submitted.
- **Item 46**. One group suggested deleting outright.
- **Item 49**. One group suggested deleting outright; another suggested deleting option B since statements A and B were highly correlated. Delete statement C to improve reliability.
- **Item 50**. Groups A and B suggested deleting entire item. Another option is to delete statements C and D.
- **Item 51**. One group believed that this item is redundant. Otherwise, delete C to improve reliability.
- **Item 52 and 53**. One group suggested that these two items were strong candidates for removal, while another argued for them to be kept.
- **Item 54**. Why is Pre-Algebra not included? Keep item and fix titles.
- **Item 55**. Delete or collapse categories.
- **Item 56**. Delete or collapse, though one group argued to keep it.
- **Item 57**. One group suggested collapsing sub-items to two (one positive, one negative), though another group suggested leaving alone.
- **Item 58**. Drop.
- **Item 59**. Change "The information" in sub-item A to "What we learn." Possibly delete sub-items D and E, though one group wanted to keep it.
- **Item 60**. One group suggested dropping, another keeping.
- **Item 61**. Drop.
- **Item 63**. Cut 1/3 of sub-items (same for science item that follows in questionnaire). Change "boys and girls" to "males and females."
- **Item 65**. Delete B and C (or follow decision from Item 49).
- **Item 66**. Delete C and D (or follow decision from Item 50).
- **Remaining Science items**. Follow lead from math item decisions.
- **Item 80**. One group suggested dropping while another group deemed it okay.
- **Item 81**. Add period to sub-item B. Change "class" to "grade" in C. Delete D? Overall, rework question.
- **Item 82**. Change sub-item B to "a means of taking notes." Can you incorporate skipping class into this matrix?
- **Item 83**. Check correlation before elimination.
- **Item 89**. Change "closest friend" to "close friends"—it's a nice concept in 1988 and 1992, but assumption may have changed in this newer communication environment with changing natures of friendship. Some argument surrounding this question, but no decision made.
- **Item 90**. Rephrase "too much time" to "a lot of time"? Does "that I enjoy" need to remain in sub-item A?
- **Item 91**. Change "boys and girls" to "males and females." One group suggested dropping entire question, though others suggested changing "reading and writing" to academic disciplines (i.e., English and Social Science).
- **Item 93**. Change to waking hours offered as possibility. Though some of these are not mutually exclusive so cannot add up to 100%.

- **Item 95**. One group suggested dropping. Another suggested changing "The information" to "What."
- **Item 96.** Options are to drop entirely or to change to "how many years of math before you finish high school?"
- **Item 99.** Drop or collapse.
- **Item 100.** One group suggested dropping.
- **Item 101.** One group suggested dropping.
- **Item 106.** One group suggested dropping, but what about aspirations, etc.—"were you discouraged to take courses?" would be another option.
- **Item 109 and 110.** Some suggested collapsing these into "post High School plan."
- **Item 114.** Change to Associate's and Bachelor's degrees. Also split out "attend" vs. "complete."
- **Item 119.** Some were concerned with the lack of science and math items. But then others claimed you would have to re-test new questions.

January 29, 2009

Parent, Administrator, Teacher, and Counselor Questionnaires

- Field Test results and instructions for breakout groups
- TRP recommendations:

Recommendations for Parent Questionnaire:

- Discussion of where household information might be better gleaned, from parents or from students. RTI expects a coverage rate in the mid-80s for parents. Marilyn Seastrom is not in favor of deleting from student survey. The questions in the parent survey may not really be getting at household composition, and may not satisfactorily address the issue of stability (though this is somewhat addressed in Items 7 and 8). One suggestion was to translate Student Questionnaire Item 31 to the perspective of the adult.
- **Item 7.** Change.
- **Item 8.** Consider changing to "mark all that apply" with an adjusted stem.
- **Item 16.** Consider adding additional Hispanic categories (e.g., Puerto Rican), like ELS and if changes made in this questionnaire, make consistent with student questionnaire.
- Would it be beneficial to ask country or region of origin if not born in the United States?
- Changes made to Language section of Student questionnaire should be repeated in Parent questionnaire.
- Subtlety of usage/frequency versus fluency. Can you really disentangle without increasing burden? Examine a little more. Options to look at include NHES Parental Involvement Survey, Adult Literacy Survey, and the Department of Education's shorthand list of questions that try to get to ESL need (i.e., "how well do you…" though these may be too subjective). Item 32 is closer than Item 31 at getting to whether language is a barrier to parental involvement.
- **Item 35.** Change to Associate's and Bachelor's, and include started and completed sub-items. Make these changes consistent among all questionnaires.
- **Item 36.** Discussion regarding amplifying this item to include bachelor's levels of education. Also of adding question (to perhaps replace this one): "Do any of your completed degrees

focus or major in math or natural/life sciences or engineering?" Possibly make for bachelor's or above only to limit burden. American Community Survey has a good example.

- **Item 37.** Make consistent Associate and BA/BS changes.
- One group suggested asking a question about which school parent attended to try to get at relationship between parents and student decision-making, access and choice.
- Add: item asking parents about how much they think public college costs (like NHES); tie to financial question.
- Add a focus question after Item 38.
- **Item 39.** One group suggested adding an occupation/industry section. Might be helpful in long run even though might not be able to code now.
- One group suggested asking two questions about college preparation (i.e., a) what are parent's sources of information and b) how do they plan on paying for it?). Discussion revolved around whether to ask in 9th or 12th grade surveys, arguing that might be helpful now as it is indicative of planning (like NHES module).
- **Item 44/45.** Ask for "current or most recent job". Also ask about industry (NELS model).
- **Item 54.** Change to NELS wording: "starting with grade 1" (as opposed to "when first entered school").
- The item order doesn't seem right from Item 56 to end.
- **Item 58.** Drop, since parents might not be differentiating between pre and regular algebra.
- **Item 60.** Reading and writing problematic as they are not disciplines.
- **Item 63.** Verify federal disability categories to see if they have been updated. Add two questions: 1) have they *ever* had an IEP and 2) does your child *currently* have an IEP.
- **Item 66.** Some believe this is a very crude indicator.
- **Item 68.** Might be useful to see if parents have already had a child at this school.
- **Item 70.** One group suggested attempting to further delve into influence levels, perhaps by asking "how much influence do you think?" only if the parent answers sometimes or often. Try to measure probability attached to expectations. Change "grows up" to "finishes school/education."
- **Item 71.** Consider changing to a 10 point scale.
- **Item 79.** Change as in Student questionnaire. Change "girls and boys" to "females and males," and "reading and writing" to "English and social studies."
- **Item 80.** A lot of discussion revolved around this item. If measuring aspirations, will parents really mark that they want their child to start but not complete? One option would be to change stem to include "If there were no barriers, including financial, etc." like NLS:72 survey. Discussion of inclusion of certificates as an option as they are often STEM related and increasingly more common (though this item hasn't been tested yet). One suggestion was to add drop downs of what is important to take only to some of the options to measure what parents think are the courses that are necessary for their aspirations. Change past verb tense (e.g., graduated to graduate).
- **Item 81.** Perhaps change to a more probabilistic measure (e.g., first, do you think your child will…, then how likely is your child to…").
- **Item 82.** Change to Associate's and Bachelor's.
- Ask parents if they were notified of or asked to sign an education plan for their children.
- **Item 83**. May want to ask if parent knows the process or the courses that the student will need.
- **Item 84**. Change from "think the following subjects are" to "think each of the following are." Add "or career" after educational. One group discussed substituting course names instead (e.g., algebra, calculus, science, etc.). If this item is intended to investigate how informed parents are, then add an item after #80 asking them what is important for their children to

take to reach their goals. Another suggestion was to include an unsure/don't know category.

Recommendations for School Administrator Questionnaire:

- **Item 3.** One group commented on the number of non-responses and suggested thinking of ways to collapse sub-items or create online branching. Another suggestion is to preload the question. Another suggestion was to delete "public school of choice" because it is not an institutional distinction, that is, how does it differ from charter or magnet schools? Perhaps need a little more clarification.
- **Items 13 and 14.** Move to Counselor questionnaire.
- **Item 15.** Suggestion to add additional item similar to this vein investigating programs that *encourage* involvement in math and science. Also, should this item be made for general topics instead of only math and science (to reduce burden)?
- **Items 15, 16, and 18.** Align.
- **Item 18.** Need for some coordination with Counselor questionnaire.
- **Item 29.** First ask total, and then ask only for math and science; collect full and part time for each. Be careful with wording.
- **Items 32 and 33.** One suggestion was to combine for both math and science teachers.
- **Items 34 - 37.** One suggestion was to eliminate "full-time." Also, move adjacent to Item 29.
- **Items 38 and 39.** Delete.
- **Items 40, 41, and 43.** Move to Counselor questionnaire. Also, suggested to eliminate "Offered to 9th graders." Another suggestion is to collapse options, but to provide list. List should be aligned with the student questionnaire list. Add trigonometry.
- **Item 43.** Change wording from "graduation" to "regular diploma as of this year." Add Trigonometry as a sub-item. One suggestion was to split into two measurements: offered versus required.
- **Items 44 and 45.** Align to Teacher questionnaire.
- **Item 46.** Some still don't like the use of the word "abilities."
- **Item 47.** Possibly delete.
- **Items 46 and 47.** Stems are difficult to understand and suggest rethinking their inclusion.
- Possibly add item investigating whether school is in school reform status.
- **Items 51 and 52.** Delete or trim.
- **Item 52.** Rework, possibly by making parallel to SSOCS items. Consider adding student absenteeism and staff absenteeism.
- **Item 65.** Drop or change (some schools might have more than one administrator working on specific tasks).

Recommendations for Science Teacher Questionnaire (same changes apply to Math Teacher Questionnaire):

- **Item 17.** Not clear if teachers would remember specific numbers, so suggest changing to "have you taken…" and add roster of degree, colleges and majors for teachers. Suggest looking at NSF/Iris question for guidance.
- **Item 18.** Try to find out if they took more than just *general* science courses.
- **Item 19.** Add "science" before "teaching certificate."
- **Item 22.** Suggest using codebook wording.
- **Item 28.** Cut approximately half of sub-items based on correlations.
- **Item 32.** Don't make it sum to 100%; let analysts re-standardize.

- **Item 34.** Eliminate passive voice in stem. Also delete some sub-items based on correlations.
- **Item 35.** Delete.
- **Item 37.** Clean up based on correlations. Capitalize Language Learners in sub-item G.
- **Item 38.** Change to "male and female" and make consistent with similar questions in other questionnaires (i.e., reading/writing vs. math/science).
- **Item 41.** Break into two questions, reduce prompt time.

Recommendations for Counselor Questionnaire:

- **Item 4.** Add "only one counselor in school" and "small learning community or school within school."
- Item 5. Add "typically" to the question stem, "What percentage of students typically meet…"
- **Item 6.** Drop or rework. If rework, add "most" in front of students in stem. Add "Participation in career preparation;" "Participation in career and technical education preparation." One group recommended changing this from "yes/no" to "how often" or "what proportion of students".
- **Item 7.** Add "Dean" as option because of number of write-ins. Delete "Other"/close question.
- **Item 8.** Change "plan" to "any of the following." Discussion ensued over difference between this item and college preparation plans. One suggestion is to change to small set of items (e.g., school preparation plans for graduation, preparation plans for community college, preparation plans for 4 year college, none are required). Link to parent questionnaire, ask if parents are required to 1) be notified of plan and 2) sign off on plan (to measure policy versus practice).
- **Item 9.** Delete.
- **Item 10 and 11.** Delete.
- **Item 11.** Add option to Item 11 saying "None." In Item 11.a change to "information to *groups* of 8th grade students." Suggest splitting out students and parents in 11.a. Change 11.b from "Assisting individual 8th grade students" to "Meeting 8th grade students one-on-one". Delete 11.d.
- **Item 12.** Present only to schools with more than one counselor and move it forward in questionnaire.
- **Items 13 and 14.** Work on closing questions. Add programs that try to get underrepresented students into math and science (e.g., MESAS, etc.). Add financial aid, skills assessments, and career skills from write-ins.
- **Item 15.** Split into "at this school" and "offsite" OR change wording to "available to your students" OR delete item entirely.
- **Item 16.** Delete "activities" from stem. Add career academy as option? Consider changing "activities" to "job skills" in the stem. Add voc-tech as an option.
- **Item 17.** Delete "activities" from stem. Change order of sub-items based on frequencies.
- **Item 19.** Add Math enrichment experiences such as Math Olympiad and math teams. One comment concerned being wary of excluding options that were open to all students, not just high achievers, and suggested broadening beyond math and science and beyond high achieving students.
- **Item 21.** Fix wording and close question.
- **Item 22.** Add "for credit" after "take science…courses." Change "not offered by" to "outside" your school. Change "on-line courses" to include "and/or distance learning."

- **Item 23.** Move to follow Item 11 (section on transitions). Also, add an option for schools that do not have a choice, and add a standardized test option (state, district). One group felt this didn't provide enough information about how placement happens and that a scale should be used to measure how important each type of influence is.
- **Item 25.** Delete.
- Move course offering items to this section from administrator questionnaire. Consider asking what percentage of last year's graduates have taken which courses, limited to high end.
- **Item 27.** Delete other option/close question.
- **Item 28.** Add screener item. Change stem to include exit exam. Change awkward wording in stem.
- **Item 29.** Move up to follow student planning section.
- **Item 33.** Revisit wording, regardless of grade level total and then high school grade levels. Change 33.b to say "for any high school grade".

Appendix E

HSLS:09 Field Test Letters, Permission Forms, and Scripts

Field Test Letters, Permission Forms, and Scripts

Contents

Lead Letter to States
Lead Letter to District
Lead Letter to School
Lead Letter to School Administrator
Lead Letter to Counselors
Lead Letter to Math and Science Teachers
Enrollment List Collection Letter to School Coordinators
Lead Letter to Parents with Active Consent Forms
Lead Letter to Parents with Passive Consent
Script

LEAD LETTER - STATE

October 7, 2010

«state_contact_name»
«state_title»
«state_entity_name»
«state_address»
«state_citystzip»

Dear «state_contact_name» :

I am writing to inform your state education agency about a vitally important new national study: the **High School Longitudinal Study of 2009 (HSLS:09)**. The study will follow a cohort of 9th grade students as they progress through high school and enter post-secondary institutions or the work force. The goals of the study are to assess achievement gains throughout high school and to understand students' choice, access, and persistence in science, technology, engineering, and mathematics (STEM) courses, postsecondary education, and careers. The study will be conducted by RTI International on behalf of the U.S. Department of Education's National Center for Education Statistics (NCES).

HSLS:09 will build upon and extend a series of longitudinal high school studies that have been conducted each decade since 1972. The study will measure achievement and also focus on how home, school, and community factors influence the plans and thought processes of 9th graders and how they may be linked to their high school coursetaking, college and career decisions. Information collected by students, parents, teachers, counselors, and school administrators will help to inform and shape efforts to improve the quality of math and science education in America, increase our global competitiveness in STEM-related fields, and improve the high school experience.

The first phase of HSLS:09 will be conducted in the fall of 2008. Fifty-five public and private schools enrolling 9th- and 12th-graders in the states of California, Florida, Illinois, New York, and Texas have been selected to participate. The main study will take place in the fall of 2009 with 9th-graders from 800 schools across the country.

In February, we will begin contacting the school districts and schools that have been selected. Each school's participation is important in order to provide reliable, statistically significant data from an inclusive and diverse group of American secondary schools and students.

In each school, the first phase will include a math assessment of 30 9th-graders and 30 12th-graders as well as the administration of a background questionnaire. The student assessment will take approximately 40 minutes to complete and the student questionnaire will require another 35 minutes. Ninth grade math and science teachers, a school administrator, a school counselor, and a parent of each selected student will be asked to

complete questionnaires. Each of these will require about 30 minutes per respondent. All data will be collected through a web-based application or telephone interview.

Enclosed you will find an HSLS:09 brochure to further explain the study. Should you have any questions, please call the HSLS:09 information number, 866-253-1063, or send an e-mail to hsls@rti.org. You may also contact Laura LoGerfo at NCES at 202-502-7402 for more information.

We look forward to working with your schools to make HSLS:09 a success. Thank you for your support.

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Enclosures:
HSLS:09 Brochure

LEAD LETTER - DISTRICT

October 7, 2010 «dist_entity_id»

«dist_contact_name»
«dist_title»
«dist_entity_name»
«dist_address»
«dist_citystzip»

Dear «dist_contact_name» :

I am writing to request your district's participation in a vitally important new national study: the **High School Longitudinal Study of 2009 (HSLS:09)**. The study will focus on mathematics and science and follow a cohort of 9th grade students as they progress through high school and enter post-secondary institutions or the work force. The goals of the study are to assess achievement gains throughout high school and to understand students' choice, access, and persistence in science, technology, engineering, and mathematics (STEM) courses, postsecondary education, and careers. The study will be conducted by RTI International on behalf of the U.S. Department of Education's National Center for Education Statistics (NCES).

HSLS:09 will build upon and extend a series of longitudinal high school studies that have been conducted each decade since 1972. The study will measure achievement and also focus on how home, school, and community factors influence the plans and thought processes of 9th graders and how they may be linked to their high school coursetaking, college and career decisions. Information collected by students, parents, teachers, counselors, and school administrators will help to inform and shape efforts to improve the quality of math and science education in America, increase our global competitiveness in STEM-related fields, and improve the high school experience.

Within your district, «dist_fillFTSchools» «dist_fill1» been selected to participate in the first phase of HSLS:09 to be conducted in the fall of 2008. «dist_fill2» With your permission, RTI will contact «dist_fill5» to discuss study details and to invite them to join the study.

In each school, participation in the first phase of HSLS:09 will include a math assessment of about 30 9th-graders and 30 12th -graders, as well as the administration of a background questionnaire. «dist_fill3»The student assessment will take approximately 40 minutes to complete and the student questionnaire will require another 35 minutes. Ninth grade math and science teachers, a school administrator, a school counselor, and a parent of each selected student will be asked to complete questionnaires. Each of these will require about 30 minutes per respondent. All data will be collected through a web-based application or telephone interview.

We are asking you to encourage your school(s) to participate in this important phase which will take place in fall 2008. «dist_fill4» Participating students will receive a $10

incentive for participating. School and student participation is voluntary, but we hope all selected districts and schools will choose to contribute to the study. A representative from RTI will contact you in the next few days to answer any questions you may have about HSLS: 09.

Enclosed you will find an HSLS:09 brochure to further explain the study. Should you have any questions, please call the HSLS:09 information number, 866-253-1063, or send an e-mail to hsls@rti.org.

We look forward to working with your schools in this endeavor to advance the quality of education for our country's secondary students. Thank you for your support.

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures:
HSLS: 09 Brochure

«dist_entity_id»

LEAD LETTER - SCHOOL

October 7, 2010 «sch_entity_id»
«sch_contact_name»
«sch_title»
«sch_entity_name»
«sch_address»
«sch_citystzip»

Dear «sch_contact_name»:

I am writing to request your school's participation in a vitally important new national study: the **High School Longitudinal Study of 2009 (HSLS:09)**. The study will focus on mathematics and science and follow a cohort of 9th grade students as they progress through high school and enter post-secondary institutions or the work force. The goals of the study are to assess achievement gains throughout high school and to understand students' choice, access, and persistence in science, technology, engineering, and mathematics (STEM) courses, postsecondary education, and careers. The study will be conducted by RTI International on behalf of the U.S. Department of Education's National Center for Education Statistics (NCES).

HSLS:09 will build upon and extend a series of longitudinal high school studies that have been conducted each decade since 1972. The study will measure achievement and also focus on how home, school, and community factors influence the plans and thought processes of 9th graders and how they may be linked to their high school coursetaking, college and career decisions. Information collected by students, parents, teachers, counselors, and school administrators will help to inform and shape efforts to improve the quality of math and science education in America, increase our global competitiveness in STEM-related fields, and improve the high school experience.

Your school has been selected to participate in the first phase of HSLS:09 to be conducted in the fall of 2008. HSLS will include a math and science assessment of approximately 30 9th-graders and approximately 30 12th-graders as well as the administration of student background questionnaires. Student participation will take about ninety minutes. Ninth grade math and science teachers, a school administrator, a school counselor, and a parent of each selected student will be asked to complete questionnaires. Each of these will require about 30 minutes per respondent. All data will be collected through a web-based application or telephone interview.

«sch_fill1» «sch_fill2» Participating students will receive a $10 incentive for participating. A representative from RTI will contact you in the next few days to answer any questions you may have about HSLS: 09. We hope that by contacting you now it will be easier for you to fit us into your school's fall 2008 calendar.

Enclosed you will find an HSLS brochure to offer further explanation of the study. Should you have any questions, please call the HSLS information number, 866-253-1063, or send an e-mail to hsls@rti.org.

Your participation in this endeavor is important to advance the quality of education for our country's secondary students. We look forward to working with your school to make HSLS:09 a success. Thank you for your support.

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosure:
HSLS: 09 Brochure

LEAD LETTER – SCHOOL ADMINISTRATOR

<SCHOOL ADMIN NAME>
<SCHOOL NAME>
<ADDR1>
<ADDR1>
<CITY STATE ZIP>

Web Address: www.xxx.xxx.gov
Your USER ID: <XXXXXXX>
Your PASSWORD: <XXXXXXX>

Dear <School Administrator>:

As you are aware, the High School Longitudinal Study of 2009 (HSLS:09) is now underway. We thank you for your school's participation which is crucial to the success of this important research. Sponsored by the U.S. Department of Education, HSLS seeks to understand the impact of the high school experience on students' learning and their educational and career choices, and to explore the transitions students make from high school to postsecondary education, the labor force, and adulthood. The study is being conducted by RTI International (a university-affiliated not-for-profit research organization in North Carolina) on behalf of the U.S. Department of Education's National Center for Education Statistics (NCES).

You have elected to participate in the first phase of HSLS which will be conducted during the fall of 2008 and includes approximately 30 9th-graders and 30 12th-graders from 55 high schools across the country. Each student in the study will complete a math assessment as well as a background questionnaire which will take 90 minutes to complete.

As part of the study, we would like to have your input about the administration and policies at your school. Therefore, we would like for you to complete an online school administrator questionnaire which should take approximately 30-40 minutes for most respondents. To give you access to the questionnaire, the web link and your unique USER NAME and PASSWORD are provided above. The questionnaire is divided into four sections. The first three sections mainly request factual information about this school and its programs. These sections can be answered by the principal or a designee who is able to provide this information. The final section asks for judgmental evaluations about the school climate, and we ask that this section be completed by the principal only. If you will have a designee (someone other than yourself) complete the initial portion of the survey, please let us know so that we may supply that person with access to the on-line survey.

All responses will be completely confidential. No individuals, whether parents, students, school officials, teachers or staff, will see any other questionnaires or individually identifying data (for example, names or addresses). Data collected are used only for statistical purposes and may not be disclosed or used, in identifiable form for any other purpose except as required by law. The data collected will be used in analyses to understand students' course-taking behaviors, motivation and achievement, and how students decide what pathways to follow during and after high school. Information collected from students, parents, teachers, counselors, and school administrators will help to inform and shape efforts to improve the quality of the high school experience, including math and science education in America.

National organizations endorsing HSLS include the National Association of Secondary School Principals, the American Association of School Administrators, the National Education Association and the National School Boards Association. The enclosed brochure provides detailed information about HSLS. If you have any questions about your participation in the survey, please call Kimrey Millar at RTI toll-free at 1-866-253-1063. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection at 919-316-3358 in Durham, NC or 1-866-214-2043 (a toll-free number).

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the High School Longitudinal Study of 2009. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is [1850-0852]. Participation is voluntary and there is no penalty if you decide not to participate. Research procedures for this study involve no significant risks to respondents – you are only asked to complete a questionnaire. You may refuse to answer any question. While there are no specific benefits to you for participating, the survey may benefit all high school students across the country by providing timely data relevant to educational policy making.

We thank you in advance for your cooperation in this important research.

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Enclosure:
HSLS: 09 Brochure

LEAD LETTER – SCHOOL COUNSELOR

«counselorname» October 7, 2010
«schoolname»
«addr1»
«addr2»
«citystzip»

Web Address: **https://surveys.nces.ed.gov/hsls1/Counselor/Login.aspx**
Your STUDY ID: **«caseid»** **Your PASSWORD:** **«passwd»m**

Dear «counselorname»:

«schoolname» has elected to participate in the first phase of the High School Longitudinal Study of 2009 (HSLS:09), sponsored by the U.S. Department of Education. The purpose of the study is to understand the impact of the high school experience on students' learning and educational and career choices and to explore the transitions from high school to postsecondary education, the work force, and adulthood. The first phase of HSLS includes approximately 30 9th-graders and 30 12th-graders from 55 high schools across the country. Each student in the study will complete a math assessment and a background questionnaire. For more information on the study and RTI, the nonprofit organization conducting it, please see the attached brochure.

As a counselor at «schoolname» your understanding of the influence of the school's academic policies and programs on the overall learning environment is crucial to the study. Therefore, we ask that you complete an online questionnaire, which will take about 30-40 minutes for most respondents. Please log in using the web link and unique STUDY ID and PASSWORD provided above. Your responses will be completely confidential; no parents, students, school officials, teachers or staff will see your answers and no individually identifying data will be reported. For more information on the strict confidentiality procedures please see the attached brochure or call RTI at 1-877-292-HSLS.

National organizations endorsing HSLS include the American School Counselors Association, the American Association of School Administrators, the National Education Association, the American Federation of Teachers, the National Parent Teacher Association, the National Association of Secondary School Principals, the American Association of School Administrators, and the National School Boards Association among others. The enclosed brochure provides detailed information about HSLS. If you have questions about your participation in the survey, please call Mr. Dan Pratt at RTI toll-free at 1-877-292-HSLS. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection at 919-316-3358 in Durham, NC or toll-free at 1-866-214-2043.

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the HSLS. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852. Participation is voluntary and there is no penalty if you decide not to participate. Research procedures for this study involve no significant risks to respondents – you are only asked to complete a questionnaire. You may refuse to answer any question. While there are no specific benefits to you for participating, the survey may benefit all high school students across the country by providing timely data relevant to educational policy making.

We thank you in advance for your cooperation in this important research.

Sincerely,

Mark Schneider, Commissioner, National Center for Education Statistics,
Institute of Education Sciences, U.S. Department of Education
Enclosure: HSLS: 09 Brochure

LEAD LETTER – MATH AND SCIENCE TEACHER

«teachername» October 7, 2010
«schoolname»
«addr1»
«addr2»
«citystzip»

Web Address: https://surveys.nces.ed.gov/hsls1/Teacher/Login.aspx
Your STUDY ID: **«caseid»** **Your PASSWORD:** **«passwd»m**

Dear «teachername»:

«schoolname» has elected to participate in the first phase of the High School Longitudinal Study of 2009 (HSLS:09), sponsored by the U.S. Department of Education .The purpose of the study is to understand the impact of the high school experience on students' learning and educational and career choices and to explore the transitions from high school to postsecondary education, the work force, and adulthood. The first phase of HSLS includes approximately 30 9th-graders and 30 12th-graders from 55 high schools across the country. Each student in the study will complete a math assessment and a background questionnaire. For more information on the study and RTI, the nonprofit organization conducting it, please see the attached brochure.

As a «mathscience» teacher at «schoolname», your knowledge of the school's academic policies and programs and their impact on student learning is crucial to the study. Therefore, we ask that you complete an online questionnaire, which will take about 30-40 minutes for most respondents. Please log in using the web link and unique STUDY ID and PASSWORD provided above. Your responses will be completely confidential; no parents, students, school officials, teachers or staff will see your answers and no individually identifying data will be reported. For more information on the strict confidentiality procedures please see the attached brochure or call RTI at 1-866-253-1063.

You will receive a check for $25 (base amount) plus $5 per class reported on (the number of class reports required will vary from teacher to teacher) within a few weeks of completing the questionnaire as a token of our appreciation.

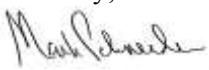
National organizations endorsing HSLS include the National Council of Teachers of Mathematics, the National Science Teachers Association, the American Federation of Teachers, the National Education Association, the National Parent Teacher Association, National Association of Secondary School Principals, the American Association of School Administrators, and the National School Boards Association. The enclosed brochure provides detailed information about HSLS. If you have any questions about your participation in the survey, please call Kimrey Millar at RTI toll-free at 1-866-253-1063. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection at 919-316-3358 in Durham, NC or toll-free at 1-866-214-2043.

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the HSLS. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0852. Participation is voluntary and there is no penalty if you decide not to participate. Research procedures for this study involve

no significant risks to respondents – you are only asked to complete a questionnaire. You may refuse to answer any question. While there are no specific non-monetary benefits to you for participating, the survey may benefit all high school students across the country by providing timely data relevant to educational policy making.

We thank you in advance for your cooperation in this important research.

Sincerely,



Mark Schneider, Commissioner, National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education
Enclosure: HSLS: 09 Brochure

LEAD LETTER – SCHOOL COORDINATOR LIST REQUEST

[ADDRESS]

website: https://surveys.nces.ed.gov/hsls1
Login: [LOGIN]
Password: [PASSWORD]

Dear School Coordinator,

We are looking forward to working with you and «sch_entity_name» on the High School Longitudinal Study of 2009 (HSLS) this fall. As the HSLS school coordinator, you play a critical role in assisting us with study preparations. We realize that you are busy and hope you realize how much we appreciate your efforts to help ensure that data collection at your school is a success. At the conclusion of data collection at your school, you will be offered a minimum $100 honorarium as a token for your assistance, with the opportunity to earn up to an additional $50 based on student response rates.

As you may recall, HSLS will include a math assessment of approximately 30 9th-graders and 30 12th-graders as well as the administration of a student questionnaire. The data collection is sponsored by the National Center for Education Statistics (NCES),U.S. Department of Education and conducted by RTI International (RTI). Data collection is scheduled to take place on dates convenient for you and your staff between September 8 and November 21, 2008. Student participation will take about 90 minutes for ninth graders and 60 minutes for twelfth graders. RTI will provide a trained Session Administrator (SA) to conduct the student sessions. A school administrator, a school counselor, the math and science teacher of selected ninth-grade students, and one parent of each selected ninth-grade student will be asked to complete questionnaires. Each of these will require about 30-40 minutes per respondent. All data will be collected through a web-based application or telephone interview.

We have enclosed two sets of instructions in this mailing.

- We have included instructions for preparing a list of the students enrolled in grades 9 and 12 for the 2008-2009 school year. We will use the list you provide to select a sample of students in each of the two grades to participate in the study. If possible, please prepare and submit this list as soon as it is available to avoid delays in your data collection schedule.
- We have also enclosed a copy of our live CD and ask that you or your IT person test this in your school's computer lab. Instructions for using the CD and contact information in case there are problems are included.

The logistics that have been coordinated for your school are included in the enclosed logistics form. If you have not already coordinated the logistics for your school's session, we will be in touch with you in the coming weeks to:

- Determine the feasibility of using school computers to conduct the student assessment and questionnaire;
- Schedule dates for the assessment and questionnaire convenient for your school between September 8 and November 21, 2008;
- Discuss procedures for providing notification and consent forms to parents;
- Confirm that it is acceptable to have participating students receive $10 as a token of our appreciation for their time and effort; and
- Identify the person who will complete the school administrator questionnaire and the person who will complete the counselor questionnaire. After the student sample has been selected, we will ask you to identify the math and science teachers of each selected ninth-grade student to complete a questionnaire.

We sincerely appreciate your help to prepare for the assessment at your school and to ensure that the HSLS administration is a success. Information collected from students, parents, teachers, counselors, and school administrators will help to inform and shape efforts to improve the quality of math and science education in America, increase our global competitiveness in STEM-related fields, and improve the high school experience. Each school's participation is critical to the success of the study. Study reports will not

identify participating districts, schools, students, or individual staff.

If you have any questions, please contact us at RTI at (866) 253-1063 or by email at hsls@rti.org.

Thank you for your support of education through HSLS.

Sincerely,

Dan Pratt

Dan Pratt
Project Director, High School Longitudinal Study

LEAD LETTER – PARENT/ACTIVE CONSENT

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Parent or Guardian:

We are pleased to inform you that your teenager has been selected to participate in the High School Longitudinal Study of 2009 (HSLS), a national education study sponsored by the U. S. Department of Education. The purpose of the study is to understand the impact of the high school experience on students' learning and their educational and career choices, and to explore the transitions students make from high school to postsecondary education, the labor force, and adulthood. Approximately 2,400 students from 55 schools across the country have been randomly selected to participate in this first phase of HSLS to be conducted in the fall 2008. In a few weeks, your teenager will be asked to spend approximately 90 minutes completing a background questionnaire and a math test on a computer at school.

HSLS will measure achievement and various influences on the plans and decision-making of high school students. On the questionnaire students will be asked about their current education activities such as coursework, study habits, extracurricular activities, future plans, attitudes and beliefs. In addition, we would like you to complete a parent survey that will provide important background information. You will be contacted separately to complete this survey. We will also ask a school administrator, a school counselor, and your teenager's math and science teachers to complete a questionnaire, which will provide information about programs and practices at the school.

An important feature of HSLS is that it is longitudinal, meaning it will follow the same students as they progress through school and eventually enter the workforce and/or go to college. In two years, we would like to contact your teenager again for a follow-up study, so we will ask for his/her address and telephone number and those of a relative or close friend.

The U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct HSLS. Data will be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose except as required by law. No individual data (such as names or addresses) will be reported. Participation is voluntary and there is no penalty if you or your teenager decides not to participate. Your teenager may choose not to answer any question. There are no risks to your teenager from taking part in the study. The data collected will be used in analyses to understand students' course-taking behaviors, motivation and achievement, and how students decide what to do during and after high school.

[IF INCENTIVE: Your teenager's school will receive a $500 technology allowance as a token for participating in the study.] We will provide $10 to each participating student as a token of our appreciation.

Please take a moment in the next day or two to fill out the enclosed form and return it to your teenager's school in the enclosed envelope. We cannot allow your teenager to participate without your written consent

The enclosed brochure provides more information about HSLS. If you have questions about the study please call Mr. Dan Pratt at RTI, toll-free, at 1-866-253-1063 between 9AM and 5PM Eastern time, Monday through Friday. RTI is a non-profit research organization in North Carolina that has been contracted to collect the data. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043. Both Mr. Pratt and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

Mark Schneider, Commissioner, National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education

Enclosure: HSLS: 09 Brochure

WASHINGTON, D.C. 20006–

High School Longitudinal Study (HSLS) PERMISSION FORM

Please check the line that indicates your decision about your teenager's participation in the study. Please check only one option and fill out the teenager's name, and your signature, phone number, and school name at the bottom of the form.

PLEASE RETURN THIS FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE. WE HAVE ENCLOSED AN ENVELOPE ADDRESSED TO THE SCHOOL COORDINATOR.

Please check one:

_____ **I GIVE PERMISSION** for my teenager, _____, to participate in the study.

_____ **I DO NOT GIVE PERMISSION** for my teenager, _____, to participate in the study.

_____
(Signature of parent or guardian)

Date of signature: _____

(_____)_____
Area code Telephone number

PLEASE PRINT:

Student name: _____

School Name: _____

FOR OFFICE USE ONLY:

Student ID: _____

LEAD LETTER – PARENT/PASSIVE CONSENT

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Parent or Guardian:

We are pleased to inform you that your teenager has been selected to participate in the High School Longitudinal Study of 2009 (HSLS), a national education study sponsored by the U. S. Department of Education. The purpose of the study is to understand the impact of the high school experience on students' learning and their educational and career choices, and to explore the transitions students make from high school to postsecondary education, the labor force, and adulthood. Approximately 2,400 students from 55 schools across the country have been randomly selected to participate in this first phase of HSLS to be conducted in the fall 2008. In a few weeks, your teenager will be asked to spend approximately 90 minutes completing a background questionnaire and a math test on a computer at school.

HSLS will measure achievement and various influences on the plans and decision-making of high school students. On the questionnaire, students will be asked about their current education activities such as coursework, study habits, extracurricular activities, future plans, attitudes and beliefs. In addition, we would like you to complete a parent survey that will provide important background information. You will be contacted separately to complete this survey. We will also ask a school administrator, a school counselor, and your teenager's math and science teachers to complete a questionnaire, which will provide information about programs and practices at the school.

An important feature of HSLS is that it is longitudinal, meaning it will follow the same students as they progress through school and eventually enter the workforce and/or go to college. In two years, we would like to contact your teenager again for a follow-up study, so we will ask for his/her address and telephone number and those of a relative or close friend.

The U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct HSLS. Data will be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose except as required by law. No individual data (such as names or addresses) will be reported. Participation is voluntary and there is no penalty if you or your teenager decides not to participate. Your teenager may choose not to answer any question. There are no risks to your teenager from taking part in the study. The data collected will be used in analyses to understand students' course-taking behaviors, motivation and achievement, and how students decide what to do during and after high school.

[IF SCHOOL INCENTIVE: Your teenager's school will receive a $500 technology allowance as a token for participating in the study.] We will provide $10 to each participating student as a token of our appreciation.

If you allow your teenager to participate, you do not need to return this form. If for any reason you object to his or her participation, please fill out the enclosed form and return it to his/her school as soon as possible.

The enclosed brochure provides more information about HSLS. If you have questions about the study please call Mr. Dan Pratt at RTI, toll-free, at 1-866-253-1063 between 9AM and 5PM Eastern time, Monday through Friday. RTI is a non-profit research organization in North Carolina that has been contracted to collect the data. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection toll-free at 1-866-214-2043. Both Mr. Pratt and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

Mark Schneider, Commissioner, National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education

Enclosure: HSLS: 09 Brochure

WASHINGTON, D.C. 20006–

High School Longitudinal Study (HSLS) PERMISSION FORM

IF YOU GRANT YOUR PERMISSION FOR YOUR TEENAGER TO PARTICIPATE IN THE STUDY, YOU DO NOT NEED TO RETURN THIS FORM.

IF YOU DO NOT CONSENT TO YOUR TEENAGER'S PARTICIPATION IN HSLS, PLEASE RETURN THIS FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE.

I DO NOT GRANT PERMISSION for my teenager, _____, to participate in the High School Longitudinal Study.

_____
(Signature of parent or guardian)

Date of signature: _____

(_____)_____
Area code Telephone number

PLEASE PRINT:

Student name: _____

School Name: _____

FOR OFFICE USE ONLY:

Student ID: _____

SCRIPT

HSLS:09 STUDENT SCRIPT

INSTRUCTION TO SESSION ADMINISTRATOR: READ THE FOLLOWING SCRIPT VERBATIM TO THE STUDENTS PRIOR TO STARTING THE STUDENT QUESTIONNAIRE.

Good morning/afternoon. My name is _____. I would like to thank you for taking part in the first phase of the High School Longitudinal Study of 2009 (or HSLS:09 for short). I represent RTI, a non-profit research organization. RTI has been hired to administer HSLS:09 by the National Center for Education Statistics from the U.S. Department of Education.

HSLS:09 is an education research study. We're interested in finding out about students' school-related experiences as well as how students make decisions about their plans for the future. We're also interested in assessing the level of academic achievement of students in the United States.

We think that the best way to learn about students and what they think is to ask students themselves. The information you provide on the student questionnaire will help educators and government officials to better understand your needs and interests better. Your contribution will be helpful in developing effective programs and services for future high school students.

We would also like for you to take a math assessment. This will not affect your grades here at the school – as a matter of fact, no one at the school will ever see your individual scores.

HSLS is completely computerized. First you will complete a student questionnaire. After that, you will complete the math test. The total amount of time for you to fill out the questionnaire and complete the math assessment is about [an hour and a half FOR 9th GRADERS/one hour FOR 12TH GRADERS].

Let me assure you that all the information you give us will be kept strictly confidential. No one from your school or city will ever know how you answered. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law. Data will be combined to produce statistical reports for Congress and others. We will use these combined responses to compare groups of people rather than individuals. However, if there is any question you feel uncomfortable answering; please remember that you have the right to leave it blank.
I want to remind you that your participation in HSLS:09 is voluntary. However, we need your help to get a true picture of what students are thinking and experiencing across the country. Because you were scientifically selected, you are making a very special contribution to our study.

Besides the questionnaire and assessment that you're doing today, we will be asking the school administrator to fill out a questionnaire about the school in general. Ninth grade math and science teachers at your school will be filling out questionnaires about classroom practices and your lead school counselor will fill out a questionnaire about counseling practices at the school.

When you walked into the room, you each received a card with a unique user ID to log into the questionnaire and math test. Please enter that now. This will take you to the "Welcome" screen. On this screen you will see instructions for completing the questionnaire. If you need help while completing the questionnaire, you can press the "help" button or raise your hand and I will assist you.

[**FOR 9TH GRADE ONLY**: In about 2 years, you will be contacted again about participating in a follow up to this study. For that reason, we'll be asking you to provide contact information so we will be able to get in touch with you then. You may use your cell phone to access addresses and phone numbers for the beginning part of the questionnaire, but then please put them away when you have completed that section.]

When you complete the questionnaire, the math test will begin immediately. You will first see a series of instructions. These instructions are also printed on the scratch paper that you received at the beginning of the session.

The math test contains 40 multiple-choice mathematics items. For each item:

- Read the item carefully and try your best to identify the correct answer from among the four choices. You will not lose any credit for guessing when you aren't completely sure of the answer.
- Use the scratch paper provided if necessary.
- To answer a question, click on the ○ button next to the answer you think is correct.
- Then click on the **Next** button to move on to the next item.
- You may use a scientific calculator for any item on this test. If you do not have a calculator of your own, you may use the online calculator by clicking on the **Show Calculator** button.
- At the end of the test you will get a Review Screen that let's you review your answers and go back to questions that you have skipped or marked for review. The Review Screen will show up if the time has not expired.

Before we begin, does anyone have any questions?

You may now begin.

Appendix F

HSLS:09 Mathematics Assessment Specifications Final Working Version

Introduction and Background

The mathematics assessment component of the High School Longitudinal Study: 2009 (HSLS:09) is designed to assess the skills and understandings of high school students at the beginning of the 9th grade and at the end of the 11th grade in the domain of algebra including algebraic skills, representations, reasoning and problem solving.

The HSLS:09 is funded by the National Center for Education Statistics and supplements previous NCES longitudinal research projects conducted since the early 1970s with high school students. The study seeks to better understand how students' plans, background, and circumstances sampled at the beginning of their high school experiences are linked to their decisions about course-taking and to their plans for life after high school. The study will collect data from a nationally representative sample of approximately 20,000 high school students, their parents, their teachers, their guidance counselors, and their school's administrators.

In addition to the students' mathematics achievement, the study will examine why, when, and how students make decisions about their courses of study and their postsecondary options, including what factors enter into these decisions. Special attention will be given to the role of parental input and to considerations about financial aid for postsecondary education.

The longitudinal study will begin with a survey of 9th graders during the fall of 2009 and with follow-ups scheduled at the end of these students' 11th grade in 2112 and during these students' postsecondary years. The survey questions will emphasize students' choices and access to mathematics and science courses as well as their decisions about academic majors and careers.

General Specifications for the Test and Test Items

Test Design - The HSLS:09 mathematics test will be presented using a 2-stage adaptive design where the first stage serves as a screen to ascertain the general achievement level that might be expected for a given student. This level will then serve to select one of three different groups of items for the student to consider and answer in the second stage of the mathematics assessment. A student's performance on the first stage, or screening test, will identify the highest of three levels (lowest, moderate, or highest) on which the student is most likely capable of performing. Following this categorization in Stage 1 of the learner as a low, moderate, or high performer, the student will be provided in Stage 2 with a second set of items that have been specially selected for students whose upper range of functioning matches the level of performance identified by the screening test in Stage 1.

Item type – All items to be used on the HSLS:09 will be four-option multiple-choice items. Individual items, depending upon their response demands and difficulty level, are expected to take students between one-half to three minutes to complete – for an average of approximately one minute per item – and all items will carry an identical scoring weight of one point.

Computer delivered – All items will be administered on-line. Student will have access to scratch paper, but all answers will be indicated by clicking the response space for one of the four options for an item.

Calculator access – Students will be allowed to use their own graphics calculator or make use of an on-line version of a graphics calculator for the entire test. Calculators with computer algebra systems (CAS) will not be permitted or available.

Item complexity – All items will be coded as being one of three different complexity levels: low, moderate, or high. To ensure a balanced test, each form should include a balance of items reflecting the different complexity levels. The following descriptions of low, moderate and high complexity identify characteristics that describe student response demands that determine complexity. The percentages given provide approximate percentages of items from each level required on each form to achieve the balance of complexity desired.

Low Complexity – 25%
Items of low-complexity rely heavily on the recall and recognition of previously learned concepts and principles. Such items typically specify what the student is to do, which is often to recall a fact or definition or to carry out some procedure that can be directly performed. Items of low-complexity do not require students to develop an original method or solution. The following are some, but not all, of the demands that items in the low-complexity category might make:

- Recall or recognize a fact, term, or property
- Recognize an example of a concept
- Compute a sum, difference, product, or quotient
- Recognize an equivalent representation
- Perform a specified procedure
- Evaluate an expression in an equation or formula for a given variable
- Solve a one-step word problem
- Draw or measure simple geometric figures
- Retrieve information from a graph, table, or figure.

Moderate Complexity – 50%
Items of moderate complexity involve more flexibility of thinking and choice among alternatives than do those in the low-complexity category. They require a response that goes beyond the habitual, is not directly specified, and ordinarily has more than a single step. The student is expected to decide what to do, using informal methods of reasoning and problem-solving strategies, and to bring together skill and knowledge from various domains. The following illustrate some, but not all, of the demands that items of moderate-complexity might make:

- Represent a situation mathematically in more than one way
- Select and use different representations, depending on situation and purpose
- Solve a word problem requiring multiple steps
- Compare figures or statements
- Provide a justification for steps in a solution process

- Interpret a visual representation
- Extend a pattern given an initial condition and defined pattern of change
- Retrieve information from a graph, table, or figure and use it to solve problem requiring multiple steps
- Formulate a routine problem, given data and conditions
- Interpret a simple argument.

High Complexity – 25%
Items of high-complexity make heavy demands on students, requiring more abstract reasoning, planning, analysis, judgment, and creative thought. A satisfactory response to such an item requires that the student think in an abstract and sophisticated way. Items categorized as being of high-complexity may ask the student to do any of the following:

- Describe how different representations can be used for varied purposes
- Perform a procedure having several steps and multiple decision points
- Analyze similarities and differences between procedures and concepts
- Generalize a pattern
- Formulate an original problem, given a situation
- Solve a novel problem
- Solve a problem more than one way
- Explain and justify a solution to a problem
- Describe, compare, and contrast solution methods
- Formulate a mathematical model for a complex situation
- Analyze the assumptions made in a mathematical model
- Analyze a deductive argument
- Provide a mathematical justification.

Language and clarity – The design of mathematics items for HSLS:09 should allow participation of the widest range of students and result in valid inferences about their performance. The following guidelines for item development for the multiple choice items for the mathematics test will ensure items are straightforward and concise.

- Use clear, familiar language:
  - ⇒ Pose questions in simple, clear and understandable language. Reduce wordiness and remove irrelevant information, as appropriate, in the item stem. Rewrite sentences with long clauses and compound sentences as two sentences.
  - ⇒ Avoid technical terms or language when "common words" can be used; e.g. use "profit" rather than "net earnings." Eliminate unusual or low frequency words and replace them where they appear with common words.
  - ⇒ Avoid ambiguous words or phrases that may be easily confused or misinterpreted. For example, "decreased to 25%" may be misinterpreted as "decreased by 25%."
  - ⇒ Limit the use of proper names and replace with simple common given names whenever possible.
  - ⇒ Be consistent in words or terms used; e.g., do not use multiple names for the same concept.

- Use clear, familiar contexts:
  - ⇒ Select contexts that are "real world" and to which students can relate. Avoid contrived contexts and questions. Pose questions that could reasonably be encountered in the workplace, daily life and school settings.
  - ⇒ Consider using tables and diagrams to clarify information when the problem situation involves multiple types of information and/or abstract mathematical contexts.
  - ⇒ Avoid questions in which the description of the problem situation requires a lengthy set-up. NOTE: The item bank and test forms should include items that are set in context—both daily life and formal mathematical.

- Use clear, familiar expectations:
  - ⇒ Use "friendly numbers" when appropriate. For example, limit fractions to those that would commonly be encountered in Algebra books or daily usage.
  - ⇒ Avoid unnecessary steps in a problem situation when those steps are not key to the assessment of the target benchmark; e.g., requiring students to convert cubic feet of sand to pounds of sand when this is not related to the target benchmark being assessed.
  - ⇒ Make sure that questions pose a clear, coherent question or task. Do not ask students to do two different things in two different sentences within an item. Ask the question directly and as concisely as possible.
  - ⇒ If more than one part is required for an answer, identify all components of a question or task, e.g., use an obvious signal (such as a bullet or a paragraph break) to indicate separate components or questions for which a response is expected.
  - ⇒ Include problem situations that can be solved in multiple ways.

Accommodations – Students whose native language is not English and whose English language proficiency is limited will be deemed to be able to participate in HSLS:09 if either (a) the student has received academic instruction primarily in English for at least 3 years or (b) in the school's judgment, it is felt that the student can meaningfully respond to the questionnaire and validly be assessed.

For students whose mental or physical disabilities constituted a potential barrier to participation, the following guidelines are offered:

- If a student's individualized education program (IEP) indicates that the student should not be tested through standardized pencil-and-paper assessments, the student will not be asked to complete the HSLS:09 assessment battery.
- If the student's IEP indicates that the student can be tested with accommodations, and the student is deemed to be capable of taking a computer delivered assessment, the following accommodations are acceptable, if it is possible (in practical terms, in cooperation with the school) to implement them:
  - extra time;
  - split session;

- instructions in sign language for hearing-impaired students;
- one-on-one session (if the student could not participate in group settings).

Test Framework

The study of algebra occupies well over fifty percent of the time devoted to mathematics at the high school level and has often been cited as being a major pump, or filter, in the pipeline to success in fields of study or occupational preparation. In the study of algebra, students learn to reason with expressions, equations, inequalities, and functions to model and solve problems in linear settings and to investigate nonlinear settings (exponential and quadratic) in order to further their understanding of linear and nonlinear relationships and their applications in mathematics and other subject matter areas.

Students' initial contacts with the formal study of algebra provide them with skills and understandings of linear relationships represented in both equation, and function-based, settings. Their understandings and skills grow from working with sequential patterns and formulas to using variables and expressions to describe, investigate, and represent linear and nonlinear relationships. From these experiences they develop strategies for conceptualizing, representing, reasoning, and solving problems involving linear relationships.

Symbolically, students recognize that there are many different—but equivalent—representations of expressions, equations, and functions, and that these representations differ in their efficiency in representing, interpreting, or solving a problem depending on the context. Along with the development of the understanding of conceptual foundations for algebra, students must become fluent in applying properties of algebra and in manipulating and translating among different representations of linear situations, as well as between different forms of the same type of representation.

As students interpret algebraic expressions relating change (time, speed, distance, and value) their conception of algebraic expressions and the contexts they represent expands to include exponential and quadratic expressions. Comparing and contrasting these expressions and their related equations and functions and their properties allows students to better understand constant rate of change as a defining feature of linearity as well as develop a basis for understanding and interpreting the role of nonlinear functions in future mathematics courses and other disciplines.

Continued study of algebra as a field in itself, along with its applications to representing major concepts in analysis, geometry, data analysis, and probability leads to the development of properties and applications of polynomial, exponential, and logarithmic functions. This development and understanding of algebraic relationships and skills helps expand the scope of students' capabilities to apply polynomial, absolute value, rational, radical, logarithmic, and exponential functions—their solutions or zeros, their behavior, and their applications to other situations inside and outside of mathematics. They also develop an understanding and ability to

apply graphical, symbolic, and tabular methods to describe the nature of solutions, methods of solution, and applications of systems of equations and inequalities.

The HSLS:09 has been designed to assess student understanding and growth of understanding of key algebraic knowledge and skills in algebra as a measure of mathematical preparation for the study of science, preparation for the further study within the mathematical sciences and statistics, and preparation for the requisite skills and expectations of the workplace. Accordingly, the test framework has been designed to assess a cross-section of understandings representative of the major domains of algebra and the key processes of algebra. To accomplish this, we propose to develop and code items by algebraic content domain and by algebraic process as defined below and as shown in Figure 1.

Algebraic Content Domains:

- The language of algebra
- Proportional relationships and change
- Linear equations, inequalities, and functions
- Nonlinear equations, inequalities, and functions
- Systems of equations
- Sequences and recursive relationships

Algebraic Processes:

- Demonstrating algebraic skills
- Using representations of algebraic ideas
- Performing algebraic reasoning
- Solving algebraic problems.

Figure 1 – Algebraic Content Domains and Processes

Processes Domain	Skills	Representa-tions	Reasoning	Problem Solving
The language of algebra				
Proportional relationships and change				
Linear equations, inequalities, and functions				
Nonlinear equations, inequalities, and functions				
Systems of equations				
Sequences and recursive relationships				
Approximate ratio of items per cell by level of complexity	4 Low 3 Mod	3Low 4 Mod	4 Mod 3 High	3 Mod 4 High

Algebraic Content Domains:

The six algebraic content domains provide a structure for the development and interpretation of assessments concerning students' algebraic knowledge. The domains provide a link between the content and major blocks of the secondary school curriculum related to algebraic concepts and skills and the application of this knowledge to the solution of problems both within and outside of formal mathematical settings. These domains have a great deal of overlap, as it is impossible to have a semi-hierarchical listing of topics which do not call on previous topics as successive topics are developed and applied.

The language of algebra. This domain contains content related to the development, interpretation, and use of variables, equations, and functions to represent and transform algebraic relationships into a variety of forms for the purposes of communicating and interpreting relationships in a variety of settings. The focus is on defining, representing, and transforming such information into equivalent forms for the purposes of determining equivalence of expressions, equations, inequalities, and other forms of representation. The language of algebra also deals with the interpretation of parameters used to represent numbers serving as coefficients in algebraic forms.

The language of algebra also contains content which measures students' capabilities to construct or read data from a table or to recognize trend in scatterplots or other graphical or tabular formats. Students' are expected to represent linear and quadratic situations, in particular, using expressions, equations, functions, and inequalities. Students should be aware of function notation, the nature and role of inputs, outputs, domain, range, slope, intercepts, and the interpretation of independent and dependent variables as they apply to modeling linear relationships.

Proportional relationships and change. This domain focuses on the development and use of rates, ratios, and proportions to reason about comparisons of quantities. Students should recognize and be able to develop equivalences involving ways of representing rates, ratios, and proportions in such settings. In addition, students are expected to have computational fluency in working with ratios, percents, and proportional situations, and apply this fluency to estimating the solution to and then solving a variety of real-world problems. Students should also be prepared to recognize and work with proportional concepts related to rates, measures, similarity, and applications of proportion related to the slope of a line.

Linear equations, inequalities, and functions. This domain focuses on students' understanding of linear relationships expressed by linear expressions, linear equations, linear inequalities, and linear functions. The domain encompasses the development of these concepts, as well as their application in mathematical and contextual situations. Specific attention is given to the identification of such relationships from verbal, tabular, graphical, and numerical representations. This domain also contains the creation, representation, and interpretation of piecewise-linear functions and absolute value. Students should be able to shift from working with equations and focusing on specific numerical results and solutions for a given situation to considering the more general representation of the underlying relationships represented by the related functional representation. The capability to generalize proportional relations, linear patterns, arithmetic sequences, and initial values with rules of change, both verbally and symbolically, using expressions such as kx and $ax + b$, provide students with a solid foundation for advancement in algebra, as well as in other mathematical or quantitative-based disciplines. Beyond interpreting and manipulating these representations, students should be able to construct a linear equations, linear functions, and linear inequalities to model a real-world situation, using a variety of methods and representations. Students can solve and interpret solutions of linear

equations and linear inequalities representing mathematical and real-world contexts. Students analyze and explain the reasoning used to solve linear equations and linear inequalities.

Nonlinear expressions, equations, and functions. This domain focuses on students' growth from working with simple exponents and their related properties to the development of student capabilities to identify and classify quadratic and other nonlinear relationships (polynomial, exponential, logarithmic) and the sums, differences, products, quotients, and compositions of these. Students should be able to recognize, interpret, and model simple mathematical and real-world phenomena using nonlinear functions and solve equations related to these functions with a variety of techniques.

The development of the concepts and properties related to nonlinear equations and functions brings with it the development of new techniques for analyzing and solving the related equations and interpreting the graphs and properties of these functions. Students grow in their understanding of the solutions and zeros and methods of finding them, ranging from factoring and applications of the zero-product property to use of the quadratic formula and interpretation of the roots of quadratic equations. Students develop graphical, numerical, and technology-based methods of finding or estimating the solutions to equations describing polynomial, exponential, and logarithmic relationships.

Systems of equations and inequalities. This domain focuses on interpreting and solving problems represented by systems of linear, quadratic, or a mixture of these equations and inequalities. Beginning with systems of linear equations, students develop both properties which guarantee solutions, number of solutions, or relationships (parallel and perpendicular). With this comes the construction, interpreting, and solving of 2 x 2 and 3 x 3 systems of equations. Students also analyze and explain the reasoning used to solve systems of linear equations in two variables.

In a like manner, students construct systems of linear inequalities in two or three variables to represent a given context. Using methods of solving equations and systems of equations, students develop methods of representing and solving systems of inequalities and providing graphical interpretations of the resulting solutions.

Sequences and recursive relationships. This domain focus on representing, analyzing, and solving problems which can be represented sequentially or recursively. Starting with growth patterns in linear and geometric patterns, students abstract and generalize rules for extending arithmetic and geometric sequences with given initial values and growth patterns. They also explore and solve problems dealing with the related series and sums of terms in them.

Such patterns are then extended to more general recursive relationships and their use in modeling the long-term behavior of the situations they represent. Students develop and apply methods for linking the recursive and closed form representations for linear recursive relationships and use

them to discuss long-term behavior based on initial values, rates of change, and intuitive concepts of the roles of convergence, divergence, and fixed points.

Algebraic Processes:

In a similar manner to the delineation of content growth, students are expected to acquire mathematical habits of mind or knowledge of algebraic processes. Four of these have been targeted for assessment as part of the HSLS:09 assessment. They are as follows.

Demonstrating algebraic skills. This process domain refers to students' capabilities to display fluency in interpreting, manipulating, and making sense of symbolic expressions in a numerical or formal situation. This process category applies to situations from simple calculations to very complex procedures involving a variety of transformations of format and representation to produce desired results. The demonstrating of skills focuses on students' capabilities to perform manipulations correctly and with fluency based on definitions, rules, and properties of formal systems. It includes the interpretation of representations that students have studied as well as the recall and application of well-known formulas, definitions, and graphical representations to produce results.

Using representations of algebraic ideas. This process domain refers to students' capabilities to interpret and translate among representations of numerical or algebraic concepts or relationships. They should be able to make, select, or modify representations to capture the essence of a situation. Such process related actions span the gamut from selecting and interpreting one standard or familiar representation to translating between or among a number of representations with possible modification or development of a simple representation to understanding and applying a non-standard representation that requires substantial decoding and interpreting. The use of representations at the high end of the spectrum can also involve comparing, contrasting, or evaluating the effectiveness of a representation.

Performing algebraic reasoning. This process domain refers to students' reasoning and argumentation in algebraic settings. Particular focus is given to making inferences, checking a justification, or developing a justification. Stages of reasoning range from thinking about and interpreting inferences, separating steps in an argument into a sequence of discrete statements, and the application of direct reasoning to one aspect of an argument. At a higher level, the arguments become more extended with analyses now encompassing several variables and the following or creating of a multi-step argument based on different information sources. At the highest level, students are expected to evaluate, use, or create chains of reasoning to justify inferences, make generalizations, and combine multiple elements of information in a sustained and cohesive communication.

Solving algebraic problems. This process domain refers to students' selecting or devising, as well as implementing, a mathematical strategy to solve problems arising from the task or context. Such activities range from taking direct actions where the strategy needed is stated or obvious to

situations where students have to construct an elaborated strategy to develop an exhaustive solution spanning several cases or variables in the development of a generalized solution. In every case labeled as problem solving, the task falls outside the realm of situations students have direct considered or likely practiced as part of classroom learning.

Content Specifications

The language of algebra

Demonstrating algebraic skills

- Identify constants, variables, expressions, equations, and inequalities.
- Use the laws of exponents and roots to evaluate expressions including those involving absolute value.
- Identify and use algebraic properties to identify and write equivalent expressions.
- Add, subtract, multiply, divide, and factor polynomials.

Using representations of algebraic ideas

- Model integer arithmetic using appropriate representations.
- Identify equivalent expressions.
- Translate between verbal and symbolic representations for a relationship.
- Switch among equivalent symbolic, tabular and graphical representations of a relationship.

Performing algebraic reasoning

- Use properties to justify the steps in simplifying expressions involving powers and roots.
- Apply the laws of exponents and roots to develop equivalent expressions.

Solving algebraic problems

- Use tables, graphs, expressions, and equations to model relationships and solve problems.

Proportional relationships and change

Demonstrating algebraic skills

- Solve a proportion, given three of the four quantities.
- Find percents of a number, what percent one number is of another, and what number is a given percent of a number.

Using representations of algebraic ideas

- Model and interpret proportional relationships.

Performing algebraic reasoning

- Understand that a proportion links equivalent ratios.
- Interpret the linkages between the quantities represented in a ratio and describe their relationships in the context from which they derived.
- Understand that a set of ordered pairs with a common ratio form a straight line through the origin with a slope equal to the constant ratio.

- Describe the relationship between the change of values in one variable in a situation and other variables in the same relationship.

Solving algebraic problems

- Solve problems involving proportional relationships (including a:b:c relationships).
- Solve problems involving percent, including percent change, percent increase percent decrease, and those involving large and very small percents.
- Solve problems involving rates, including dimensional analysis, and use unit rates to compare rates and find equivalent rates.

Linear equations, inequalities and functions

Demonstrating algebraic skills

- Evaluate formulas for given values and describe their role in solving problems.
- Solve linear equations and linear inequalities in one unknown.
- Graph the solutions to a linear inequality in one unknown describing the nature of the endpoints when appropriate.
- Determine whether a relationship is a function by using a graph, table of values, or verbal description of the relationship.
- Determine whether a given relationship is linear or not.
- Identify the domain, range, independent and dependent variables for a function modeling a given situation.
- Find and interpret the slope and intercept of linear functions

Using representations of algebraic ideas

- Identify equivalent equations.
- Model linear equations and functions in various ways, including diagrams and tables.
- Identify constant and variable terms in linear expressions, equations, and inequalities and in systems of equations and inequalities.
- Translate between verbal descriptions of linear relationships and their symbolic representations.
- Translates among equivalent forms of functions [e.g., $y = mx + b$, $Ax + By = C$, $(y - Y) = a(x - X) + k$]

Performing algebraic reasoning

- Use algebraic properties to justify the steps used in solving equations and inequalities.
- Describe and use the characteristics of the slopes of parallel and perpendicular lines.
- Understand the relationship between the point on a graph, an ordered pair in a table and a solution to a linear equation.
- Understand the relationship between the roots of an equation and coefficients in its symbolic equation representation.
- Describe the relationships existing between the values of a, b, and c in a quadratic equation and the nature of the roots to the equation.

- Analyze and explain the reasoning involved in solving a linear equation or inequality.

Solving algebraic problems

- Solve problems involving linear relationships using formulas, tables, and graphs.
- Judge whether a scatterplot appears to show a linear trend, and if it does, draw a trend line and write an equation for that line; use the equation to make predictions; and interpret the slope of the line in context.

Nonlinear expressions, equations, inequalities, and functions

Demonstrating algebraic skills

- Describe properties of and distinguish among linear, quadratic and exponential functions.
- Identify nonlinear (exponential, quadratic, and equations of the form $y = k/x$) relationships in graphical or tabular displays.
- Describe properties of and distinguish among linear, quadratic and exponential functions
- Factor simple quadratic expressions (limited to the removal of monomial terms, perfect-square trinomials, difference of squares, and quadratics of the form $x^2 + bx + c$ that factor over the integers), and apply the zero-product property to determine the solutions of the related equation.
- Solve quadratic equations using completing the square and the quadratic formula, and interpret such solutions, with and without technology, in terms of the original problem context.
- Add, subtract, multiply, and evaluate rational expressions and simplify rational expressions with linear and quadratic denominators.
- Solve quadratic equations and interpret such solutions in terms of the original problem context.

Using representations of algebraic ideas

- Develop an equation or function to represent an exponential relationship.
- Identify and interpret graphs and tables of non-linear functions.
- Model linear, quadratic and exponential situations with functions.
- Describe how changes in the parameters of a function affect its graph

Performing algebraic reasoning

- Differentiate between potential linear and exponential relationships when their values are presented in tabular form.
- Understand the relationship between the point on a graph, an ordered pair in a table and a solution to a linear equation, nonlinear equation, or inequality.
- Describe how the change in one variable affects a change in another variable.

Solving algebraic problems

- Solve problems involving linear functions.
- Solve problems involving quadratic functions.
- Solve problems involving exponential functions.
- Use functions to make predictions.

Systems of equations

Demonstrating algebraic skills

- Construct a system of linear or nonlinear equations or inequalities in two variables to represent a mathematical or real-world setting.
- Find the solution to a system of linear or nonlinear equations in two variables, interpret the meaning of the solution and understand that a system can have one solution, no solutions or infinitely many solutions.

Using representations of algebraic ideas

- Represent and translate among representations of a system of equations and its solution in graphical or symbolic form.
- Given a graphical representation, write the system of equations.

Performing algebraic reasoning

- Analyze and explain the reasoning used to solve a system of equations.

Solving algebraic problems

- Describe the solution to a system of equations and relate the solutions to the problem's original context.

Sequences and recursive relationships

Demonstrating algebraic skills

- Extend patterns based on arithmetic and geometric sequences, given specified initial terms and patterns of change.
- Find the value of any term in a sequence.

Using representations of algebraic ideas

- Represent patterns symbolically, in tables, and graphically.
- Interpret scatterplots and describe the long term behavior of a sequence described by a given recursive relationship.

Performing algebraic reasoning

- Develop the general term for arithmetic and geometric sequences, and develop methods for calculating sums of terms for finite arithmetic and geometric sequences and the sum of a convergent infinite geometric series.
- Express a given well defined sequence with an initial term as a recursive relationship.
- Develop the closed form representation for a linear recursive relationship.

Solving algebraic problems

- Generate or construct a sequence from given recursive relationships modeling patterns found in mathematics and in other disciplines.
- Investigate the long-term behavior of a recursive relationship.

Sample Items: (selected from released SAT sample items)

A. Language of algebra items:

1. Skill-- Which is a solution of the equation $x^2 - 36 = 0$?
   (A) -6 **
   (B) -4
   (C) 0
   (D) 18

2. Representation-- For certain values of z, the product of z^2 and 5 gives the same result as squaring the sum of z and 5. Which of the following equations could be used to find all possible values of z?
   (A) $5z^2 = (z + 5)^2$ **
   (B) $(5z)^2 = z^2 + 5^2$
   (C) $(5z)^2 = (z + 5)^2$
   (D) $5z^2 = z^2 + 5^2$

3a. Reasoning-- If x is a negative integer, what is the ordering of j, k, and m from least to greatest?

$$j = x^2 - 0.5$$
$$k = (x - 0.5)^2$$
$$m = x^3 - 0.5$$

   (A) $j < k < m$
   (B) $j < m < k$
   (C) $m < j < k$ **
   (D) $m < k < j$

3b. Reasoning: If x and y are integers such that $x^2 = 64$ and $y^3 = 64$, which of the following could be true?

I. $x = 8$
II. $y = -4$
III. $x + y = -4$

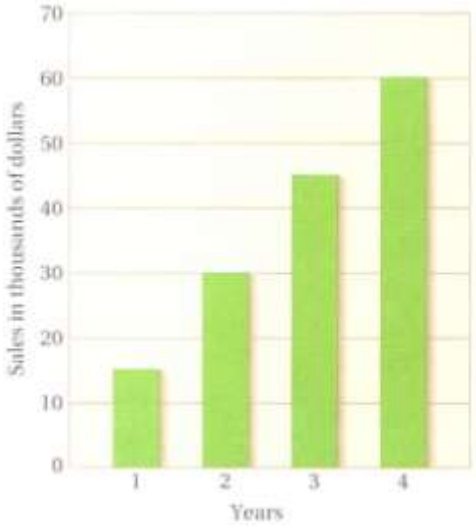
   (A) I only
   (B) II only
   (C) I and III only **
   (D) I, II, and III

4. Problem Solving: A doctor injects 25 milligrams of a medicine into a patient at 1 p.m. The patient's body metabolizes 40% of the medicine each hour and another dose cannot be administered until there is less that 5 milligrams of the medicine still in the body.
Which inequality represents the situation, where h represents the number of hours after 1 p.m.?
   (A) $25 \times .4h < 5$
   (B) $25 \times .6h < 5$
   (C) $25 \times .4^h < 5$
   (D) $25 \times .6^h < 5$ **

B. Proportional relationships and change items:

5. Skill—Cement, gravel, and water are mixed by volume in the ratio of 1:4:2, respectively, to produce a certain type of concrete. In order to make 21 cubic feet of this concrete, how many cubic feet of water are required?

(A) 6 **
(B) 12
(C) 21
(D) 84



6. Representation—What is the ratio of sales to year represented by the data shown in the graph above?

(A) 3 to 1
(B) 5 to 1
(C) 15 to 1 **
(D) 60 to 1

7. Reasoning-- The population of a mid-sized town increased from x thousand to $x + y$ thousand. By what proportion did the population increase?

(A) $x / (x + y)$
(B) $(x + y) - x$
(C) y/x **
(D) x/y

8. Problem solving--
Bob drives to work at an average speed of 50 miles per hour and returns home along the same route at an average speed of 25 miles per hour. If his total travel time is 3 hours, what is the total number of miles in his round trip?

(A) 225
(B) 112.5
(C) 100 **
(D) 62.5

C. Linear equations, inequalities, and functions items:

9. Skill—What is the slope of the line $2x - y = 15$?

(A) -2

(B) -1

(C) 2 **

(D) 15

10a.. Representation-- If *p* pencils cost *c* cents, how many pencils can be purchased for *d* dollars?

(A) $\frac{dp}{c}$

(B) $\frac{100dp}{c}$ **

(C) $\frac{c}{Dp}$

(D) $\frac{c}{100dp}$

10b. Representation --If $x + x + x = y$, then $x - y =$

(A) $-3x$

(B) $-2x$ **

(C) $\frac{-x}{2}$

(D) $2x$

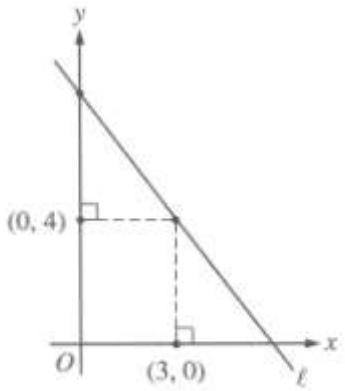
11. Reasoning--For the equation $4y = 2x$, which of the following statements is true?

(A) The value of *y* increases by 4 times the number of units by which the value of *x* increases.

(B) The value of *y* increases by 2 times the number of units by which the value of *x* increases.

(C) The value of *y* increases by 1/2 of the number of units by which the value of *x* increases. **

(D) The value of *y* increases by 1/4 of the number of units by which the value of *x* increases.



12. Problem Solving--In the figure above, line ***l*** has a slope of -2. What is the *y*-intercept of **the line**?

(A) 7
(B) 8
(C) 9
(D) 10 **

D. Nonlinear equations, inequalities, and functions items

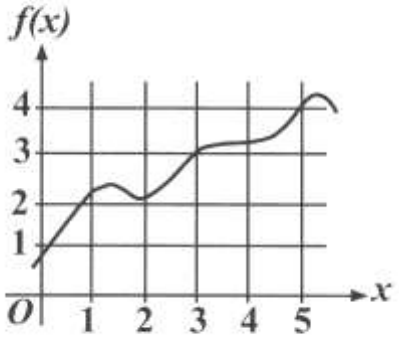
13. Skill—What are the values of *x* for which $|x| < 3$?

(A) $x < 3$

(B) $x < -3$ or $x > 3$

(C) $-3 < x < 3$ **

(D) $x > 3$



14. Representation—The figure above shows a portion of the graph of a function *f*. According to the graph, if $f(x) = 3.6$, then x is between which of the following?

(A) 1 and 2

(B) 2 and 3

(C) 3 and 4

(D) 4 and 5 **

15. Reasoning-- If the reciprocal of $x + 1$ is $x - 1$ and $x \geq 0$, what is the value of x?

(A) 0

(B) 1

(C) $\sqrt{2}$ **

(D) 2

16. Problem solving-- What is the difference between the larger root and the smaller root of the equation: $x^2 - px + (p^2 - 1)/4 = 0$?

(A) 1 **

(B) 2

(C) p

(D) $2p$

E. Systems of equations items

17. Skill

$$x + y = 3$$

$$x - y = 8$$

What is the value of *y* in the solution to the system of equations shown above?

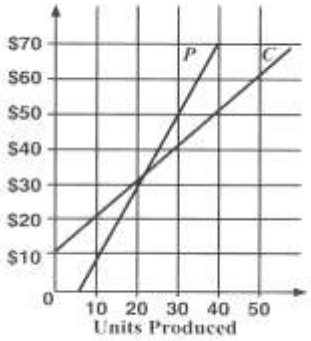
(A) -4

(B) -5/2 **

(C) 1

(D) 5 1/2

Use the figure below to respond to both Items 18 and 19.



In the figure above, line C represents the total cost to operate a machine, based on the number of units produced. Line P represents the total profit made based on the number of units produced.

18. Representation What is the approximate dollar value associated with the point where profit equals cost?

(A) $10

(B) $20

(C) $30 **

(D) $70

19. Reasoning—If the growth that is represented by each line continues as shown, for what number of units produced will the total profit for the number of units exceed the total cost for that number of units by $40?

(A) 40

(B) 60 **

(C) 80

(D) 100

20. Problem solving-- The graphs of $2y + 3 + x = 0$ and $3y + ax + 2 = 0$ are lines. If the lines are perpendicular, what is the value of a?

(A) -6 ** (B) -2

(C) -1/3 (D) 2

F. Sequences and recursive relationships items

21. Skill—The first term in a sequence is 7. For all other terms, the value of the term is 1 less than 2 times the value of the previous term. What is the value of the fifth term?

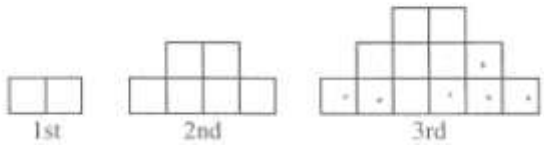
(A) 49

(B) 50

(C) 97 **

(D) 98

22. Representation—



Sequential arrangements of squares are formed according to a pattern. Each arrangement after the first one is generated by adding a row of squares to the bottom of the previous

arrangement, as shown above. If this sequence continues, which of the following gives the number of squares in the nth arrangement?

(A) $2n^2$

(B) $2(2n – 1)$

(C) $n(n + 1)$ **

(D) $4(n – 1)$

23. Reasoning—At the end of 1995, the population of a certain town was 6,250. If the population increases at the rate of 3.5 percent each year, what will the population of the town be at the end of 2010?

(A) 9,740

(B) 9,550

(C) 10,260

(D) 10,470 **

24. Problem solving-- For a given finite arithmetic series, the first term is 1 and the difference between the third and fourth terms is 2. What is the sum of the first 100 terms?

(A) 199

(B) 10,000 **

(C) 20,000

(D) 40,000

Appendix G

HSLS:09 Field Test Classical Item Statistics

HSLS 2009 Field Test Classical Item Statistics

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q024	9	D	0.29	0.33	0.02	2.33	-0.89	0.31	2.08	-1.30	0.35	2.93	-1.29	0.23
Q024	12	H	0.45	0.46	0.02	1.79	-0.18	0.41	1.60	0.88	0.45	1.54	-0.83	0.46
Q025	9	C	0.30	0.35	0.04	0.34	0.29	0.84	0.04	-0.18	0.98	0.60	0.15	0.74
Q025	12	G	0.39	0.32	0.02	3.38	0.04	0.18	1.72	-1.35	0.42	0.70	-0.05	0.71
Q026	12	E	0.35	0.48	0.04	7.51	1.54	0.02	0.26	-0.34	0.88	0.41	-0.46	0.81
Q029	9	A	0.40	0.59	0.05	2.30	-0.12	0.32	0.30	0.69	0.86	2.21	1.17	0.33
Q030	9	A	0.71	0.44	0.02	1.75	0.46	0.42	0.72	-0.05	0.70	0.69	0.46	0.71
Q032	12	F	0.36	0.28	0.03	2.79	0.78	0.25	0.47	-0.11	0.79	3.77	-0.29	0.15
Q033	9	B	0.46	0.10	0.07	0.12	0.06	0.94	2.62	0.46	0.27	0.18	0.08	0.91
Q034	12	F	0.59	0.58	0.02	2.67	0.41	0.26	2.16	1.16	0.34	1.16	-0.67	0.56
Q035	9	D	0.11	0.13	0.01	9.03	-2.78	0.01	7.75	-0.56	0.02	1.64	1.14	0.44
Q036	9	C	0.55	0.31	0.05	3.64	0.95	0.16	0.67	-0.58	0.72	4.24	-0.21	0.12
Q037	9	A	0.62	0.41	0.01	2.45	0.49	0.29	0.82	-1.10	0.36	3.11	-0.96	0.21
Q037	12	E	0.69	0.40	0.01	0.16	-0.22	0.92	2.11	1.49	0.35	1.17	-0.67	0.56
Q040	12	H	0.31	0.08	0.02	2.41	0.70	0.30	3.62	-1.83	0.16	2.26	0.09	0.32
Q041	9	B	0.44	0.44	0.02	0.10	0.01	0.95	0.34	-0.32	0.84	1.25	-0.49	0.54
Q041	12	F	0.58	0.50	0.00	1.51	-0.53	0.47	0.63	-0.39	0.73	1.03	-0.02	0.60
Q042	12	E	0.33	0.43	0.02	3.56	-1.09	0.17	3.30	-1.90	0.19	1.00	0.72	0.61
Q044	9	D	0.42	0.18	0.05	2.03	-0.63	0.36	2.41	-0.51	0.30	0.62	0.01	0.73
Q046	12	H	0.45	0.43	0.02	3.10	0.29	0.21	5.93	2.03	0.05	1.17	0.20	0.56
Q047	9	C	0.31	0.24	0.05	1.88	-0.73	0.39	0.19	0.37	0.91	0.42	-0.47	0.81
Q047	12	G	0.64	0.52	0.01	2.54	0.24	0.28	0.82	1.04	0.66	0.71	-0.03	0.70
Q048	9	D	0.16	-0.04	0.05	2.19	-0.42	0.33	3.58	-0.33	0.17	0.61	0.64	0.74
Q049	9	B	0.51	0.57	0.03	0.50	0.17	0.78	0.02	0.14	0.99	0.07	0.20	0.97
Q050	9	B	0.14	-0.03	0.07	3.74	0.50	0.15	0.43	0.21	0.80	1.28	-0.35	0.53
Q050	12	F	0.27	0.52	0.04	2.41	0.27	0.30	0.19	-0.20	0.91	2.29	1.26	0.32
Q051	9	A	0.42	0.40	0.07	1.98	0.51	0.37	1.56	1.02	0.46	0.44	-0.04	0.80
Q053	9	A	0.71	0.57	0.01	1.69	-0.08	0.43	0.27	0.61	0.61	3.48	-1.12	0.18
Q054	12	F	0.37	0.50	0.03	1.04	0.49	0.59	4.93	-2.16	0.08	3.36	-1.54	0.19
Q055	9	C	0.43	0.46	0.03	3.39	-0.69	0.18	0.19	0.51	0.91	0.43	0.47	0.81
Q056	12	F	0.21	0.23	0.02	0.04	-0.01	0.98	1.96	1.19	0.38	2.98	-1.78	0.22
Q057	12	E	0.29	0.07	0.06	1.34	0.06	0.51	4.96	-1.53	0.08	1.89	0.99	0.39
Q058	12	G	0.52	0.17	0.05	0.14	0.20	0.93	0.96	0.34	0.62	1.13	-0.02	0.57
Q059	12	H	0.28	0.22	0.01	0.07	0.03	0.97	0.46	0.33	0.79	1.23	0.05	0.54
Q060	12	H	0.26	0.38	0.01	2.07	0.74	0.35	0.34	-0.13	0.84	1.39	0.55	0.50
Q061	12	F	0.34	0.32	0.01	6.43	-1.44	0.04	8.46	-5.06	0.01	0.15	-0.32	0.93
Q062	12	G	0.49	0.31	0.01	4.36	0.65	0.11	3.78	1.98	0.15	1.68	0.03	0.43
Q063	9	C	0.24	0.49	0.02	1.08	-0.67	0.58	3.98	-2.21	0.14	0.75	-0.74	0.69
Q063	12	G	0.38	0.44	0.01	1.69	0.73	0.43	5.41	-1.32	0.07	3.94	-1.35	0.14
Q065	12	H	0.33	0.48	0.02	1.38	0.69	0.50	1.29	-1.31	0.52	3.93	-0.29	0.14
Q066	12	F	0.12	0.86	0.11	4.43	-1.26	0.11	0.94	-0.79	0.63	2.24	1.16	0.33
Q068	9	B	0.25	0.39	0.05	0.32	0.04	0.85	0.84	-0.15	0.66	0.51	-0.20	0.77
Q069	9	C	0.27	0.21	0.09	2.70	0.38	0.26	2.86	-2.48	0.24	0.76	0.60	0.68
Q070	9	D	0.19	0.14	0.03	3.94	-1.21	0.14	3.60	1.93	0.16	0.67	0.57	0.71

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q070	12	H	0.34	0.52	0.01	2.39	-0.50	0.30	1.49	0.12	0.48	1.98	-1.15	0.37
Q071	12	F	0.39	0.18	0.04	0.08	0.15	0.96	1.88	-0.49	0.39	5.03	-1.03	0.08
Q072	9	A	0.39	0.23	0.02	0.36	0.29	0.84	0.85	-0.82	0.65	1.34	-0.38	0.51
Q073	12	H	0.23	0.49	0.03	2.35	0.15	0.31	1.73	-1.18	0.42	7.05	-1.90	0.03
Q075	9	D	0.35	0.17	0.05	1.13	0.18	0.57	2.34	-1.41	0.31	0.72	0.43	0.70
Q075	12	H	0.42	0.31	0.01	2.18	-0.71	0.34	1.37	1.12	0.24	5.25	1.10	0.07
Q077	9	D	0.25	0.35	0.05	2.79	-1.15	0.25	0.27	-0.28	0.88	0.34	-0.53	0.84
Q078	9	C	0.42	0.47	0.07	2.47	-0.32	0.29	0.34	-0.29	0.85	0.48	-0.34	0.78
Q080	9	D	0.73	0.56	0.01	3.36	-0.81	0.19	6.19	-2.71	0.05	0.95	0.56	0.62
Q082	9	B	0.58	0.46	0.02	4.48	-1.28	0.11	2.72	0.02	0.26	4.89	-0.54	0.09
Q083	9	A	0.33	-0.05	0.05	3.47	-0.18	0.18	0.76	0.82	0.68	0.04	0.09	0.98
Q084	9	A	0.50	0.57	0.04	0.02	0.08	0.99	2.89	1.36	0.24	0.28	0.20	0.87
Q086	9	B	0.49	0.49	0.01	15.45	-2.55	0.00	0.27	-0.37	0.87	3.55	-0.85	0.17
Q087	9	C	0.42	0.20	0.02	1.13	-0.58	0.57	1.33	-0.43	0.51	1.29	-0.15	0.52
Q087	12	G	0.45	0.17	0.01	0.62	-0.33	0.73	3.07	-1.80	0.22	3.09	-0.01	0.21
Q088	9	C	0.50	0.52	0.02	3.71	-1.09	0.16	1.84	-1.59	0.40	0.32	0.19	0.85
Q088	12	G	0.79	0.37	0.00	0.47	-0.43	0.49	0.15	-0.44	0.70	0.24	0.37	0.62
Q089	9	C	0.49	0.48	0.05	1.55	-0.11	0.46	5.50	2.45	0.06	6.31	1.94	0.04
Q090	9	D	0.18	0.43	0.08	4.56	-0.89	0.10	3.27	1.85	0.19	4.63	-0.18	0.10
Q090	12	H	0.31	0.64	0.02	5.10	-0.94	0.08	0.78	-0.07	0.68	4.37	-0.90	0.11
Q091	9	C	0.40	0.26	0.03	5.44	-0.92	0.07	4.59	-2.35	0.10	0.19	-0.26	0.91
Q091	12	G	0.56	0.31	0.01	4.28	-0.10	0.12	0.11	-0.10	0.94	4.76	-0.80	0.09
Q092	9	C	0.24	0.32	0.01	0.45	-0.17	0.80	5.43	-3.82	0.07	3.06	-1.39	0.22
Q093	12	E	0.37	0.31	0.05	0.10	0.12	0.95	0.25	0.14	0.88	3.25	-0.90	0.20
Q094	9	B	0.38	0.30	0.03	0.39	0.06	0.82	1.14	0.93	0.57	0.18	-0.22	0.91
Q095	9	B	0.17	-0.07	0.05	4.75	1.35	0.09	2.70	-1.67	0.26	0.56	-0.67	0.76
Q097	12	E	0.30	0.25	0.05	1.49	0.08	0.47	5.45	-1.92	0.07	0.73	0.74	0.70
Q098	12	E	0.31	0.59	0.05	2.40	0.84	0.30	1.43	-0.70	0.49	1.08	-0.64	0.58
Q099	12	F	0.14	0.60	0.02	6.53	-1.93	0.04	1.66	-2.77	0.44	0.46	0.75	0.79
Q100	12	F	0.49	0.35	0.04	1.93	-0.51	0.38	2.02	0.68	0.36	3.83	1.04	0.15
Q101	12	F	0.12	0.30	0.14	2.72	-1.48	0.26	0.22	0.05	0.89	4.20	1.94	0.12
Q102	9	D	0.28	0.38	0.04	1.56	-0.62	0.46	3.50	-2.04	0.17	0.04	0.06	0.98
Q103	9	C	0.74	0.47	0.01	8.95	-1.98	0.01	2.47	-1.31	0.29	0.74	-0.57	0.69
Q104	9	C	0.56	0.45	0.03	5.33	1.11	0.07	5.33	-2.42	0.07	1.30	-0.11	0.52
Q106	9	C	0.32	0.27	0.05	0.80	-0.50	0.67	3.54	0.20	0.17	0.04	0.15	0.98
Q107	12	H	0.34	0.02	0.10	0.61	-0.13	0.74	0.30	0.44	0.86	5.10	-0.87	0.08
Q108	9	A	0.64	0.62	0.03	1.52	0.21	0.47	0.41	-0.70	0.81	2.28	-0.80	0.32
Q110	12	G	0.34	0.48	0.05	3.52	0.32	0.17	1.63	1.47	0.44	2.43	-1.14	0.30
Q111	9	A	0.26	0.60	0.02	0.54	0.51	0.76	1.47	-1.18	0.48	1.73	1.05	0.42
Q112	9	D	0.53	0.34	0.03	2.49	-0.79	0.29	1.68	-0.56	0.43	4.05	1.33	0.13
Q113	9	B	0.42	0.40	0.06	2.72	-0.37	0.26	0.10	-0.25	0.95	0.47	0.42	0.79
Q114	9	C	0.45	0.20	0.01	2.44	-0.65	0.30	0.72	-0.50	0.70	1.76	-0.37	0.41
Q114	12	G	0.67	0.35	0.00	0.93	-0.13	0.63	5.12	3.01	0.08	1.48	0.73	0.48
Q115	9	C	0.25	0.17	0.05	0.88	0.24	0.64	1.24	-1.44	0.54	1.45	-0.81	0.49
Q116	12	E	0.45	0.32	0.02	6.36	-1.13	0.04	3.53	-1.95	0.17	2.61	-0.66	0.27
Q118	9	D	0.68	0.49	0.01	5.97	1.45	0.05	0.57	0.08	0.75	1.22	-0.83	0.54

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q119	12	E	0.24	0.51	0.04	0.47	0.51	0.79	2.29	-2.11	0.32	0.73	0.36	0.69
Q120	9	C	0.24	0.46	0.02	4.29	-1.39	0.12	1.40	0.82	0.50	0.06	-0.02	0.97
Q121	9	C	0.40	0.49	0.03	2.98	0.77	0.23	2.08	-1.51	0.35	1.88	-1.03	0.39
Q122	12	G	0.42	0.46	0.04	1.32	-0.64	0.52	0.19	0.39	0.91	1.23	0.12	0.54
Q123	9	D	0.79	0.49	0.02	0.07	-0.12	0.97	1.05	-0.78	0.59	0.85	-0.19	0.65
Q124	9	D	0.29	0.29	0.04	0.03	0.06	0.98	2.35	-1.28	0.31	1.84	-0.07	0.40
Q124	12	H	0.53	0.55	0.01	0.68	0.29	0.71	0.73	-0.85	0.69	0.68	0.35	0.71
Q125	9	B	0.60	0.41	0.01	0.76	-0.38	0.68	1.72	0.67	0.42	0.63	-0.11	0.73
Q126	12	E	0.17	0.35	0.03	2.96	-1.11	0.23	0.15	-0.64	0.93	2.78	0.74	0.25
Q127	9	A	0.77	0.54	0.01	0.67	0.54	0.71	0.89	-0.80	0.64	2.09	-0.94	0.35
Q129	12	G	0.24	0.14	0.02	0.99	0.43	0.61	1.29	0.86	0.53	1.28	-0.87	0.53
Q130	9	D	0.34	0.51	0.06	1.40	0.67	0.50	2.36	0.91	0.31	3.77	1.42	0.15
Q131	9	B	0.17	0.37	0.06	0.02	0.03	0.99	0.52	0.48	0.77	2.56	-0.65	0.28
Q132	9	A	0.47	0.56	0.03	3.16	0.66	0.21	4.79	2.94	0.09	3.19	1.40	0.20
Q132	12	E	0.66	0.62	0.02	1.92	1.01	0.38	1.42	0.92	0.49	1.46	0.95	0.48
Q133	9	B	0.42	0.36	0.03	1.99	0.72	0.37	1.43	0.87	0.49	2.49	1.08	0.29
Q133	12	F	0.48	0.52	0.02	3.35	0.38	0.19	10.55	-0.39	0.01	0.85	0.57	0.65
Q134	9	A	0.33	0.25	0.02	1.89	0.73	0.39	1.46	1.18	0.48	2.83	1.12	0.24
Q136	9	C	0.16	0.41	0.03	4.88	-1.68	0.09	2.81	-2.80	0.25	0.05	0.05	0.98
Q137	12	F	0.27	0.29	0.08	0.26	-0.18	0.88	5.69	-2.34	0.06	7.99	1.36	0.02
Q138	12	F	0.28	0.59	0.04	4.21	1.53	0.12	0.53	0.80	0.77	0.73	-0.11	0.69
Q140	9	D	0.20	0.32	0.04	3.14	-1.15	0.21	0.22	-0.45	0.90	4.74	-0.71	0.09
Q141	12	H	0.28	-0.22	0.03	0.06	-0.13	0.97	2.62	1.19	0.27	2.85	1.18	0.24
Q142	12	E	0.33	0.01	0.03	1.31	-0.29	0.52	1.14	-1.06	0.57	0.67	-0.62	0.71
Q143	12	E	0.28	0.49	0.03	4.25	-1.12	0.12	0.99	-0.74	0.61	2.94	-0.69	0.23
Q144	12	F	0.24	0.53	0.02	6.01	0.34	0.05	0.66	0.28	0.72	1.72	1.14	0.42
Q146	12	G	0.39	0.41	0.05	3.19	-0.68	0.20	0.37	0.60	0.83	0.73	-0.39	0.69
Q147	12	G	0.28	0.01	0.04	2.53	-0.09	0.28	0.79	0.64	0.67	0.53	0.51	0.77
Q148	12	H	0.47	0.59	0.01	0.83	0.58	0.66	0.34	-0.10	0.84	1.03	0.06	0.60
Q149	9	C	0.38	0.40	0.08	2.39	0.18	0.30	0.38	0.26	0.82	0.53	0.50	0.77
Q153	12	G	0.64	0.37	0.02	0.97	0.32	0.62	1.71	1.52	0.43	5.30	0.49	0.07
Q155	9	B	0.35	0.28	0.05	0.38	0.18	0.83	0.58	0.43	0.75	6.95	-1.18	0.03
Q155	12	F	0.46	0.60	0.02	2.21	-0.76	0.33	0.33	-0.40	0.85	2.35	-1.35	0.31
Q156	9	A	0.43	0.45	0.07	2.76	-0.33	0.25	1.71	-1.70	0.43	0.83	-0.55	0.66
Q156	12	E	0.48	0.61	0.02	2.19	0.87	0.33	1.88	-0.46	0.39	4.48	-2.21	0.11
Q157	9	C	0.16	0.15	0.07	2.90	-0.55	0.23	1.82	-0.22	0.40	1.35	0.98	0.51
Q157	12	G	0.22	0.27	0.02	0.30	0.07	0.86	0.66	-0.28	0.72	1.09	-0.03	0.58
Q158	9	D	0.70	0.30	0.03	1.32	0.61	0.52	2.43	-0.24	0.30	0.24	0.27	0.89
Q160	12	H	0.57	0.51	0.01	1.91	0.86	0.38	1.54	1.36	0.46	1.75	-0.74	0.42
Q161	9	B	0.52	0.46	0.07	1.05	-0.15	0.59	1.38	0.79	0.50	2.12	0.83	0.35
Q161	12	F	0.61	0.47	0.03	2.62	0.97	0.27	0.34	0.53	0.84	1.58	-0.16	0.45
Q162	9	A	0.51	0.30	0.06	0.54	-0.17	0.76	1.10	0.41	0.58	1.28	0.01	0.53
Q162	12	E	0.66	0.46	0.04	1.83	0.67	0.40	0.64	0.13	0.73	2.64	1.27	0.27
Q163	12	G	0.67	0.35	0.01	1.08	0.54	0.58	0.43	-0.07	0.81	4.12	1.45	0.13
Q164	9	D	0.68	0.40	0.01	0.28	0.30	0.87	2.50	-0.74	0.29	4.06	-1.39	0.13
Q165	9	A	0.40	0.26	0.01	4.56	0.01	0.10	2.85	-1.65	0.24	2.19	-0.90	0.34

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q166	12	E	0.60	0.27	0.01	1.01	-0.41	0.60	2.24	1.63	0.33	0.66	-0.14	0.72
Q167	9	A	0.55	0.52	0.01	2.68	-0.76	0.26	3.97	-2.67	0.14	0.11	0.04	0.95
Q168	9	D	0.17	0.13	0.06	1.59	0.16	0.45	6.99	2.53	0.03	0.11	-0.09	0.94
Q168	12	H	0.22	0.05	0.08	0.27	0.28	0.87	3.72	0.89	0.16	2.14	-1.22	0.34
Q169	12	F	0.11	0.38	0.02	0.96	-0.90	0.62	0.81	1.21	0.67	0.16	0.48	0.92
Q172	12	H	0.34	0.14	0.03	5.44	-1.41	0.07	2.01	1.30	0.37	1.26	-0.18	0.53
Q173	12	G	0.31	0.14	0.01	0.34	0.30	0.84	2.13	-1.62	0.35	1.03	-0.37	0.60
Q175	9	D	0.32	0.42	0.08	2.69	-0.72	0.26	4.14	-2.52	0.13	5.87	-1.65	0.05
Q175	12	H	0.35	0.43	0.03	1.16	0.03	0.56	0.36	-0.65	0.84	3.60	0.08	0.17
Q177	9	D	0.33	0.45	0.08	0.49	0.41	0.78	1.56	0.65	0.46	4.99	-1.77	0.08
Q178	9	B	0.48	0.22	0.01	1.00	-0.42	0.61	0.78	0.61	0.68	2.32	0.01	0.31
Q178	12	F	0.51	0.21	0.04	4.97	-0.98	0.08	0.85	0.44	0.65	0.73	0.27	0.69
Q179	9	A	0.73	0.60	0.02	4.61	1.43	0.10	0.31	-0.44	0.86	2.72	1.14	0.26
Q180	9	B	0.28	0.16	0.08	6.73	0.65	0.03	0.17	-0.44	0.92	2.15	-0.41	0.34
Q180	12	F	0.40	0.55	0.03	3.44	-1.11	0.18	5.25	1.65	0.07	4.54	-0.44	0.10
Q181	9	C	0.24	0.14	0.02	0.77	-0.37	0.68	0.15	-0.12	0.93	1.49	-0.73	0.47
Q181	12	G	0.28	0.40	0.02	0.78	-0.38	0.68	1.18	0.71	0.55	2.39	0.58	0.30
Q182	9	A	0.40	0.17	0.03	1.91	0.63	0.38	1.32	-0.39	0.52	2.18	0.57	0.34
Q183	9	C	0.22	0.34	0.07	1.78	0.82	0.41	3.43	2.07	0.18	0.04	0.14	0.98
Q185	12	F	0.41	0.17	0.02	0.45	-0.22	0.80	1.06	-0.45	0.59	1.48	0.53	0.48
Q188	9	A	0.28	0.06	0.06	2.35	-0.74	0.31	4.08	2.18	0.13	1.01	-0.65	0.60
Q188	12	E	0.39	0.39	0.05	2.41	-0.86	0.30	2.52	-0.89	0.28	5.02	-1.12	0.08
Q190	12	G	0.27	0.24	0.03	1.19	0.13	0.55	1.12	-1.11	0.57	4.04	-0.96	0.13
Q191	12	E	0.35	0.44	0.04	0.15	0.23	0.93	3.38	1.78	0.18	1.40	0.96	0.50
Q193	9	C	0.35	0.45	0.04	3.51	-0.87	0.17	4.00	-2.05	0.14	1.87	0.45	0.39
Q193	12	G	0.40	0.55	0.04	1.14	0.11	0.57	2.47	-0.19	0.29	5.52	0.92	0.06
Q195	12	H	0.40	0.06	0.04	1.19	-0.52	0.55	1.36	-0.15	0.51	1.13	-0.62	0.57
Q196	12	H	0.34	0.07	0.05	0.27	-0.02	0.87	5.21	-2.14	0.07	1.79	0.14	0.41
Q200	12	F	0.36	0.67	0.02	4.28	0.87	0.12	3.15	1.93	0.21	2.48	0.99	0.29
Q236	12	E	0.47	0.49	0.00	1.23	0.67	0.27	0.21	-0.53	0.64	3.36	-1.49	0.07
Q237	9	B	0.37	0.35	0.04	0.62	0.13	0.73	4.18	-1.50	0.12	5.32	-1.49	0.07
Q237	12	F	0.54	0.35	0.03	8.21	-1.61	0.02	0.56	-0.37	0.76	3.74	-1.00	0.15
Q238	12	H	0.34	0.36	0.02	3.78	-0.83	0.15	2.50	-1.59	0.29	5.12	-1.65	0.08
Q239	9	A	0.25	0.66	0.04	1.10	-0.57	0.58	0.55	-0.65	0.76	0.04	0.19	0.98
Q240	9	B	0.51	0.10	0.02	4.87	1.18	0.09	0.16	0.25	0.92	7.59	1.90	0.02
Q241	9	D	0.30	0.28	0.03	4.55	-1.19	0.10	2.17	-1.11	0.34	2.03	0.77	0.36
Q242	12	H	0.36	0.43	0.04	3.65	-1.07	0.16	2.84	1.51	0.24	1.39	0.34	0.50
Q243	12	G	0.55	0.48	0.04	4.99	0.77	0.08	3.90	2.26	0.14	7.68	-0.30	0.02
Q244	9	D	0.30	0.12	0.03	10.01	-0.06	0.01	2.05	-1.12	0.36	2.63	0.17	0.27
Q244	12	H	0.28	0.25	0.01	17.20	-2.55	0.00	0.99	0.40	0.61	0.12	0.09	0.94
Q245	9	B	0.53	0.41	0.05	6.04	-0.20	0.05	0.99	-0.86	0.61	1.45	-0.49	0.48
Q245	12	F	0.73	0.32	0.03	5.10	0.10	0.08	1.56	-0.71	0.46	0.04	0.17	0.98
Q247	9	A	0.56	0.39	0.01	1.98	0.66	0.37	2.26	-1.55	0.32	1.21	0.19	0.55
Q247	12	E	0.58	0.41	0.02	6.41	-1.15	0.04	0.93	0.43	0.63	3.15	-0.70	0.21
Q248	12	G	0.42	0.23	0.07	13.45	0.98	0.00	0.43	0.52	0.80	4.25	-0.24	0.12
Q250	12	G	0.44	0.31	0.02	2.39	0.40	0.30	0.49	-0.04	0.78	2.35	-0.62	0.31

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q251	9	D	0.57	0.47	0.02	0.47	0.27	0.79	0.53	0.48	0.77	0.10	0.11	0.95
Q251	12	H	0.71	0.47	0.02	1.25	-0.05	0.54	3.58	-1.36	0.17	0.49	-0.33	0.78
Q252	9	C	0.34	0.15	0.04	4.37	1.12	0.11	1.74	0.94	0.42	0.61	0.18	0.74
Q252	12	G	0.47	0.30	0.01	12.09	1.65	0.00	0.52	0.14	0.77	0.63	-0.35	0.73
Q253	12	F	0.31	0.64	0.04	0.68	0.09	0.71	2.73	-2.28	0.25	0.59	-0.38	0.74
Q254	9	C	0.43	0.48	0.03	2.05	-0.69	0.36	0.55	-0.20	0.76	0.19	0.25	0.91
Q254	12	G	0.56	0.59	0.00	1.01	-0.08	0.61	1.16	1.20	0.56	0.61	-0.05	0.74
Q255	12	G	0.31	-0.04	0.04	1.19	-0.14	0.55	2.18	-1.38	0.34	2.14	0.79	0.34
Q256	12	E	0.46	0.17	0.00	2.02	-0.46	0.36	0.12	-0.12	0.94	0.31	-0.13	0.86
Q263	9	D	0.36	0.55	0.02	4.73	-0.02	0.09	0.38	-0.25	0.83	1.70	-1.08	0.43
Q264	9	B	0.22	0.08	0.04	2.56	-0.84	0.28	0.16	0.42	0.92	1.34	-0.28	0.51
Q265	9	C	0.33	0.07	0.06	0.75	0.34	0.69	1.43	1.04	0.49	1.89	0.77	0.39
Q267	9	A	0.24	0.11	0.02	1.66	-0.61	0.44	3.97	2.13	0.14	0.96	0.72	0.62
Q267	12	E	0.26	0.44	0.03	4.28	-1.33	0.12	4.16	-2.20	0.13	1.19	0.96	0.55
Q268	12	F	0.34	0.45	0.05	3.33	-0.30	0.19	3.04	-1.26	0.22	5.78	0.10	0.06
Q269	12	G	0.29	0.32	0.02	8.30	-1.51	0.02	1.86	-1.97	0.39	2.01	0.07	0.37
Q271	9	B	0.14	0.30	0.09	2.02	-0.86	0.36	1.32	1.42	0.52	2.47	-0.98	0.29
Q271	12	F	0.20	0.48	0.05	1.74	-0.86	0.42	3.95	1.87	0.14	4.38	2.09	0.11
Q272	9	A	0.37	0.36	0.03	0.78	0.45	0.68	0.94	0.53	0.62	1.67	-0.79	0.43
Q273	9	C	0.22	0.36	0.05	2.87	-1.04	0.24	1.49	0.97	0.47	5.12	-2.12	0.08
Q274	9	C	0.37	0.50	0.09	4.64	1.31	0.10	4.05	2.21	0.13	1.12	-0.65	0.57
Q275	9	A	0.39	0.35	0.09	3.71	-0.61	0.16	0.11	-0.15	0.95	0.81	-0.24	0.67
Q276	9	B	0.73	0.62	0.01	6.65	-1.73	0.04	1.74	-1.17	0.42	0.38	-0.18	0.83
Q277	9	D	0.29	0.26	0.07	1.19	-0.63	0.55	1.38	0.96	0.50	1.19	0.09	0.55
Q277	12	H	0.45	0.61	0.01	0.13	0.13	0.94	0.57	0.61	0.75	0.72	-0.72	0.70
Q278	9	B	0.39	0.46	0.04	1.52	-0.17	0.47	0.25	-0.39	0.88	2.44	-1.20	0.30
Q279	9	C	0.31	0.34	0.07	0.48	0.23	0.79	5.59	2.60	0.06	0.42	0.27	0.81
Q279	12	G	0.52	0.47	0.01	1.59	0.14	0.45	0.55	0.10	0.76	1.80	0.81	0.41
Q280	9	A	0.84	0.55	0.02	0.61	-0.12	0.74	2.67	-1.03	0.26	0.52	0.57	0.77
Q281	9	B	0.63	0.67	0.01	3.80	1.35	0.15	7.41	2.79	0.02	2.63	1.37	0.27
Q282	12	E	0.51	0.48	0.03	0.92	0.33	0.63	0.46	-0.38	0.80	1.11	-0.76	0.57
Q283	12	F	0.18	0.44	0.04	0.33	-0.35	0.85	0.08	0.47	0.96	11.07	3.57	0.00
Q284	9	A	0.43	0.65	0.04	11.65	1.02	0.00	1.56	1.01	0.46	1.82	0.98	0.40
Q285	9	B	0.23	0.23	0.04	1.03	0.24	0.60	0.22	-0.60	0.89	0.09	0.22	0.95
Q285	12	F	0.36	0.55	0.01	6.20	-1.18	0.05	1.46	1.17	0.48	0.69	-0.33	0.71
Q286	9	D	0.66	0.47	0.01	0.73	0.47	0.70	2.50	-1.40	0.29	1.22	-0.11	0.54
Q287	12	G	0.22	0.55	0.06	3.96	1.66	0.14	0.26	-0.91	0.88	8.46	-1.97	0.01
Q288	12	G	0.39	0.37	0.02	0.85	-0.36	0.65	0.56	0.52	0.76	1.53	-0.87	0.47
Q289	9	C	0.25	0.23	0.05	3.32	-0.81	0.19	2.13	1.22	0.34	3.05	1.15	0.22
Q290	9	D	0.54	0.39	0.01	0.34	-0.27	0.84	0.23	0.45	0.89	0.52	-0.23	0.77
Q290	12	H	0.68	0.44	0.00	1.11	0.42	0.57	3.22	-1.92	0.07	0.07	-0.22	0.79
Q291	9	D	0.74	0.43	0.00	0.00	-0.03	0.96	0.03	-0.20	0.87	1.45	-0.89	0.23
Q294	9	B	0.45	0.24	0.07	1.71	0.64	0.42	0.75	-0.62	0.69	2.08	-0.76	0.35
Q296	9	B	0.84	0.51	0.01	1.89	0.23	0.39	0.85	-0.82	0.65	2.87	-1.51	0.24
Q297	9	A	0.45	0.43	0.04	10.63	1.10	0.00	0.49	0.81	0.78	0.22	0.38	0.89
Q297	12	E	0.67	0.61	0.02	2.31	0.57	0.32	3.60	1.95	0.17	2.49	0.85	0.29

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q298	9	D	0.34	0.29	0.03	0.49	0.27	0.78	6.47	2.95	0.04	0.21	0.20	0.90
Q298	12	H	0.49	0.46	0.01	4.12	0.33	0.13	2.30	-1.69	0.32	0.99	-0.75	0.61
Q299	9	D	0.83	0.35	0.00	0.66	0.61	0.42	0.00	0.05	0.97	0.00	-0.01	0.99
Q300	9	A	0.22	0.29	0.02	0.54	-0.17	0.76	2.92	2.23	0.23	2.34	0.59	0.31
Q300	12	E	0.40	0.56	0.02	0.98	0.56	0.61	11.86	4.01	0.00	1.38	0.89	0.50
Q301	9	B	0.36	0.21	0.04	8.31	1.18	0.02	0.50	-0.64	0.78	0.48	-0.44	0.79
Q301	12	F	0.53	0.45	0.01	0.15	0.17	0.93	1.11	1.03	0.57	0.90	-0.82	0.64
Q302	9	A	0.44	0.33	0.01	4.18	1.01	0.12	0.53	0.12	0.77	1.98	0.97	0.37
Q302	12	E	0.56	0.51	0.00	1.84	0.82	0.17	0.64	-0.97	0.43	0.29	-0.45	0.59
Q310	9	B	0.48	0.45	0.01	4.70	1.20	0.10	0.23	0.38	0.89	3.23	1.15	0.20
Q310	12	F	0.75	0.39	0.00	0.18	-0.26	0.67	0.50	0.72	0.48	0.26	-0.37	0.61
Q311	12	H	0.52	0.56	0.02	1.14	-0.59	0.57	3.46	1.48	0.18	2.52	0.28	0.28
Q312	12	G	0.51	0.39	0.01	1.47	-0.58	0.48	1.98	-1.33	0.37	0.24	-0.29	0.89
Q313	9	A	0.30	0.17	0.06	1.23	0.56	0.54	1.08	1.14	0.58	2.25	-1.07	0.32
Q313	12	E	0.47	0.45	0.02	3.73	1.10	0.15	0.73	0.07	0.69	0.21	0.15	0.90
Q314	12	H	0.49	0.54	0.05	1.56	0.60	0.46	4.19	1.52	0.12	1.04	0.74	0.60
Q315	12	G	0.75	0.44	0.01	0.24	0.06	0.89	8.37	-1.39	0.02	5.71	-0.72	0.06
Q316	9	B	0.30	0.38	0.05	0.86	-0.19	0.65	0.04	-0.13	0.98	2.53	-0.05	0.28
Q317	12	G	0.54	0.41	0.06	3.79	0.28	0.15	0.31	0.12	0.86	0.49	0.43	0.78
Q319	12	E	0.60	0.60	0.01	1.13	-0.09	0.57	0.78	-0.83	0.68	3.79	-1.58	0.15
Q320	12	H	0.27	0.45	0.04	4.01	-0.38	0.13	0.67	-0.57	0.72	1.09	-0.86	0.58
Q321	9	C	0.39	0.28	0.08	1.87	-0.06	0.39	0.69	0.08	0.71	4.05	-0.85	0.13
Q322	9	B	0.65	0.65	0.04	1.90	-0.18	0.39	2.62	-1.74	0.27	5.21	-1.28	0.07
Q323	9	A	0.31	0.42	0.05	1.99	-0.25	0.37	3.26	2.02	0.20	2.03	-0.18	0.36
Q323	12	E	0.44	0.54	0.01	5.56	0.88	0.06	4.87	-2.77	0.09	0.96	-0.30	0.62
Q324	9	D	0.57	0.37	0.01	0.24	0.07	0.89	3.59	-1.07	0.17	5.68	0.30	0.06
Q325	9	D	0.31	0.41	0.01	2.15	-0.29	0.34	4.06	1.10	0.13	5.06	0.71	0.08
Q326	9	C	0.39	0.40	0.04	0.03	0.08	0.99	0.02	0.18	0.99	3.50	1.03	0.17
Q326	12	G	0.63	0.46	0.01	1.91	0.14	0.39	0.22	0.57	0.64	3.37	0.64	0.19
Q327	12	H	0.36	0.42	0.01	1.42	0.13	0.49	0.93	-1.45	0.33	12.99	0.94	0.00
Q328	12	H	0.43	0.30	0.01	0.41	-0.32	0.82	0.81	0.32	0.67	0.88	0.37	0.64
Q329	9	A	0.56	0.50	0.03	7.58	1.56	0.02	3.01	-0.41	0.22	1.07	0.77	0.59
Q329	12	E	0.71	0.54	0.01	3.45	0.04	0.18	1.15	0.89	0.56	1.50	-0.35	0.47
Q330	9	A	0.36	0.31	0.05	3.52	-0.60	0.17	0.38	0.33	0.83	1.86	0.96	0.39
Q331	9	D	0.31	0.61	0.05	1.84	0.38	0.40	1.41	0.45	0.49	0.48	0.54	0.79
Q331	12	H	0.56	0.65	0.01	4.77	1.23	0.09	3.63	-1.90	0.16	0.10	0.08	0.95
Q332	9	C	0.61	0.39	0.05	2.95	0.29	0.23	1.22	-0.20	0.54	4.85	-0.71	0.09
Q333	9	B	0.46	0.54	0.04	1.28	-0.16	0.53	0.24	0.36	0.89	0.16	-0.26	0.92
Q333	12	F	0.77	0.54	0.01	8.08	1.96	0.02	0.06	0.24	0.80	2.56	-0.88	0.28
Q335	12	H	0.50	0.41	0.02	2.03	0.64	0.36	0.80	-0.28	0.67	1.06	-0.73	0.59
Q343	12	G	0.23	0.07	0.02	2.09	0.81	0.35	1.93	-2.19	0.38	6.23	0.89	0.04
Q345	9	D	0.21	0.04	0.06	6.80	-1.34	0.03	5.62	-0.64	0.06	1.12	0.30	0.57
Q345	12	H	0.35	0.21	0.02	2.90	-0.29	0.23	1.11	0.37	0.57	2.59	1.01	0.27
Q346	12	F	0.24	0.22	0.08	0.53	0.36	0.77	2.05	1.49	0.36	6.31	-1.37	0.04
Q347	12	H	0.43	0.33	0.01	1.48	0.31	0.48	0.07	-0.04	0.96	4.09	0.70	0.13
Q348	12	H	0.29	0.42	0.06	0.11	-0.08	0.95	3.00	1.89	0.22	0.13	0.10	0.94

Item ID	Grade	Form	P-Value	Adj. Bi-serial	Omit Rate	DIF: Female/Male			DIF: Black/White			DIF: Hispanic/White		
						Chi2	Delta	pChi2	Chi2	Delta	pChi2	Chi2	Delta	pChi2
Q350	9	B	0.36	0.14	0.07	1.22	-0.54	0.54	0.93	0.20	0.63	0.72	-0.48	0.70
Q351	12	G	0.19	0.52	0.06	3.44	-0.96	0.18	1.82	1.99	0.40	0.83	0.74	0.66
Q353	12	E	0.37	0.33	0.06	0.35	0.24	0.84	3.22	1.99	0.20	0.50	0.43	0.78
Q354	9	A	0.45	0.18	0.02	3.15	-0.53	0.21	0.40	0.21	0.82	2.85	-1.09	0.24
Q354	12	E	0.64	0.44	0.01	1.36	0.70	0.51	0.15	-0.06	0.93	2.49	1.28	0.29
Q355	12	F	0.28	0.21	0.05	2.47	-0.77	0.29	0.39	-0.68	0.82	1.54	-0.54	0.46
Q356	12	H	0.33	0.18	0.05	2.13	-0.27	0.35	2.56	-1.07	0.28	6.38	-1.55	0.04
Q357	12	H	0.52	0.24	0.05	3.17	0.94	0.21	2.19	0.10	0.33	2.93	0.43	0.23
Q375	9	B	0.83	0.61	0.01	0.69	0.25	0.71	1.40	1.75	0.50	0.46	-0.42	0.79
Q376	9	C	0.78	0.39	0.01	0.17	-0.25	0.92	3.44	0.26	0.18	1.60	-0.24	0.45
Q377	9	D	0.68	0.35	0.00	1.58	-0.79	0.21	0.68	0.89	0.41	0.43	0.51	0.51
Q378	9	B	0.81	0.27	0.00	2.11	0.83	0.35	5.32	-1.90	0.07	1.73	0.91	0.42
Q379	9	C	0.54	0.55	0.02	0.69	0.40	0.71	1.95	0.88	0.38	2.62	-1.06	0.27
Q380	9	A	0.32	0.25	0.00	8.71	-1.63	0.00	1.03	-1.38	0.31	0.00	0.04	0.96
Q381	9	A	0.72	0.56	0.01	1.72	-0.32	0.42	3.39	-1.75	0.18	0.19	0.19	0.91
Q382	9	A	0.64	0.60	0.01	2.53	0.20	0.28	2.46	-0.55	0.29	1.10	-0.87	0.30
Q383	12	F	0.30	0.09	0.04	0.52	-0.15	0.77	4.88	2.14	0.09	2.99	1.43	0.22
Q384	12	G	0.39	-0.13	0.04	0.82	-0.32	0.66	0.72	-0.34	0.70	5.04	0.30	0.08
Q385	9	B	0.48	0.52	0.02	1.07	-0.58	0.59	0.67	0.61	0.71	0.14	-0.28	0.93
Q386	12	E	0.21	0.44	0.03	0.06	0.11	0.97	1.29	-0.47	0.53	2.18	-1.22	0.34
Q387	9	B	0.71	0.60	0.01	5.58	-1.04	0.06	2.99	-1.12	0.22	0.08	0.14	0.96
Q388	9	D	0.60	0.48	0.03	6.70	1.13	0.04	1.13	-0.65	0.57	2.75	0.90	0.25
Q389	9	A	0.64	0.55	0.01	8.23	-1.60	0.02	0.57	-0.76	0.75	0.95	-0.14	0.62
Q390	9	A	0.64	0.52	0.02	5.43	0.86	0.07	0.08	0.03	0.96	0.24	0.28	0.89
Q391	9	B	0.62	0.48	0.01	1.23	-0.67	0.54	0.94	-0.89	0.33	11.25	-2.38	0.00
Q392	9	C	0.52	0.44	0.03	2.17	-0.43	0.34	1.07	-0.62	0.58	3.18	-1.21	0.20
Q393	12	F	0.51	0.38	0.02	0.38	0.16	0.83	0.67	0.74	0.72	1.69	0.57	0.43
Q394	12	G	0.44	0.29	0.03	3.24	0.36	0.20	3.20	-0.02	0.20	1.46	0.50	0.48
Q395	12	E	0.56	0.38	0.01	1.29	-0.04	0.52	3.39	1.81	0.18	2.48	-0.63	0.29
Q396	9	D	0.77	0.29	0.00	1.52	0.29	0.47	0.72	0.93	0.70	0.78	0.25	0.68
Q397	12	E	0.39	0.45	0.02	1.77	0.19	0.41	0.63	-0.39	0.73	2.64	-1.30	0.27
Q398	9	D	0.62	0.41	0.01	0.49	-0.05	0.78	1.02	-0.08	0.60	6.08	-1.56	0.05
Q399	9	C	0.83	0.42	0.01	4.10	1.18	0.13	0.80	-1.00	0.67	3.51	-1.47	0.17
Q400	12	E	0.20	0.18	0.01	3.52	-0.73	0.17	0.72	0.59	0.70	1.43	0.69	0.49
Q401	9	D	0.47	0.54	0.03	1.87	-0.27	0.39	3.34	0.80	0.19	0.16	0.31	0.92
Q402	9	B	0.65	0.61	0.02	1.45	0.63	0.49	0.02	0.08	0.99	3.00	1.11	0.22
Q403	9	C	0.84	0.42	0.01	4.44	1.44	0.11	1.98	-1.90	0.37	0.85	-0.86	0.65
Q404	12	G	0.14	0.33	0.04	4.71	-1.31	0.10	2.69	-2.62	0.26	3.20	-0.72	0.20
Q405	12	F	0.33	0.27	0.02	0.47	-0.20	0.79	2.61	1.09	0.27	2.23	-0.44	0.33
Q406	12	E	0.27	0.05	0.02	2.52	-0.46	0.28	5.53	-0.21	0.06	1.42	-0.66	0.49
Q407	12	E	0.19	0.21	0.03	1.46	-0.58	0.48	17.84	0.94	0.00	1.90	0.60	0.39
Q408	12	F	0.24	0.53	0.08	2.17	0.80	0.34	0.97	-1.74	0.62	1.09	-0.51	0.58
Q411	12	F	0.34	0.36	0.02	5.44	-1.33	0.07	2.47	-0.45	0.29	4.32	0.65	0.12
Q412	12	E	0.50	0.37	0.03	3.86	-0.55	0.15	1.25	-0.32	0.53	0.69	0.67	0.71
Q415	12	H	0.54	0.36	0.01	2.69	0.84	0.26	1.20	0.88	0.55	2.86	-0.88	0.24
Q417	12	E	0.26	0.22	0.05	3.74	-0.85	0.15	1.09	-0.10	0.58	2.45	-1.37	0.29

Appendix H

HSLS 2009 Field Test Item Parameter Estimates

HSLS 2009 Field Test Item Parameter Estimates

Item ID	Valid N	a	se (a)	b	se (b)	c	se (c)	F Fit	pF <.05
Q024	673	1.38	0.41	1.62	0.16	0.22	0.03	0.92	0.39
Q025	666	1.03	0.25	1.90	0.27	0.22	0.03	0.56	0.60
Q026	328	1.03	0.24	1.80	0.22	0.15	0.03	0.44	0.68
Q029	350	1.75	0.53	0.78	0.15	0.18	0.04	1.06	0.36
Q030	351	0.89	0.26	-0.19	0.31	0.32	0.07	0.31	0.74
Q032	332	1.35	0.53	2.38	0.25	0.28	0.03	0.50	0.61
Q034	333	1.51	0.30	0.96	0.16	0.21	0.06	0.12	0.90
Q036	345	0.42	0.09	0.46	0.29	0.22	0.02	2.30	0.12
Q037	675	0.65	0.13	0.28	0.20	0.25	0.04	0.36	0.70
Q041	677	0.95	0.20	0.98	0.16	0.23	0.05	0.36	0.71
Q042	332	1.16	0.39	2.11	0.24	0.19	0.04	0.42	0.66
Q044	349	2.41	2.17	1.70	0.28	0.39	0.03	0.56	0.58
Q046	328	2.82	1.16	1.84	0.18	0.33	0.03	0.26	0.77
Q047	679	1.27	0.36	1.14	0.17	0.24	0.05	0.26	0.75
Q049	348	1.13	0.22	0.18	0.14	0.12	0.03	0.87	0.44
Q051	350	1.32	0.35	1.10	0.18	0.27	0.04	0.85	0.44
Q053	351	1.14	0.19	-0.36	0.17	0.22	0.04	0.13	0.92
Q054	333	1.58	0.58	1.82	0.21	0.20	0.03	0.57	0.56
Q055	346	1.09	0.29	0.72	0.19	0.20	0.05	1.27	0.29
Q056	310	1.23	0.58	2.90	0.58	0.17	0.03	1.31	0.28
Q057	326	2.86	5.49	3.26	0.61	0.28	0.02	0.68	0.53
Q058	338	1.60	1.16	2.24	0.29	0.44	0.04	0.22	0.78
Q059	336	0.77	0.36	2.84	0.42	0.19	0.05	0.60	0.55
Q060	336	1.42	0.35	2.27	0.19	0.17	0.03	0.48	0.65
Q061	320	0.64	0.26	2.55	0.38	0.20	0.04	0.38	0.72
Q062	332	1.76	0.99	1.92	0.20	0.36	0.05	0.20	0.78
Q063	671	0.91	0.18	1.65	0.20	0.12	0.03	0.88	0.43
Q065	331	1.35	0.37	1.93	0.17	0.17	0.03	1.57	0.22
Q066	331	2.57	1.04	2.30	0.23	0.05	0.01	3.13	0.05
Q068	350	2.19	0.74	1.44	0.17	0.19	0.02	0.90	0.44
Q070	678	2.56	0.65	1.82	0.18	0.17	0.02	3.11	0.04
Q071	323	0.75	5.88	2.85	2.87	0.30	0.63	1.51	0.23
Q072	350	0.48	0.20	1.86	0.49	0.22	0.05	0.58	0.56
Q073	329	2.76	1.22	2.15	0.21	0.15	0.02	0.71	0.52
Q075	680	0.96	0.31	2.11	0.18	0.29	0.03	1.56	0.22
Q077	349	2.21	1.04	1.47	0.22	0.19	0.03	0.36	0.75
Q078	347	1.64	0.43	0.74	0.16	0.23	0.04	0.06	0.96
Q080	348	1.64	0.55	-0.25	0.23	0.33	0.07	0.24	0.86
Q082	350	0.75	0.16	0.15	0.23	0.22	0.04	0.14	0.90
Q084	350	1.15	0.25	0.47	0.19	0.19	0.05	0.21	0.86
Q086	350	0.99	0.23	0.36	0.17	0.16	0.03	0.35	0.74
Q087	673	0.32	0.12	2.51	0.66	0.24	0.04	1.50	0.23
Q088	678	0.90	0.10	0.11	0.12	0.14	0.02	0.58	0.61
Q089	346	0.96	0.17	0.45	0.15	0.19	0.05	0.54	0.61
Q090	684	1.72	0.42	1.71	0.17	0.11	0.02	0.56	0.59

Item ID	Valid N	a	se (a)	b	se (b)	c	se (c)	F Fit	pF <.05
Q091	673	0.60	0.17	1.46	0.23	0.26	0.06	0.99	0.38
Q092	345	0.75	0.16	1.80	0.32	0.13	0.03	0.68	0.53
Q093	332	1.72	0.83	2.10	0.25	0.27	0.03	0.75	0.49
Q094	350	1.21	0.37	1.27	0.24	0.26	0.04	0.39	0.71
Q097	328	1.01	0.64	2.63	0.48	0.23	0.04	0.22	0.79
Q098	331	1.52	0.37	1.77	0.22	0.12	0.02	0.94	0.41
Q099	332	2.56	1.34	2.37	0.26	0.08	0.02	1.29	0.29
Q100	333	0.78	0.42	1.84	0.28	0.28	0.08	0.35	0.67
Q101	318	1.92	1.77	2.98	0.43	0.10	0.02	3.14	0.04
Q102	349	2.27	0.66	1.26	0.18	0.19	0.02	0.92	0.43
Q103	347	1.01	0.22	-0.65	0.18	0.23	0.04	0.52	0.61
Q104	346	1.33	0.50	0.46	0.21	0.32	0.06	0.15	0.83
Q108	351	1.42	0.28	-0.11	0.13	0.19	0.04	0.09	0.97
Q110	337	1.88	0.95	2.02	0.24	0.22	0.04	0.27	0.75
Q111	349	2.00	0.51	1.21	0.17	0.13	0.03	1.26	0.30
Q112	348	0.62	0.16	0.61	0.26	0.24	0.04	0.37	0.69
Q113	349	0.92	0.22	0.89	0.19	0.21	0.04	0.20	0.85
Q114	667	0.72	0.20	1.02	0.31	0.29	0.07	0.27	0.79
Q115	346	1.36	0.61	2.14	0.41	0.22	0.03	0.22	0.87
Q116	326	0.56	0.10	1.86	0.28	0.21	0.03	0.14	0.86
Q118	349	1.00	0.21	-0.24	0.19	0.25	0.06	0.13	0.93
Q119	318	1.85	0.80	2.18	0.28	0.15	0.02	0.37	0.72
Q120	346	3.79	2.69	1.32	0.19	0.17	0.02	0.78	0.50
Q121	347	2.15	0.76	0.81	0.15	0.24	0.04	0.58	0.60
Q122	338	0.94	0.30	1.60	0.25	0.16	0.03	0.82	0.45
Q123	349	0.90	0.18	-0.92	0.24	0.22	0.03	0.57	0.58
Q124	677	1.50	0.30	1.35	0.14	0.22	0.03	0.33	0.73
Q125	348	0.90	0.30	0.25	0.25	0.29	0.06	0.11	0.89
Q126	332	1.14	0.68	2.78	0.38	0.11	0.03	1.12	0.34
Q127	351	1.14	0.29	-0.55	0.20	0.28	0.06	0.21	0.87
Q129	338	0.49	0.37	4.82	2.47	0.20	0.03	0.52	0.60
Q130	348	1.63	0.61	0.98	0.18	0.17	0.04	0.50	0.61
Q131	349	1.63	0.62	1.75	0.20	0.12	0.02	2.11	0.12
Q132	679	1.37	0.20	0.55	0.16	0.17	0.04	0.47	0.68
Q133	678	1.51	0.56	1.39	0.20	0.28	0.05	0.97	0.37
Q134	351	1.81	0.89	1.67	0.24	0.27	0.03	0.63	0.55
Q136	346	1.63	0.71	1.84	0.16	0.12	0.02	1.71	0.19
Q137	323	2.12	1.14	2.51	0.36	0.22	0.02	1.03	0.38
Q138	332	1.86	0.86	2.03	0.25	0.15	0.03	0.20	0.81
Q140	348	0.91	0.46	2.18	0.42	0.14	0.04	3.84	0.03
Q143	332	1.94	0.49	2.05	0.24	0.17	0.02	0.74	0.51
Q144	324	1.55	0.55	2.25	0.28	0.14	0.03	0.80	0.47
Q146	333	1.37	0.39	1.93	0.25	0.23	0.04	0.23	0.81
Q147	336	2.32	1.07	5.40	0.45	0.28	0.02	0.82	0.43
Q148	335	1.60	0.37	1.36	0.16	0.19	0.03	0.70	0.52
Q149	344	1.70	0.58	1.08	0.16	0.25	0.03	0.46	0.65
Q153	336	2.49	1.79	1.54	0.19	0.48	0.05	0.22	0.81

Item ID	Valid N	a	se (a)	b	se (b)	c	se (c)	F Fit	pF <.05
Q155	677	1.56	0.41	1.49	0.16	0.25	0.03	0.69	0.50
Q156	675	1.17	0.34	1.22	0.19	0.24	0.04	0.65	0.51
Q158	348	0.38	0.11	-0.65	0.33	0.26	0.01	0.18	0.76
Q160	336	1.64	0.50	1.26	0.19	0.30	0.05	0.63	0.54
Q161	678	1.05	0.25	0.91	0.23	0.30	0.06	0.68	0.50
Q162	676	2.31	0.81	1.20	0.15	0.43	0.03	0.40	0.68
Q163	339	0.59	0.14	0.55	0.21	0.22	0.02	0.51	0.54
Q164	349	1.25	0.40	0.09	0.24	0.37	0.06	0.28	0.79
Q165	351	0.91	0.30	1.50	0.24	0.27	0.04	0.73	0.51
Q166	331	0.48	0.14	0.98	0.23	0.24	0.03	0.52	0.55
Q167	350	1.00	0.18	0.28	0.15	0.19	0.04	1.58	0.22
Q168	666	2.49	4.02	3.08	0.48	0.19	0.01	1.44	0.25
Q169	333	1.41	0.62	2.93	0.51	0.08	0.02	2.38	0.10
Q175	679	0.99	0.29	1.80	0.18	0.19	0.03	1.21	0.30
Q177	348	1.58	0.53	1.12	0.19	0.19	0.03	0.39	0.72
Q178	668	0.74	7.11	2.22	0.27	0.40	0.94	0.73	0.40
Q179	351	1.16	0.20	-0.49	0.15	0.19	0.03	0.30	0.76
Q180	679	2.60	0.82	1.80	0.16	0.25	0.02	0.39	0.69
Q181	672	1.53	0.38	2.26	0.30	0.20	0.02	1.64	0.20
Q182	351	2.38	1.22	1.76	0.17	0.36	0.03	0.92	0.42
Q183	344	0.65	0.18	2.22	0.55	0.13	0.02	2.18	0.12
Q185	332	2.20	1.70	2.55	0.36	0.37	0.03	0.10	0.92
Q188	678	3.85	1.53	1.94	0.19	0.27	0.02	0.83	0.46
Q190	332	1.10	1.23	2.92	0.63	0.22	0.05	0.79	0.43
Q191	323	1.34	0.42	1.99	0.21	0.21	0.04	0.12	0.89
Q193	676	0.89	0.18	1.46	0.21	0.16	0.04	0.74	0.49
Q200	331	1.84	0.45	1.63	0.19	0.14	0.03	0.29	0.74
Q236	331	1.14	0.20	1.37	0.20	0.20	0.04	0.55	0.60
Q237	675	0.60	0.11	1.18	0.20	0.15	0.03	3.06	0.05
Q238	326	0.85	0.18	2.21	0.27	0.19	0.03	0.51	0.61
Q239	351	2.09	0.46	1.08	0.13	0.09	0.02	0.72	0.53
Q240	348	0.18	0.09	2.24	1.31	0.25	0.01	0.63	0.50
Q241	348	1.79	0.69	1.65	0.17	0.25	0.03	0.57	0.57
Q242	337	2.68	1.17	1.96	0.17	0.25	0.03	0.54	0.59
Q243	337	1.31	0.40	1.32	0.21	0.26	0.07	0.57	0.56
Q244	682	2.25	0.70	2.47	0.27	0.27	0.02	0.48	0.66
Q245	672	0.58	0.08	0.26	0.15	0.19	0.04	1.32	0.28
Q247	669	1.08	0.31	1.13	0.23	0.37	0.05	0.54	0.58
Q248	330	1.45	1.39	2.36	0.35	0.34	0.06	1.15	0.31
Q250	324	0.65	0.23	2.02	0.29	0.23	0.05	0.22	0.85
Q251	678	0.90	0.14	0.24	0.16	0.19	0.04	0.15	0.91
Q252	674	0.78	0.28	1.91	0.25	0.27	0.04	2.08	0.14
Q253	326	1.77	0.52	1.80	0.18	0.12	0.03	3.69	0.03
Q254	680	1.17	0.25	1.00	0.20	0.23	0.05	0.58	0.56
Q256	330	1.19	1.39	2.55	0.36	0.40	0.07	0.41	0.61
Q263	348	2.90	1.44	0.90	0.12	0.20	0.03	0.35	0.74
Q265	344	0.55	0.80	3.15	2.08	0.28	0.08	0.26	0.75

Item ID	Valid N	a	se (a)	b	se (b)	c	se (c)	F Fit	pF <.05
Q267	677	1.53	0.47	2.23	0.28	0.19	0.02	1.59	0.21
Q268	332	1.13	0.27	2.01	0.24	0.17	0.04	0.36	0.72
Q269	330	2.01	1.71	2.38	0.23	0.23	0.03	0.93	0.39
Q271	676	1.48	0.40	2.31	0.25	0.11	0.02	2.62	0.07
Q272	351	1.12	0.79	1.39	0.23	0.25	0.07	1.66	0.21
Q273	346	1.09	0.28	1.86	0.28	0.15	0.03	0.41	0.72
Q274	347	0.90	0.21	0.84	0.16	0.14	0.03	0.86	0.43
Q275	349	1.22	0.35	1.26	0.23	0.25	0.04	0.36	0.70
Q276	349	1.42	0.24	-0.51	0.17	0.21	0.04	0.18	0.91
Q277	684	2.04	0.50	1.46	0.14	0.22	0.03	0.46	0.65
Q279	676	1.52	0.84	1.48	0.16	0.26	0.05	4.05	0.04
Q280	351	1.11	0.20	-1.10	0.15	0.21	0.02	0.17	0.88
Q281	350	1.43	0.25	-0.25	0.14	0.12	0.02	0.68	0.56
Q282	331	1.60	0.67	1.47	0.18	0.30	0.04	1.18	0.31
Q283	331	1.41	0.64	2.64	0.31	0.12	0.02	0.63	0.55
Q284	351	1.63	0.36	0.57	0.13	0.14	0.03	0.45	0.68
Q285	678	1.95	0.52	1.81	0.17	0.20	0.02	0.52	0.62
Q286	348	0.94	0.16	-0.23	0.16	0.22	0.04	0.31	0.78
Q287	335	2.49	1.25	2.12	0.20	0.12	0.02	0.94	0.40
Q288	338	0.68	0.19	1.92	0.31	0.15	0.03	1.03	0.35
Q289	347	1.38	0.46	1.98	0.22	0.21	0.03	1.24	0.30
Q290	681	0.88	0.15	0.53	0.20	0.25	0.05	0.62	0.55
Q291	349	0.91	0.20	-0.63	0.15	0.21	0.03	0.16	0.84
Q294	349	0.40	0.11	1.44	0.47	0.23	0.04	0.48	0.59
Q296	350	0.79	0.16	-1.33	0.23	0.23	0.02	0.11	0.90
Q297	677	1.53	0.43	0.82	0.15	0.28	0.05	0.59	0.57
Q298	681	0.94	0.19	1.48	0.17	0.23	0.04	0.96	0.39
Q299	350	0.64	0.15	-1.45	0.31	0.23	0.02	0.45	0.59
Q301	681	1.20	0.31	1.52	0.17	0.29	0.04	0.91	0.41
Q302	676	0.72	0.11	0.88	0.20	0.16	0.03	0.76	0.50
Q310	669	0.90	0.16	0.34	0.16	0.18	0.04	0.47	0.67
Q311	336	1.67	0.50	1.29	0.18	0.24	0.05	0.11	0.90
Q312	337	3.23	1.48	1.70	0.20	0.36	0.04	0.05	0.95
Q313	678	1.12	0.38	1.74	0.17	0.25	0.03	1.89	0.17
Q314	335	1.53	0.46	1.44	0.19	0.24	0.05	0.04	0.96
Q315	334	0.81	0.20	0.22	0.19	0.23	0.02	0.09	0.88
Q316	348	1.86	0.54	1.21	0.18	0.20	0.03	0.28	0.80
Q317	331	0.94	0.26	1.37	0.26	0.26	0.07	0.45	0.65
Q319	331	3.84	2.14	1.10	0.14	0.32	0.04	0.48	0.63
Q321	342	0.46	0.09	1.46	0.43	0.18	0.03	1.87	0.17
Q322	349	1.26	0.28	-0.27	0.15	0.17	0.04	0.40	0.70
Q323	680	0.99	0.23	1.44	0.17	0.16	0.04	0.53	0.58
Q324	348	0.60	0.14	0.25	0.21	0.23	0.03	0.50	0.59
Q325	348	1.72	0.55	1.29	0.19	0.21	0.03	0.23	0.81
Q326	682	0.81	0.13	0.87	0.16	0.19	0.04	0.21	0.86
Q327	326	0.83	0.17	1.83	0.20	0.14	0.03	0.84	0.45
Q328	335	1.55	1.96	2.21	0.29	0.34	0.08	0.68	0.45

Item ID	Valid N	a	se (a)	b	se (b)	c	se (c)	F Fit	pF <.05
Q329	679	1.58	0.31	0.56	0.15	0.30	0.04	0.66	0.55
Q330	350	0.64	0.26	1.64	0.29	0.21	0.05	1.34	0.27
Q331	681	1.86	0.29	0.90	0.12	0.12	0.02	1.19	0.32
Q332	344	0.93	0.25	0.17	0.22	0.30	0.06	0.10	0.90
Q333	677	1.83	0.51	0.51	0.16	0.25	0.07	1.27	0.29
Q335	324	0.91	0.31	1.64	0.27	0.28	0.07	0.03	0.97
Q343	330	1.79	0.88	3.15	0.43	0.21	0.02	0.86	0.46
Q345	680	1.32	0.27	2.53	0.19	0.24	0.02	0.59	0.58
Q346	317	2.07	2.50	2.76	0.53	0.21	0.03	0.57	0.54
Q347	334	2.42	1.38	2.04	0.18	0.34	0.04	0.28	0.76
Q348	335	1.24	0.56	2.28	0.30	0.19	0.04	1.13	0.33
Q350	350	0.41	0.81	3.02	2.57	0.27	0.16	1.40	0.25
Q351	328	2.30	1.13	2.28	0.18	0.12	0.02	0.86	0.43
Q353	326	0.97	0.68	2.26	0.34	0.25	0.07	0.27	0.71
Q354	678	0.74	0.27	1.04	0.30	0.28	0.10	2.35	0.11
Q356	328	4.87	13.79	2.63	0.31	0.31	0.03	1.84	0.17
Q357	336	0.53	0.22	1.76	0.34	0.28	0.06	0.23	0.82
Q375	349	1.11	0.25	-1.12	0.17	0.18	0.02	0.67	0.54
Q376	347	0.67	0.16	-1.07	0.22	0.21	0.02	0.67	0.48
Q377	350	0.51	0.15	-0.40	0.24	0.24	0.03	0.73	0.44
Q378	350	0.42	0.09	-1.79	0.41	0.24	0.01	0.50	0.58
Q379	346	1.91	0.43	0.16	0.14	0.20	0.03	0.97	0.41
Q380	350	0.45	0.10	2.20	0.50	0.17	0.03	2.38	0.11
Q381	351	0.97	0.17	-0.46	0.18	0.21	0.03	0.47	0.63
Q382	351	1.22	0.25	-0.16	0.14	0.18	0.04	0.53	0.61
Q383	309	0.55	1.13	4.28	4.09	0.26	0.07	0.29	0.74
Q385	348	0.99	0.19	0.38	0.13	0.15	0.03	0.78	0.49
Q386	331	1.97	0.50	2.32	0.29	0.14	0.02	0.93	0.43
Q387	349	1.35	0.20	-0.48	0.14	0.18	0.03	0.72	0.54
Q388	350	1.07	0.22	0.04	0.16	0.21	0.05	0.33	0.76
Q389	351	1.05	0.15	-0.13	0.14	0.19	0.04	0.41	0.72
Q390	351	1.30	0.39	0.17	0.20	0.31	0.06	0.23	0.80
Q391	350	0.94	0.24	0.00	0.20	0.24	0.06	0.26	0.83
Q392	347	0.94	0.21	0.38	0.17	0.21	0.05	0.48	0.63
Q393	317	0.68	0.15	1.41	0.22	0.20	0.05	0.16	0.87
Q394	333	0.89	0.28	2.08	0.25	0.29	0.05	0.50	0.62
Q395	332	0.64	0.18	1.25	0.26	0.25	0.05	0.59	0.58
Q396	350	0.53	0.16	-1.12	0.36	0.21	0.02	2.96	0.08
Q397	330	1.09	0.28	1.79	0.25	0.20	0.03	0.25	0.80
Q398	350	0.90	0.21	0.09	0.18	0.26	0.05	0.30	0.77
Q399	347	0.80	0.20	-1.24	0.26	0.26	0.02	0.54	0.54
Q401	350	1.30	0.20	0.53	0.14	0.20	0.04	0.80	0.49
Q402	349	1.62	0.40	-0.21	0.15	0.18	0.04	0.41	0.76
Q403	347	0.80	0.18	-1.35	0.23	0.22	0.02	0.35	0.67
Q404	316	1.92	1.29	2.75	0.38	0.11	0.02	1.21	0.31
Q405	323	2.54	1.92	2.41	0.26	0.27	0.03	0.65	0.53
Q407	326	2.86	1.95	2.61	0.37	0.16	0.03	0.82	0.47

Item ID	Valid N	a	se (a)	b	se (b)	c	se (c)	F Fit	pF <.05
Q408	327	1.60	0.59	2.22	0.30	0.14	0.03	0.28	0.78
Q411	332	3.55	2.71	2.32	0.25	0.28	0.03	0.64	0.55
Q412	329	1.84	0.98	1.77	0.23	0.36	0.05	0.79	0.45
Q415	322	0.69	0.14	1.35	0.20	0.23	0.03	0.14	0.91

Appendix I

HSLS:09 Student Instrument Scale Reliability Analyses

Student Instrument Scale Reliability Analyses

HSLS:09 Field Test

In order to make informed decisions about the items to be discarded/retained in the full-scale study, we performed a series of reliability analyses on sets of items that were intended to serve as scales. For each proposed scale, we list the frequency distribution for each individual item, Cronbach's coefficient alpha (ά), Cronbach's coefficient alpha if each item were deleted, and the correlation matrix for all the items.

ά measures how well a set of variables or items measures a single, unidimensional latent construct. If the inter-item correlations are high, ά is high, -- providing evidence that the items are measuring the same underlying construct.

ά can take values between negative infinity and 1. As a rule of thumb, scales are only used when ά is 0.70 or higher.

Example: Math Identity

Three items comprise the propose math identify scale.

How much do you agree or disagree with the following statements?

(Strongly Agree, Agree, Disagree, Strongly Disagree)

a. I see myself as a math person
b. Others see me as a math person
c. I want others to see me as a math person

The relevant statistics are reported on the next page. The ά for these three items is 0.83, meeting the criteria for a reliable scale (i.e. ά > 0.70.) This scale yields high reliability because the items are highly correlated with one another, as evidenced in the correlation matrix. All of the correlations are positive and significantly different from 0.

As a first pass, these statistics indicate that the items work together well to form a scale measuring a student's math identity. However, we need to substantially trim down the number of items in the instrument, and in a way that retains the high reliability of the scales. To do so, we can use the information the ά for the overall scale if one of the items were deleted. If item a or item b were deleted, the scale reliability for the remaining items would drop to 0.72 - 0.73. While still a usable scale, the reliability is not as good as it would be if those items were retained. However, if item c is dropped, the ά is essentially the same: 0.83. Therefore, we could potentially eliminate item c from the instrument while retaining the ability to measure the construct reliably.

Math Identity

To assess the extent to which this identity formation process shapes later educational and occupational decisions, we used a set of new items developed in part by Marie Claire-Shanahan at the University of Alberta.

Student sees himself/herself as a math person				
BSMPRS1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	10	0.97	10	0.97
Strongly Agree	131	12.66	141	13.62
Agree	396	38.26	537	51.88
Disagree	304	29.37	841	81.26
Strongly Disagree	194	18.74	1035	100.00

Others see student as a math person				
BSMPRS2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	16	1.55	16	1.55
Strongly Agree	107	10.34	123	11.88
Agree	397	38.36	520	50.24
Disagree	351	33.91	871	84.15
Strongly Disagree	164	15.85	1035	100.00

Student wants others to see him/her as a math person				
BSMPRS3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	12	1.16	12	1.16
Strongly Agree	95	9.18	107	10.34
Agree	430	41.55	537	51.88
Disagree	374	36.14	911	88.02
Strongly Disagree	124	11.98	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.828137
Standardized	0.827662

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSMPRS1	0.733162	0.71444	0.730555	0.715684	Student sees himself/herself as a math person
BSMPRS2	0.718822	0.72901	0.713496	0.733142	Others see student as a math person
BSMPRS3	0.614454	0.82992	0.614153	0.830800	Student wants others to see him/her as a math person

Pearson Correlation Coefficients, N = 1016 Prob > |r| under H0: Rho=0			
	BSMPRS1	**BSMPRS2**	**BSMPRS3**
BSMPRS1 Student sees himself/herself as a math person	1.00000	0.71057 <.0001	0.57871 <.0001
BSMPRS2 Others see student as a math person	0.71057 <.0001	1.00000	0.55725 <.0001
BSMPRS3 Student wants others to see him/her as a math person	0.57871 <.0001	0.55725 <.0001	1.00000

Science Identity

To assess the extent to which this identity formation process shapes later educational and occupational decisions, we used a set of new items developed in part by Marie Claire-Shanahan at the University of Alberta.

Student sees himself/herself as a science person				
BSSPRS1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	26	2.51	26	2.51
Strongly Agree	139	13.43	165	15.94
Agree	356	34.40	521	50.34
Disagree	370	35.75	891	86.09
Strongly Disagree	144	13.91	1035	100.00

Others see student as a science person				
BSSPRS2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	33	3.19	33	3.19
Strongly Agree	103	9.95	136	13.14
Agree	322	31.11	458	44.25
Disagree	445	43.00	903	87.25
Strongly Disagree	132	12.75	1035	100.00

Student wants others to see him/her as a science person				
BSSPRS3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	30	2.90	30	2.90
Strongly Agree	124	11.98	154	14.88
Agree	350	33.82	504	48.70
Disagree	406	39.23	910	87.92
Strongly Disagree	125	12.08	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.892489
Standardized	0.892734

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSSPRS1	0.804527	0.833671	0.804614	0.833802	Student sees himself/herself as a science person
BSSPRS2	0.786667	0.849373	0.786285	0.849800	Others see student as a science person
BSSPRS3	0.777151	0.856976	0.776795	0.858009	Student wants others to see him/her as a science person

Pearson Correlation Coefficients, N = 998 Prob > |r| under H0: Rho=0			
	BSSPRS1	**BSSPRS2**	**BSSPRS3**
BSSPRS1 Student sees himself/herself as a science person	1.00000	0.75133 <.0001	0.73883 <.0001
BSSPRS2 Others see student as a science person	0.75133 <.0001	1.00000	0.71497 <.0001
BSSPRS3 Student wants others to see him/her as a science person	0.73883 <.0001	0.71497 <.0001	1.00000

Math Self-Concept
We used a well-tested scale developed and validated by Herbert Marsh at Oxford University.

Compared to same age students s/he is good at math				
BSMCMP1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	12	1.16	12	1.16
Strongly Agree	188	18.16	200	19.32
Agree	551	53.24	751	72.56
Disagree	210	20.29	961	92.85
Strongly Disagree	74	7.15	1035	100.00

Compared to same age students work in math class is easy				
BSMCMP2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	9	0.87	9	0.87
Strongly Agree	190	18.36	199	19.23
Agree	538	51.98	737	71.21
Disagree	241	23.29	978	94.49
Strongly Disagree	57	5.51	1035	100.00

Compared to same age students has to study hard in math				
BSMCMP3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	11	1.06	11	1.06
Strongly Agree	144	13.91	155	14.98
Agree	358	34.59	513	49.57
Disagree	394	38.07	907	87.63
Strongly Disagree	128	12.37	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.646331
Standardized	0.653937

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSMCMP1	0.503756	0.48466	0.514851	0.487323	Compared to same age students s/he is good at math
BSMCMP2	0.546809	0.42955	0.554080	0.430992	Compared to same age students work in math class is easy
BSMCMP3rv	0.337241	0.71984	0.337626	0.720023	(Rev Code) Compared to same age students has to study hard in math

Pearson Correlation Coefficients, N = 1018 Prob > |r| under H0: Rho=0			
	BSMCMP1	**BSMCMP2**	**BSMCMP3rv**
BSMCMP1 Compared to same age students s/he is good at math	1.00000	0.56253 <.0001	0.27469 <.0001
BSMCMP2 Compared to same age students work in math class is easy	0.56253 <.0001	1.00000	0.32216 <.0001
BSMCMP3rv (Rev Code) Compared to same age students has to study hard in math	0.27469 <.0001	0.32216 <.0001	1.00000

Science Self-Concept

We used a well-tested scale developed and validated by Herbert Marsh at Oxford University.

Compared to same age students s/he is good at science				
BSSCMP1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	41	3.96	41	3.96
Strongly Agree	180	17.39	221	21.35
Agree	555	53.62	776	74.98
Disagree	216	20.87	992	95.85
Strongly Disagree	43	4.15	1035	100.00

Compared to same age students work in science class is easy				
BSSCMP2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	39	3.77	39	3.77
Strongly Agree	175	16.91	214	20.68
Agree	480	46.38	694	67.05
Disagree	288	27.83	982	94.88
Strongly Disagree	53	5.12	1035	100.00

Compared to same age students has to study hard in science				
BSSCMP3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	40	3.86	40	3.86
Strongly Agree	211	20.39	251	24.25
Agree	415	40.10	666	64.35
Disagree	288	27.83	954	92.17
Strongly Disagree	81	7.83	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.646331
Standardized	0.653937

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSMCMP1	0.503756	0.48466	0.514851	0.487323	Compared to same age students s/he is good at math
BSMCMP2	0.546809	0.42955	0.554080	0.430992	Compared to same age students work in math class is easy
BSMCMP3 rv	0.337241	0.71984	0.337626	0.720023	(Rev Code) Compared to same age students has to study hard in math

Pearson Correlation Coefficients, N = 1018 Prob > |r| under H0: Rho=0			
	BSMCMP1	BSMCMP2	BSMCMP3rv
BSMCMP1 Compared to same age students s/he is good at math	1.00000	0.56253 <.0001	0.27469 <.0001
BSMCMP2 Compared to same age students work in math class is easy	0.56253 <.0001	1.00000	0.32216 <.0001
BSMCMP3rv (Rev Code) Compared to same age students has to study hard in math	0.27469 <.0001	0.32216 <.0001	1.00000

Math Utility Value

Seeded in the field of behavioral economics, the concept of utility value is used by educational psychologists to understand how youth make decisions about their current efforts in school. Given that measures of utility value have been rarely used in national studies such as this, we tested measures developed by Jacqueline Eccles.

Information learned in current math class useful for everyday life				
BSMUSE1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	52	5.02	52	5.02
Strongly Agree	158	15.27	210	20.29
Agree	415	40.10	625	60.39
Disagree	331	31.98	956	92.37
Strongly Disagree	79	7.63	1035	100.00

Information learned in current math class useful for college				
BSMUSE2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	53	5.12	53	5.12
Strongly Agree	385	37.20	438	42.32
Agree	530	51.21	968	93.53
Disagree	52	5.02	1020	98.55
Strongly Disagree	15	1.45	1035	100.00

Information learned in current math class useful for career				
BSMUSE3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	59	5.70	59	5.70
Strongly Agree	215	20.77	274	26.47
Agree	473	45.70	747	72.17
Disagree	223	21.55	970	93.72
Strongly Disagree	65	6.28	1035	100.00

Student feels he/she is wasting his/her time in current math class				
BSMUSE4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	54	5.22	54	5.22
Strongly Agree	42	4.06	96	9.28
Agree	112	10.82	208	20.10
Disagree	482	46.57	690	66.67
Strongly Disagree	345	33.33	1035	100.00

Student likes to get by in current math class doing little				
BSMUSE5	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	58	5.60	58	5.60
Strongly Agree	51	4.93	109	10.53
Agree	191	18.45	300	28.99
Disagree	465	44.93	765	73.91
Strongly Disagree	270	26.09	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.732499
Standardized	0.736418

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSMUSE1	0.516642	0.67742	0.516911	0.683532	Information learned in current math class useful for everyday life
BSMUSE2	0.493758	0.69148	0.492842	0.692721	Information learned in current math class useful for college
BSMUSE3	0.552779	0.66224	0.557978	0.667572	Information learned in current math class useful for career
BSMUSE4 rv	0.547908	0.66516	0.543966	0.673058	(Rev Code) Student feels he/she is wasting his/her time in current math class
BSMUSE5 rv	0.379755	0.73141	0.382822	0.733204	(Rev Code) Student likes to get by in current math class doing little

Pearson Correlation Coefficients, N = 964 Prob > |r| under H0: Rho=0					
	BSMUSE1	**BSMUSE2**	**BSMUSE3**	**BSMUSE4rv**	**BSMUSE5rv**
BSMUSE1 Information learned in current math class useful for everyday life	1.00000	0.38002 <.0001	0.56536 <.0001	0.33311 <.0001	0.20241 <.0001
BSMUSE2 Information learned in current math class useful for college	0.38002 <.0001	1.00000	0.45668 <.0001	0.33728 <.0001	0.24805 <.0001
BSMUSE3 Information learned in current math class useful for career	0.56536 <.0001	0.45668 <.0001	1.00000	0.37103 <.0001	0.18620 <.0001
BSMUSE4rv (Rev Code) Student feels he/she is wasting his/her time in current math class	0.33311 <.0001	0.33728 <.0001	0.37103 <.0001	1.00000	0.50457 <.0001
BSMUSE5rv (Rev Code) Student likes to get by in current math class doing little	0.20241 <.0001	0.24805 <.0001	0.18620 <.0001	0.50457 <.0001	1.00000

Science Utility Value

Seeded in the field of behavioral economics, the concept of utility value is used by educational psychologists to understand how youth make decisions about their current efforts in school. Given that measures of utility value have been rarely used in national studies such as this, we tested measures developed by Jacqueline Eccles.

Information learned in current science class useful for everyday life				
BSSUSE1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	168	16.23	168	16.23
Strongly Agree	133	12.85	301	29.08
Agree	425	41.06	726	70.14
Disagree	243	23.48	969	93.62
Strongly Disagree	66	6.38	1035	100.00

Information learned in current science class useful for college				
BSSUSE2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	171	16.52	171	16.52
Strongly Agree	293	28.31	464	44.83
Agree	472	45.60	936	90.43
Disagree	70	6.76	1006	97.20
Strongly Disagree	29	2.80	1035	100.00

Information learned in current science class useful for career				
BSSUSE3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	173	16.71	173	16.71
Strongly Agree	206	19.90	379	36.62
Agree	325	31.40	704	68.02
Disagree	254	24.54	958	92.56
Strongly Disagree	77	7.44	1035	100.00

Student feels they are wasting their time in current science class				
BSSUSE4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	173	16.71	173	16.71
Strongly Agree	46	4.44	219	21.16
Agree	104	10.05	323	31.21
Disagree	427	41.26	750	72.46
Strongly Disagree	285	27.54	1035	100.00

Student likes to get by in current science class doing little				
BSSUSE5	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	175	16.91	175	16.91
Strongly Agree	50	4.83	225	21.74
Agree	202	19.52	427	41.26
Disagree	379	36.62	806	77.87
Strongly Disagree	229	22.13	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.765386
Standardized	0.768559

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSSUSE1	0.572713	0.70959	0.570910	0.715187	Information learned in current science class useful for everyday life
BSSUSE2	0.590336	0.70781	0.586712	0.709595	Information learned in current science class useful for college
BSSUSE3	0.591181	0.70234	0.599729	0.704954	Information learned in current science class useful for career
BSSUSE4rv	0.537994	0.72181	0.537081	0.727003	(Rev Code) Student feels they are wasting their time in current science class
BSSUSE5rv	0.403385	0.76890	0.405640	0.770953	(Rev Code) Student likes to get by in current science class doing little

Pearson Correlation Coefficients, N = 845 Prob > |r| under H0: Rho=0					
	BSSUSE1	**BSSUSE2**	**BSSUSE3**	**BSSUSE4rv**	**BSSUSE5rv**
BSSUSE1 Information learned in current science class useful for everyday life	1.00000	0.51573 <.0001	0.59163 <.0001	0.32358 <.0001	0.24602 <.0001
BSSUSE2 Information learned in current science class useful for college	0.51573 <.0001	1.00000	0.58370 <.0001	0.38299 <.0001	0.23321 <.0001
BSSUSE3 Information learned in current science class useful for career	0.59163 <.0001	0.58370 <.0001	1.00000	0.34412 <.0001	0.22776 <.0001
BSSUSE4rv (Rev Code) Student feels they are wasting their time in current science class	0.32358 <.0001	0.38299 <.0001	0.34412 <.0001	1.00000	0.54219 <.0001
BSSUSE5rv (Rev Code) Student likes to get by in current science class doing little	0.24602 <.0001	0.23321 <.0001	0.22776 <.0001	0.54219 <.0001	1.00000

School Utility

Seeded in the field of behavioral economics, the concept of utility value is used by educational psychologists to understand how youth make decisions about their current efforts in school. Given that measures of utility value have been rarely used in national studies such as this, we tested measures developed by Jacqueline Eccles.

The information learned in school is useful for everyday life				
BSUTIL1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	641	61.93	641	61.93
Strongly Agree	122	11.79	763	73.72
Agree	193	18.65	956	92.37
Disagree	67	6.47	1023	98.84
Strongly Disagree	12	1.16	1035	100.00

Student likes to get by in school doing as little work as possible				
BSUTIL2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	642	62.03	642	62.03
Strongly Agree	34	3.29	676	65.31
Agree	89	8.60	765	73.91
Disagree	173	16.71	938	90.63
Strongly Disagree	97	9.37	1035	100.00

The information learned in school will be useful for college				
BSUTIL3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	640	61.84	640	61.84
Strongly Agree	194	18.74	834	80.58
Agree	187	18.07	1021	98.65
Disagree	9	0.87	1030	99.52
Strongly Disagree	5	0.48	1035	100.00

The information learned in school will be useful for career				
BSUTIL4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	641	61.93	641	61.93
Strongly Agree	163	15.75	804	77.68
Agree	186	17.97	990	95.65
Disagree	36	3.48	1026	99.13
Strongly Disagree	9	0.87	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.731675
Standardized	0.757032

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		**Standardized Variables**		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSUTIL1	0.593134	0.62822	0.616612	0.665283	The information learned in school is useful for everyday life
BSUTIL2rv	0.279039	0.83317	0.279412	0.837988	(Rev Code) Student likes to get by in school doing as little work as possible
BSUTIL3	0.618996	0.63491	0.635350	0.654576	The information learned in school will be useful for college
BSUTIL4	0.701306	0.56689	0.728434	0.599561	The information learned in school will be useful for career

Pearson Correlation Coefficients, N = 385 Prob > |r| under H0: Rho=0				
	BSUTIL1	**BSUTIL2rv**	**BSUTIL3**	**BSUTIL4**
BSUTIL1 The information learned in school is useful for everyday life	1.00000	0.21812 <.0001	0.54780 <.0001	0.66576 <.0001
BSUTIL2rv (Rev Code) Student likes to get by in school doing as little work as possible	0.21812 <.0001	1.00000	0.23285 <.0001	0.27750 <.0001
BSUTIL3 The information learned in school will be useful for college	0.54780 <.0001	0.23285 <.0001	1.00000	0.68517 <.0001
BSUTIL4 The information learned in school will be useful for career	0.66576 <.0001	0.27750 <.0001	0.68517 <.0001	1.00000

Math Self-Efficacy

We adopted a scale used in ELS:2002 to measure self-efficacy.

Confident s/he can do excellent job on tests in current math class				
BSMEFC1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	55	5.31	55	5.31
Strongly Agree	238	23.00	293	28.31
Agree	509	49.18	802	77.49
Disagree	189	18.26	991	95.75
Strongly Disagree	44	4.25	1035	100.00

Understands most difficult textbook material in current math class				
BSMEFC2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	59	5.70	59	5.70
Strongly Agree	144	13.91	203	19.61
Agree	445	43.00	648	62.61
Disagree	302	29.18	950	91.79
Strongly Disagree	85	8.21	1035	100.00

Certain s/he can master skills being taught in current math class				
BSMEFC3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	56	5.41	56	5.41
Strongly Agree	226	21.84	282	27.25
Agree	555	53.62	837	80.87
Disagree	161	15.56	998	96.43
Strongly Disagree	37	3.57	1035	100.00

Confident can do an excellent job on current math class assignments				
BSMEFC4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing, Not applicable, Not reached	54	5.22	54	5.22
Strongly Agree	255	24.64	309	29.86
Agree	562	54.30	871	84.15
Disagree	142	13.72	1013	97.87
Strongly Disagree	22	2.13	1035	100.00

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.871261
Standardized	0.874401

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSMEFC1	0.740330	0.82911	0.742579	0.834301	Confident s/he can do excellent job on tests in current math class
BSMEFC2	0.671859	0.86009	0.671257	0.862175	Understands most difficult textbook material in current math class
BSMEFC3	0.726340	0.83505	0.729843	0.839357	Certain s/he can master skills being taught in current math class
BSMEFC4	0.776042	0.81832	0.778624	0.819805	Confident can do an excellent job on current math class assignments

Pearson Correlation Coefficients, N = 967 Prob > |r| under H0: Rho=0				
	BSMEFC1	**BSMEFC2**	**BSMEFC3**	**BSMEFC4**
BSMEFC1 Confident s/he can do excellent job on tests in current math class	1.00000	0.60474 <.0001	0.61873 <.0001	0.70720 <.0001
BSMEFC2 Understands most difficult textbook material in current math class	0.60474 <.0001	1.00000	0.58440 <.0001	0.59383 <.0001
BSMEFC3 Certain s/he can master skills being taught in current math class	0.61873 <.0001	0.58440 <.0001	1.00000	0.70167 <.0001
BSMEFC4 Confident can do an excellent job on current math class assignments	0.70720 <.0001	0.59383 <.0001	0.70167 <.0001	1.00000

Science Self-Efficacy

We adopted a scale used in ELS:2002 to measure self-efficacy.

Confident s/he can do excellent job on tests in current science class				
BSSEFC1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	171	16.52	171	16.52
Strongly Agree	202	19.52	373	36.04
Agree	445	43.00	818	79.03
Disagree	184	17.78	1002	96.81
Strongly Disagree	33	3.19	1035	100.00

Understands most difficult textbook material in current science class				
BSSEFC2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	174	16.81	174	16.81
Strongly Agree	158	15.27	332	32.08
Agree	384	37.10	716	69.18
Disagree	242	23.38	958	92.56
Strongly Disagree	77	7.44	1035	100.00

Certain s/he can master skills being taught in current science class				
BSSEFC3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	171	16.52	171	16.52
Strongly Agree	188	18.16	359	34.69
Agree	476	45.99	835	80.68
Disagree	162	15.65	997	96.33
Strongly Disagree	38	3.67	1035	100.00

Confident can do an excellent job on current science class assignments				
BSSEFC4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	173	16.71	173	16.71
Strongly Agree	231	22.32	404	39.03
Agree	485	46.86	889	85.89
Disagree	126	12.17	1015	98.07
Strongly Disagree	20	1.93	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.901293
Standardized	0.904532

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		**Standardized Variables**		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSSEFC1	0.787994	0.869323	0.793275	0.873698	Confident s/he can do excellent job on tests in current science class
BSSEFC2	0.730539	0.895078	0.729451	0.896340	Understands most difficult textbook material in current science class
BSSEFC3	0.816047	0.859457	0.815201	0.865748	Certain s/he can master skills being taught in current science class
BSSEFC4	0.800026	0.867611	0.803956	0.869836	Confident can do an excellent job on current science class assignments

Pearson Correlation Coefficients, N = 849 Prob > |r| under H0: Rho=0				
	BSSEFC1	**BSSEFC2**	**BSSEFC3**	**BSSEFC4**
BSSEFC1 Confident s/he can do excellent job on tests in current science class	1.00000	0.64046 <.0001	0.70341 <.0001	0.78249 <.0001
BSSEFC2 Understands most difficult textbook material in current science class	0.64046 <.0001	1.00000	0.72663 <.0001	0.62453 <.0001
BSSEFC3 Certain s/he can master skills being taught in current science class	0.70341 <.0001	0.72663 <.0001	1.00000	0.74136 <.0001
BSSEFC4 Confident can do an excellent job on current science class assignments	0.78249 <.0001	0.62453 <.0001	0.74136 <.0001	1.00000

Parental Authority

Students' reports are necessary as parents tend to overstate their parenting skills – e.g. "presentation bias." These questions have been developed and used by Jacqueline Eccles.

Student^s parents or guardians know where s/he is at all times				
BSPRT_1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	599	57.87	599	57.87
Strongly Agree	168	16.23	767	74.11
Agree	187	18.07	954	92.17
Disagree	69	6.67	1023	98.84
Strongly Disagree	12	1.16	1035	100.00

Student^s parents or guardians know who s/he is with at all times				
BSPRT_2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	601	58.07	601	58.07
Strongly Agree	157	15.17	758	73.24
Agree	194	18.74	952	91.98
Disagree	71	6.86	1023	98.84
Strongly Disagree	12	1.16	1035	100.00

Rules in student^s family are quite clear				
BSPRT_3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	603	58.26	603	58.26
Strongly Agree	191	18.45	794	76.71
Agree	212	20.48	1006	97.20
Disagree	24	2.32	1030	99.52
Strongly Disagree	5	0.48	1035	100.00

Student^s parents know if s/he follows family rules				
BSPRT_4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	601	58.07	601	58.07
Strongly Agree	176	17.00	777	75.07
Agree	205	19.81	982	94.88
Disagree	42	4.06	1024	98.94
Strongly Disagree	11	1.06	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.849377
Standardized	0.850220

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		**Standardized Variables**		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSPRT_1	0.755257	0.77866	0.745387	0.785512	Student^s parents or guardians know where s/he is at all times
BSPRT_2	0.707274	0.80096	0.698166	0.805977	Student^s parents or guardians know who s/he is with at all times
BSPRT_3	0.640549	0.83044	0.643423	0.829046	Rules in student^s family are quite clear
BSPRT_4	0.663422	0.81909	0.671874	0.817144	Student^s parents know if s/he follows family rules

Pearson Correlation Coefficients, N = 430 Prob > |r| under H0: Rho=0				
	BSPRT_1	**BSPRT_2**	**BSPRT_3**	**BSPRT_4**
BSPRT_1 Student^s parents or guardians know where s/he is at all times	1.00000	0.75762 <.0001	0.52624 <.0001	0.58678 <.0001
BSPRT_2 Student^s parents or guardians know who s/he is with at all times	0.75762 <.0001	1.00000	0.51112 <.0001	0.50903 <.0001
BSPRT_3 Rules in student^s family are quite clear	0.52624 <.0001	0.51112 <.0001	1.00000	0.62895 <.0001
BSPRT_4 Student^s parents know if s/he follows family rules	0.58678 <.0001	0.50903 <.0001	0.62895 <.0001	1.00000

School Belonging

We used a scale developed by Kristin Voekl at Canisius College using the Tennessee Project STAR evaluation data.

Student feels proud being part of their school				
BSBLG_2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	612	59.13	612	59.13
Strongly Agree	179	17.29	791	76.43
Agree	177	17.10	968	93.53
Disagree	47	4.54	1015	98.07
Strongly Disagree	20	1.93	1035	100.00

Student treated with as much respect as other students in class				
BSBLG_3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	611	59.03	611	59.03
Strongly Agree	157	15.17	768	74.20
Agree	211	20.39	979	94.59
Disagree	42	4.06	1021	98.65
Strongly Disagree	14	1.35	1035	100.00

Most of the time student would like to be any place other than school				
BSBLG_4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	611	59.03	611	59.03
Strongly Agree	77	7.44	688	66.47
Agree	139	13.43	827	79.90
Disagree	171	16.52	998	96.43
Strongly Disagree	37	3.57	1035	100.00

There are teachers/adults in school student can talk to about problems				
BSBLG_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing, Not applicable, Not reached	610	58.94	610	58.94
Strongly Agree	137	13.24	747	72.17
Agree	211	20.39	958	92.56
Disagree	56	5.41	1014	97.97
Strongly Disagree	21	2.03	1035	100.00

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.711532
Standardized	0.713518

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSBLG_2	0.631171	0.59406	0.640940	0.593449	Student feels proud being part of their school
BSBLG_3	0.430163	0.67868	0.436901	0.679314	Student treated with as much respect as other students in class
BSBLG_4rv	0.365893	0.70796	0.357552	0.710135	(Rev Code) Most of the time student would like to be any place other than school
BSBLG_5	0.452545	0.66995	0.461587	0.669438	There are teachers/adults in school student can talk to about problems
BSBLG_6rv	0.480948	0.65844	0.469386	0.666289	(Rev Code) Student thinks school is often a waste of time

Engagement #1

We used two sets of items to measure dis/engagement. The first is a scale used in NELS:88 & ELS:2002 that measures daily preparation for school.

Student goes to class without homework done				
BSDSEN1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	189	18.26	189	18.26
Never	185	17.87	374	36.14
Rarely	362	34.98	736	71.11
Sometimes	213	20.58	949	91.69
Often	86	8.31	1035	100.00

Student goes to class without pencil or paper				
BSDSEN2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	189	18.26	189	18.26
Never	414	40.00	603	58.26
Rarely	271	26.18	874	84.44
Sometimes	104	10.05	978	94.49
Often	57	5.51	1035	100.00

Student goes to class without books				
BSDSEN3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	187	18.07	187	18.07
Never	437	42.22	624	60.29
Rarely	295	28.50	919	88.79
Sometimes	90	8.70	1009	97.49
Often	26	2.51	1035	100.00

Student goes to class late				
BSDSEN4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing, Not applicable, Not reached	188	18.16	188	18.16
Never	374	36.14	562	54.30
Rarely	335	32.37	897	86.67
Sometimes	114	11.01	1011	97.68
Often	24	2.32	1035	100.00

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.697168
Standardized	0.700161

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		Standardized Variables		
Deleted Variable	Correlation with Total	Alpha	Correlation with Total	Alpha	Label
BSDSEN1	0.459537	0.64876	0.460425	0.651376	Student goes to class without homework done
BSDSEN2	0.492476	0.62681	0.494991	0.629900	Student goes to class without pencil or paper
BSDSEN3	0.561701	0.58737	0.559977	0.588180	Student goes to class without books
BSDSEN4	0.423696	0.66711	0.425984	0.672290	Student goes to class late

Pearson Correlation Coefficients, N = 839 Prob > |r| under H0: Rho=0				
	BSDSEN1	**BSDSEN2**	**BSDSEN3**	**BSDSEN4**
BSDSEN1 Student goes to class without homework done	1.00000	0.34762 <.0001	0.38051 <.0001	0.33212 <.0001
BSDSEN2 Student goes to class without pencil or paper	0.34762 <.0001	1.00000	0.49021 <.0001	0.28786 <.0001
BSDSEN3 Student goes to class without books	0.38051 <.0001	0.49021 <.0001	1.00000	0.37328 <.0001
BSDSEN4 Student goes to class late	0.33212 <.0001	0.28786 <.0001	0.37328 <.0001	1.00000

Engagement #2

We used two sets of items to measure dis/engagement. The second is a scale from the Alliance for Excellent Education's "Survey of Student Culture."

Student really pays attention during class				
BSDSEN5	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	191	18.45	191	18.45
Never	25	2.42	216	20.87
Rarely	63	6.09	279	26.96
Sometimes	285	27.54	564	54.49
Often	471	45.51	1035	100.00

Student lets mind wander during class				
BSDSEN6	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	189	18.26	189	18.26
Never	44	4.25	233	22.51
Rarely	208	20.10	441	42.61
Sometimes	453	43.77	894	86.38
Often	141	13.62	1035	100.00

Student jokes around in class				
BSDSEN7	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	190	18.36	190	18.36
Never	78	7.54	268	25.89
Rarely	254	24.54	522	50.43
Sometimes	369	35.65	891	86.09
Often	144	13.91	1035	100.00

Student talks with friends during class				
BSDSEN8	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	190	18.36	190	18.36
Never	25	2.42	215	20.77
Rarely	154	14.88	369	35.65
Sometimes	425	41.06	794	76.71
Often	241	23.29	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.570244
Standardized	0.562608

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		**Standardized Variables**		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSDSEN5rv	0.061869	0.70062	0.062130	0.700025	(Rev Code) Student really pays attention during class
BSDSEN6	0.411326	0.45180	0.407348	0.439165	Student lets mind wander during class
BSDSEN7	0.504614	0.35593	0.502946	0.353982	Student jokes around in class
BSDSEN8	0.481867	0.39299	0.465796	0.387796	Student talks with friends during class

Pearson Correlation Coefficients, N = 836 Prob > |r| under H0: Rho=0				
	BSDSEN5rv	**BSDSEN6**	**BSDSEN7**	**BSDSEN8**
BSDSEN5rv (Rev Code) Student really pays attention during class	1.00000	0.09765 0.0047	0.04536 0.1901	0.00434 0.9002
BSDSEN6 Student lets mind wander during class	0.09765 0.0047	1.00000	0.38000 <.0001	0.36133 <.0001
BSDSEN7 Student jokes around in class	0.04536 0.1901	0.38000 <.0001	1.00000	0.57127 <.0001
BSDSEN8 Student talks with friends during class	0.00434 0.9002	0.36133 <.0001	0.57127 <.0001	1.00000

Costs/Future Orientation

We used a scale created and validated by educational psychologists at Arizona State (Jennifer Husman, Christa Lynch, Jonathon Hilpert, and Mary Ann Duggan) to measure the future time perspective of students.

Student does not think too much about the future				
BSFUTR1	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	711	68.70	711	68.70
Strongly Agree	19	1.84	730	70.53
Agree	60	5.80	790	76.33
Disagree	143	13.82	933	90.14
Strongly Disagree	102	9.86	1035	100.00

Student thinks its no use worrying about the future				
BSFUTR2	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	715	69.08	715	69.08
Strongly Agree	15	1.45	730	70.53
Agree	39	3.77	769	74.30
Disagree	135	13.04	904	87.34
Strongly Disagree	131	12.66	1035	100.00

What will happen in future is important in deciding what should do now				
BSFUTR3	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	712	68.79	712	68.79
Strongly Agree	129	12.46	841	81.26
Agree	146	14.11	987	95.36
Disagree	38	3.67	1025	99.03
Strongly Disagree	10	0.97	1035	100.00

What does today has little impact on what happens 5-10 yrs from now				
BSFUTR4	**Frequency**	**Percent**	**Cumulative Frequency**	**Cumulative Percent**
Missing, Not applicable, Not reached	711	68.70	711	68.70
Strongly Agree	43	4.15	754	72.85
Agree	77	7.44	831	80.29
Disagree	118	11.40	949	91.69
Strongly Disagree	86	8.31	1035	100.00

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	0.550092
Standardized	0.547635

Cronbach Coefficient Alpha with Deleted Variable					
	Raw Variables		**Standardized Variables**		
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**	**Label**
BSFUTR1	0.544361	0.28894	0.545704	0.280872	Student does not think too much about the future
BSFUTR2	0.559329	0.28419	0.553199	0.273444	Student thinks its no use worrying about the future
BSFUTR3rv	0.050921	0.66952	0.059859	0.682869	(Rev Code) What will happen in future is important in deciding what should do now
BSFUTR4	0.258081	0.55667	0.248621	0.544382	What does today has little impact on what happens 5-10 yrs from now

Pearson Correlation Coefficients, N = 318 Prob > |r| under H0: Rho=0				
	BSFUTR1	**BSFUTR2**	**BSFUTR3rv**	**BSFUTR4**
BSFUTR1 Student does not think too much about the future	1.00000	0.62734 <.0001	0.12040 0.0318	0.30069 <.0001
BSFUTR2 Student thinks its no use worrying about the future	0.62734 <.0001	1.00000	0.10676 0.0572	0.32550 <.0001
BSFUTR3rv (Rev Code) What will happen in future is important in deciding what should do now	0.12040 0.0318	0.10676 0.0572	1.00000	-0.08668 0.1229
BSFUTR4 What does today has little impact on what happens 5-10 yrs from now	0.30069 <.0001	0.32550 <.0001	-0.08668 0.1229	1.00000

Appendix J
Questionnaires

Appendix J-1

HSLS:09 Student Questionnaire

PART I. LOCATING AND CONTACTING INFORMATION

1. Please enter your name.

_____
Last Name First Name MI

2. Address:

_____
(Include number, street, apartment number, P.O. Box, etc.)

_____
City State Zip code

3. Home telephone number:

(___) _____ I do not have a telephone → O
Area Code

4. Cell phone number:

(___) _____ I do not have a cell phone → O
Area Code

5. E-mail address:

_____ I do not have an e-mail address → O

6. Nickname:

_____ I do not have a nickname → O

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT, GUARDIAN, OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

Please fill in your mother's/female guardian's name in the space below. If you have both a mother and a female guardian, write in the name of the one you live with most of the time.

7. Mother's (female guardian's) Name:

_____
Last Name First Name MI

8. Is her address and telephone number the same as yours?

O Yes → Skip to question 10
O No → Go to question 8a
O She is no longer living → Skip to question 13

8a. Please fill in her address in the space below. If you don't know the complete address, fill in as much as you know.

Address:

_____
(Include number, street, apartment number, P.O. Box, etc.)

_____
City State Zip code

I don't know any part of her address → O

9. Please fill in her home telephone number in the space below:

(_____) _____ She does not have a telephone →O
Area Code I don't know her telephone number →O

10. What is her cell phone number?
(___) _____ She does not have a cell phone → O

11. What is her work phone number?

Mother's (female guardian's) Work Telephone:

(_____) _____Ext._____ She does not work →O
Area Code I don't know her work phone number →O

12. Mother's e-mail address:

_____ She does not have an e-mail address →O

Please fill in your father's name in the space below. If you have both a father and a male guardian, write in the name of the one you live with most of the time.

13. Father's (male guardian's) Name:

_____

Last Name First Name MI

14. Is his address and telephone number the same as yours?

O Yes → Skip to question 14a
O No → Go to question 15
O He is no longer living → Skip to question 19

14a. Please fill in his address in the space below.
I don't know any part of his address →O

_____

(Include number, street, apartment number, P.O. Box, etc.)

_____

City State Zip code

15. Please fill in his home telephone number in the space below.

(_____) _____ He does not have a telephone →O
Area Code I don't know his telephone number →O

16. What is his cell phone number?
(___) _____ He does not have a cell phone → O

17. What is his work phone number?

Father's (male guardian's) Work Telephone:

(_____) _____ Ext._____ He does not work →O
Area Code I don't know his work phone number →O

18. Father's e-mail address:

_____ He does not have an e-mail address →O

19. Please write in the name of a relative or close friend who does not live with you and who will always know how to contact you.

_____

Last Name First Name MI

20. Please fill in his (her) address in the space below.
I don't know any part of his or her address → O

_____
(Include number, street, apartment number, P.O. Box, etc.)

_____
City State Zip code

21. Please fill in his (her) telephone number in the space below:

(_____) _____ He/she does not have a telephone → O
Area Code

22. Please fill in his (her) cell phone number in the space below:

(___) _____ He/she does not have a cell phone → O
Area Code

23. What is his (her) work phone number?

(_____) _____ Ext._____ He/she does not work →O
Area Code I don't know his/her work phone number →O

24. What is this person's relationship to you?

O A parent
O A grandparent
O An aunt or uncle
O A brother or sister
O A friend
O Other

PART II. YOUR BACKGROUND AND PREVIOUS EXPERIENCE

25. (26). What is your sex?

- o Male
- o Female

26. (25). Are you Hispanic or Latino/Latina?

- o Yes → Go to question 27
- o No → Skip to question 28

27. (25a.) If you are Hispanic or Latino/Latina, please select one of the following choices:

- o Mexican, Mexican-American, Chicano
- o Other Hispanic or Other Latino/Latina

28. (25b.) Please select one or more of the following choices to best describe your race.

- o White → Skip to question 30
- o Black/African American → Skip to question 30
- o Asian → Go to question 29
- o Native Hawaiian or Other Pacific Islander→ Skip to question 30
- o American Indian or Alaska Native → Skip to question 30

29. (25c.) (If Asian) Which one of the following are you?

- o Chinese
- o Filipino
- o Southeast Asian (Vietnamese, Thai, etc.)
- o South Asian (Asian Indian, Sri Lankan, etc.)
- o Other Asian (Japanese, Korean, etc.)

30, (27.) When were you born?

Month	Day	Year
		1 9

31. (28a). Which of the following people live in the same household with you? Mark all that apply:

- o Father (biological or adoptive)
- o Other male guardian (stepfather or foster father)
- o Mother (biological or adoptive)
- o Other female guardian (stepmother or foster mother)
- o Brother(s) (including step- or half- or foster)
- o Sister(s) (including step- or half- or foster)
- o Grandparent(s)
- o Other relative(s) (children or adults)
- o Nonrelative(s) (children or adults)

32. (29a.) Please describe the present or most recent job of your father (mother) or male (female) guardian. If you have both a father (mother) and a male (female) guardian, answer for the one with whom you are currently living.

Is he (she) currently:

- o Working
- o Full time homemaker
- o Unemployed (looking for work)
- o Retired
- o Disabled and not working

33. (29b and c)

What is his (her) job title?

_____

What does he (she) normally do in that job? That is, what are his (her) main activities or duties?

_____

34. (30.) What was the <u>first</u> language you learned to speak when you were a child?

- o English
- o Spanish
- o English and Spanish equally
- o English and another language equally
- o Another language

35. (31.) (If another language) What is the other language/languages you learned to speak as a child?

- o Spanish
- o Another European language (for example, French, German, Russian, etc.)
- o A Chinese language
- o A Filipino language
- o A Southeast Asian language (for example, Vietnamese, Cambodian, etc.)
- o A South Asian Language (for example, Hindi, Tamil)
- o Another Asian Language (for example, Japanese, Korean)
- o A Middle Eastern Language (for example, Arabic, Farsi)
- o Other

36. (32.) How often do you speak (non-English language)?

	Never	Sometimes	About half of the time	Always or most of the time	Does not apply
a. With your mother or female guardian?	O	O	O	O	O
b. With your friends?	O	O	O	O	O

37. (33.) In what grade were you enrolled during the previous school year (2007-08)?

- o 7th grade
- o 8th grade
- o 9th grade
- o You were in an ungraded program

38. (X1)During the previous school year (2007-08) when you were enrolled in the [7th grade/8th grade/9th grade], were you enrolled in your current school or were you enrolled in a different school?

- o Current school → Skip to 40
- o Different school

39. (34.) During the previous school year (2007-08) when you were in the ___ grade, where were you enrolled?

_____

School Name **City** **State**

40. (36) Have you ever participated in the following activities between the start of 8th grade and now? (Mark all that apply)

- o Sports teams that compete within the same school or between different schools
- o Band, orchestra, chorus, choir
- o School play or musical
- o Student government/council
- o Volunteer work
- o Church groups
- o Math club, science club, technology/computer club
- o Math competition, science fair, technology/computer fair
- o Math camp, science camp, technology/computer camp
- o Math, science, study groups or tutoring programs

41. (37) Between the start of 8th grade and now, how often have you…

	Never	Rarely	Sometimes	Often
a. Read science books and magazines	O	O	O	O
b. Watched science-related television shows (e.g., CSI, Mythbusters, Animal Planet, Discovery Channel, NUMB3RS?)	O	O	O	O
c. Read science fiction	O	O	O	O
d. Visited a science museum	O	O	O	O

42. (38) What math course did you take in the 8th grade?

- o Remedial Math 8
- o Math 8
- o Advanced or Honors Math 8 (not including Algebra)
- o Algebra
- o Geometry
- o Other (write in)
- o I was not taking math → Skip to 44

43. (39) What was your final grade in this course?

- o A or a numerical average of 90-100
- o B or a numerical average of 80-89
- o C or a numerical average of 70-79
- o D or a numerical average of 60-69
- o Below D or a numerical average less than 60
- o Does not apply to me – my classes are not graded

44. (40) What science course did you take in the 8th grade?

- o General Science 8
- o Earth Science
- o Biology
- o Life Science
- o Physical Science
- o Chemistry or Physics
- o Other (write in)
- o I was not taking science → Skip to 46

45. (41) What was your final grade in this course?

- o A or a numerical average of 90-100
- o B or a numerical average of 80-89
- o C or a numerical average of 70-79
- o D or a numerical average of 60-69
- o Below D or a numerical average less than 60
- o Does not apply to me – my classes are not graded

46. (42) What computer course did you take in the 8th grade?

- o Computer education/computer science
- o Keyboarding
- o Other computer course
- o I was not taking a computer course → Skip to 48

47. (43) What was your final grade in this course?

- o A or a numerical average of 90-100
- o B or a numerical average of 80-89
- o C or a numerical average of 70-79
- o D or a numerical average of 60-69
- o Below D or a numerical average less than 60
- o Does not apply to me – my classes are not graded

PART VII YOUR MATH AND SCIENCE CLASSES

48. (X2) Are you currently taking a math course this fall?

- o Yes
- o No

49. (56.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I see myself as a math person.	O	O	O	O
b. Others see me as a math person.	O	O	O	O
c. I want others to see me as a math person.	O	O	O	O

50. (58.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am good at math.	O	O	O	O
b. My math teacher thinks I am good at math.	O	O	O	O
c. My parents think I am good at math.	O	O	O	O
d. My friends think I am good at math.	O	O	O	O

51. (79.) How much do you agree or disagree with each of the following statements? Compared to others my age….

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am good at math.	O	O	O	O
b. Work in math class is easy for me.	O	O	O	O
c. I have to study hard in math.	O	O	O	O

52. (93.) When you finish a math assignment, how often do you check to make sure it is done correctly?

- o Never
- o Rarely
- o Sometimes
- o Often

53. (94.)When you are working on a math assignment, how often do you think about whether you understand what you are doing?

- o Never
- o Rarely
- o Sometimes
- o Often

54. (86.) (If yes to 48) What math courses are you taking this year? Mark all that apply.

a. Algebra I
b. Algebra IA
c. Algebra IB
d. Algebra II
e. Discrete Math
f. Geometry
g. Integrated Math I
h. Integrated Math II
i. Integrated Math III
j. Integrated Math IV
k. Probability/Statistics
l. Review/Remedial Math
m. Other Math Courses: _____

55. (87.) (If student is taking more than one math course, this question will be asked of the most advanced course): I am taking this course because…
(Mark all that apply)

- o I really enjoy math
- o I like to be challenged
- o I had no choice, it is a school requirement
- o The school guidance counselor suggested I take it
- o My parent(s) encouraged me to take it
- o A teacher or other school official encouraged me to take it
- o There were no other math courses offered
- o My friends were taking it
- o I will need it for college
- o I will need it for my career
- o I heard it was the easiest math class
- o I don't know why I am taking this course
- o It was assigned to me

56. (88.) Mark the single most important or main reason you are taking this course: (Mark one)

- o I really enjoy math
- o I like to be challenged
- o I had no choice, it is a school requirement
- o The school guidance counselor suggested I take it
- o My parent(s) encouraged me to take it
- o A teacher or other school official encouraged me to take it
- o There were no other math courses offered
- o My friends were taking it
- o I will need it for college
- o I will need it for my career
- o I heard it was the easiest math class
- o I don't know why I am taking this course
- o It was assigned to me

57. How much do you agree or disagree with the following statements about your current math class?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am enjoying my math class very much.	O	O	O	O
b. I think this math class is a waste of my time.	O	O	O	O
c. I think my math class is fun.	O	O	O	O
d. I think this math class is boring.	O	O	O	O
e. I don't like my math class at all.	O	O	O	O

58. (54.) I do my assignments in my math classes because…

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I enjoy what I am learning.	O	O	O	O
b. I am interested in math.	O	O	O	O
c. I like learning something new.	O	O	O	O
d. I like taking on a challenge.	O	O	O	O
e. I want to be good at math.	O	O	O	O
f. My parents make me.	O	O	O	O
g. I want to keep up my grades.	O	O	O	O

59. (61.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The information we learn in my math class is useful for everyday life.	O	O	O	O
b. The information we learn in my math class will be useful for college.	O	O	O	O
c. The information we learn in my math class will be useful for my career.	O	O	O	O
d. I really feel that I am wasting my time in math class.	O	O	O	O
e. I like to get by in math class doing as little work as possible.	O	O	O	O

60. (81.) How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am confident that I can do an excellent job on my math tests.	O	O	O	O
b. I'm certain I can understand the most difficult material presented in my math textbooks.	O	O	O	O
c. I'm certain I can master the skills being taught in my math class.	O	O	O	O
d. I am confident I can do an excellent job on my math assignments.	O	O	O	O

61. (48b.) How important to you is getting good grades in your current math course?

- o Not at all important
- o Somewhat important
- o Very important

62. (X4) Please choose your [math/Review-Remedial Math/Probability-Statistics/Algebra I/Algebra IA/Algebra IB/Algebra II/Discrete Math/Geometry/Integrated Math I/Integrated Math II/Integrated Math III/Integrated Math IV] teacher from the dropdown list below.

63. (99.) How much do you agree or disagree with the following statements about your math teacher? Remember, none of your teachers or your principal is going to see any of the answers you provide.

My math teacher…..

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Values and listens to students' ideas.	O	O	O	O
b. Treats students with respect.	O	O	O	O
c. Treats me like an adult.	O	O	O	O
d. Treats every student fairly.	O	O	O	O
e. Thinks every student can be successful.	O	O	O	O
f. Thinks mistakes are okay as long as all students learn.	O	O	O	O
g.. Grades our math work fairly.	O	O	O	O
h. Treats some kids better than other kids.	O	O	O	O
i. Tries to make math interesting.	O	O	O	O
j. Treats boys and girls differently.	O	O	O	O
k. Makes math easy to understand.	O	O	O	O
l. Does a good job at organizing lessons and class activities	O	O	O	O
m. Has an excellent understanding of math material	O	O	O	O

64. (X3) Are you currently taking a science course this fall?

- o Yes
- o No

65. (57) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I see myself as a science person.	O	O	O	O
b. Others see me as a science person.	O	O	O	O
c. I want others to see me as a science person.	O	O	O	O

66. (59.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am good at science.	O	O	O	O
b. My science teacher thinks I am good at science.	O	O	O	O
c. My parents think I am good at science.	O	O	O	O
d. My friends think I am good at science.	O	O	O	O

67. (80.) How much do you agree or disagree with each of the following statements? Compared to others my age….

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am good at science.	O	O	O	O
b. Work in science class is easy for me.	O	O	O	O
c. I have to study hard in science.	O	O	O	O

68. (95.) When you finish a science assignment, how often do you check to make sure it is done correctly?

- o Never
- o Rarely
- o Sometimes
- o Often

69. (96.) When you are working on a science assignment, how often do you think about whether you understand what you are doing?

- o Never
- o Rarely
- o Sometimes
- o Often

70. (89.) (If yes to 64) What science courses are you taking this year? (Mark all that apply)

a. Anatomy/Physiology
b. Biology I
c. Biology II
d. Chemistry I
e. Chemistry II
f. Earth Science
g. Environmental Science
h. Integrated Science I
i. Integrated Science II
j. Integrated Science III
k. Integrated Science IV
l. Physical Science
m. Physics I
n. Other Science Courses: _____

71. (90.) (If student is taking more than one science course, this question will be asked of the most advanced course): I am taking this course because…(Mark all that apply)

- o I really enjoy science
- o I like to be challenged
- o I had no choice, it is a school requirement
- o The school guidance counselor suggested I take it
- o My parent(s) encouraged me to take it
- o A teacher or other school official encouraged me to take it
- o There were no other science courses offered
- o My friends were taking it
- o I will need it for college
- o I will need it for my career
- o I heard it was the easiest science class
- o I don't know why I am taking this course
- o It was assigned to me

72. (90.) Mark the single most important or main reason you are taking this course: (Mark one)

- o I really enjoy science
- o I like to be challenged
- o I had no choice, it is a school requirement
- o The school guidance counselor suggested I take it
- o My parent(s) encouraged me to take it
- o A teacher or other school official encouraged me to take it
- o There were no other science courses offered
- o My friends were taking it
- o I will need it for college
- o I will need it for my career

- o I heard it was the easiest science class
- o I don't know why I am taking this course
- o It was assigned to me

73. (53.) How much do you agree or disagree with the following statements about your current science class?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am enjoying my science class very much.	O	O	O	O
b. I think this science class is a waste of my time.	O	O	O	O
c. I think my science class is fun.	O	O	O	O
d. I think this science class is boring.	O	O	O	O
e. I don't like my science class at all.	O	O	O	O

74. (55.) I do my assignments in my science classes because…

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I enjoy what I am learning.	O	O	O	O
b. I am interested in science.	O	O	O	O
c. I like learning something new.	O	O	O	O
d. I like taking on a challenge.	O	O	O	O
e. I want to be good at science.	O	O	O	O
f. My parents make me	O	O	O	O
g. I want to keep up my grades	O	O	O	O

75. (62.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The information we learn in my science class is useful for everyday life.	O	O	O	O
b. The information we learn in my science class will be useful for college.	O	O	O	O
c. The information we learn in my science class will be useful for my career.	O	O	O	O
d. I really feel that I am wasting my time in science class.	O	O	O	O
e. I like to get by in science doing as little work as possible.	O	O	O	O

76. (82.) How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I am confident that I can do an excellent job on my science tests.	O	O	O	O
b. I'm certain I can understand the most difficult material presented in my science textbook.	O	O	O	O
c. I'm certain I can master the skills being taught in my science class.	O	O	O	O
d. I am confident I can do an excellent job on my science assignments.	O	O	O	O

77. (48c.) How important to you is getting good grades in your current science course?

- o Not at all important
- o Somewhat important
- o Very important

78. (X5) Please choose your [science/Anatomy-Physiology/Biology I/Biology II/Chemistry I/Chemistry II/Earth Science/Environmental Science/Integrated Science I/Integrated Science II/Integrated Science III/Integrated Science IV/Physical Science/Physics I] teacher from the dropdown list below.

79. (100.) How much do you agree or disagree with the following statements about your science teacher? My science teacher…

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Values and listens to students' ideas.	O	O	O	O
b. Treats students with respect	O	O	O	O
c. Treats me like an adult.	O	O	O	O
d. Treats every student fairly.	O	O	O	O
e. Thinks every student can be successful.	O	O	O	O
f. Thinks mistakes are okay as long as all students learn.	O	O	O	O
g. Grades our science work fairly.	O	O	O	O
h. Treats some kids better than other kids.	O	O	O	O
i. Tries to make science interesting.	O	O	O	O
j. Treats boys and girls differently.	O	O	O	O
k. Makes science easy to understand	O	O	O	O
l. Does a good job at organizing lessons and class activities	O	O	O	O

m. Has an excellent understanding of science material	O	O	O	O

PART III. YOUR SCHOOL LIFE

80. (35.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. My parents or guardians know where I am at all times.	O	O	O	O
b. My parents or guardians know who I am with at all times.	O	O	O	O
c. The rules in my family are quite clear.	O	O	O	O
d. My parents know if I follow family rules.	O	O	O	O

81. (44, 48a, and 51.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel safe at this school.	O	O	O	O
b. I feel proud being part of my school				
c. I am treated with as much respect as other students in my class.	O	O	O	O
d. Most of the time I would like to be any place other than school.	O	O	O	O
e. There are always teachers or other adults in my school that I can talk to if I have a problem.	O	O	O	O
f. School is often a waste of time.	O	O	O	O
g. Getting good grades in school is important to me.	O	O	O	O

82. (91.) How often do you go to class:…

	Never	Rarely	Sometimes	Often
a. Without your homework done	O	O	O	O
b. Without pencil or paper	O	O	O	O
c. Without books	O	O	O	O
d. Late	O	O	O	O

83. (92.) How often:

	Never	Rarely	Sometimes	Often
a. Do you really pay attention during class	O	O	O	O
b. Does your mind wander in class	O	O	O	O
c. Do you joke around in class	O	O	O	O
d. Do you talk with your friends during class	O	O	O	O

84. (49.) Not including lunch or study periods, what is your favorite school subject? What is your least favorite school subject?

a, English O
b. Non-English Language O
c. History O
d. Science O
e. Art O
f, Music O
g. Mathematics O
h. Gym O
i. Religion O
j. Health O
k. Computer O
l. Government O
m. Other (specify) O

85. (49.) Not including lunch or study periods, what is your least favorite school subject?

a, English O
b. Non-English Language O
c. History O
d. Science O
e. Art O
f. Music O
g. Mathematics O
h. Gym O
i. Religion O
j. Health O
k. Computer O
l. Government O
m. Other (specify) O

86. (67.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Studying in school rarely pays off later with good jobs.	O	O	O	O
b. Even if I study, I will not be able to get into college.	O	O	O	O
c. Even if I study, my family cannot afford to pay for me to attend college.	O	O	O	O
d. Working is more important for me than attending college.	O	O	O	O

87. (45-1.) Between the start of 8th grade and now, which of the following people have you talked to about the following?… Please mark all people who apply.

	Mother or Female Guardian	Father or Male Guardian	Your Friends	A Favorite Teacher	A School Counselor	Have not Discussed
a. What courses to take this school year	O	O	O	O	O	O
b. What math courses to take this school year	O	O	O	O	O	O
c. What science courses to take this school year	O	O	O	O	O	O
d. Going to college	O	O	O	O	O	O
e. Possible jobs/careers when you are an adult	O	O	O	O	O	O
f. Personal problems	O	O	O	O	O	O

88. (45-2.) Who provided the most helpful advice? Mark one for each line.

	Mother or Female Guardian	Father or Male Guardian	Your Friends	A Favorite Teacher	A School Counselor	Have not Discussed
a. What courses to take this school year	O	O	O	O	O	O
b. What math courses to take this school year	O	O	O	O	O	O
c. What science courses to take this school year	O	O	O	O	O	O
d. Going to college	O	O	O	O	O	O
e. Possible jobs/careers when you are an adult	O	O	O	O	O	O
f. Personal problems	O	O	O	O	O	O

89. (46.) Please think of your closest friend in this school who is a ninth grader. As far as you know, are the following statements true or false for him/her?

	True	False
a. Gets good grades	O	O
b. Is interested in school	O	O
c. Wants to finish high school	O	O
d. Attends classes regularly	O	O
e. Plans to go to college	O	O
f. Is popular with others	O	O

90. (68.) How much do you agree or disagree with each of the following statements? If I spend too much time and effort in my math and science classes…

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I won't have enough time for other classes that I enjoy.	O	O	O	O
b. I won't have enough time for hanging out with my friends.	O	O	O	O
c. I won't have enough time for extracurricular activities.	O	O	O	O
d. I won't be popular.	O	O	O	O
e. I'll be made fun of.	O	O	O	O

91. (85.) How would you compare boys and girls in...

	Girls are much better	Girls are somewhat better	Girls and boys are the same	Boys are somewhat better	Boys are much better
a. Reading	O	O	O	O	O
b. Math	O	O	O	O	O
c. Writing	O	O	O	O	O
d. Science	O	O	O	O	O

92. (69.) How much do you agree or disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I don't think too much about the future.	O	O	O	O
b. It's really no use worrying about the future.	O	O	O	O
c. What will happen in the future is important in deciding what I should do now.	O	O	O	O

d. What I do today will have little impact on what happens 5-10 years from now.	O	O	O	O

93. (97.) About how many hours do you spend outside of school in a typical 7-day week during the school year doing each of the following?

- o Working on math homework and studying for math class

  [ ][ ] Hours

- o Working on science homework and studying for science class

  [ ][ ] Hours

- o Working on homework and studying for the rest of your classes

  [ ][ ] Hours

- o Participating in extracurricular activities such as sports teams, clubs, band, student government

  [ ][ ] Hours

- o Working for pay, not including chores or jobs you do around your house

  [ ][ ] Hours

- o Spending time with your family

  [ ][ ] Hours

- o Hanging out/socializing with your friends

  [ ][ ] Hours

- o Watching television/movies

  [ ][ ] Hours

- o Playing video games

  [ ][ ] Hours

- o Chatting or surfing online

  [ ][ ] Hours

- o Talking on the phone/text messaging

  [ ][ ] Hours

94. (98.) Are you participating in any of these activities?

	Yes	No
a. Talent Search	O	O
b. Upward Bound	O	O
c. Gear Up	O	O

95. (60.) How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The information we learn in school is useful for everyday life.	O	O	O	O
b. I like to get by in school doing as little work as possible.	O	O	O	O
c. The information we learn in school will be useful for college.	O	O	O	O
d. The information we learn in school will be useful for my career.	O	O	O	O

PART VI YOUR SCHOOLWORK

96. (63.) Please check all the terms in which you plan on taking a math course during your high school career.

- o Fall 2008
- o Spring 2009
- o Fall 2009
- o Spring 2010
- o Fall 2010
- o Spring 2011
- o Fall 2011
- o Spring 2012
- o You do not plan on taking more math courses → Skip to question 100

97. (64). Do you intend to enroll in:

	Yes	No	I don't know what that is	I haven't thought about it yet
a. an Advanced Placement (AP) calculus course?	O	O	O	O
b. an International Baccalaureate (IB) calculus course?	O	O	O	O

98. (66c.) Mark all the reasons you plan on taking more math.

a. It is required to graduate O
b. My parents will want me to
c. My teachers and/or guidance counselor will want me to O
d. I am good at math/science O
e. I will need advanced math/science for the type of career I want O
f. Most students like me take advanced courses O
g. I enjoy studying math/science O
h. That kind of math will be useful for getting into college O
i. That kind of math will be useful at college O
j. I don't know why, I just probably will O
k. My friends are going to take it O
l. I really haven't thought about it O

99. (66d) What is the most important reason for taking more math? (Mark one)

a. It is required to graduate O
b. My parents will want me to
c. My teachers and/or guidance counselor will want me to O
d. I am good at math/science O
e. I will need advanced math/science for the type of career I want in the future O
f. Most students like me take advanced courses O
g. I enjoy studying math/science O
h. That kind of math will be useful for getting into college O
i. That kind of math will be at college O
j. I don't know why, I just probably will O
k. My friends are going to take it O
l. I really haven't thought about it O

100. (X6) What are the reasons you do not plan to take any more math courses during your high school career? (verbatim)

101. (65.) Please check all the terms in which you plan on taking a science course during your high school career.

- o Fall 2008
- o Spring 2009
- o Fall 2009
- o Spring 2010
- o Fall 2010
- o Spring 2011
- o Fall 2011
- o Spring 2012
- o You do not plan on taking more science courses → Skip to question 105

102. (66.) Do you intend to enroll in:

	Yes	No	I don't know what that is	I haven't thought about it yet
a. an Advanced Placement (AP) science course?	O	O	O	O
b. an International Baccalaureate (IB) science course?	O	O	O	O

103. (66c) Mark all the reasons you plan on taking more science:

a. It is required to graduate O
b. My parents will want me to
c. My teachers and/or guidance counselor will want me to O
d. I am good at math/science O
e. I will need advanced math/science for the type of career I want O
f. Most students like me take advanced courses O
g. I enjoy studying math/science O
h. That kind of math will be useful for getting into college O
i. That kind of math will be useful at college O
j. I don't know why, I just probably will O
k. My friends are going to take it O
l. I really haven't thought about it O

104. (66e) What is the most important reason for taking more science? (Mark one)

a. It is required to graduate O
b. My parents will want me to
c. My teachers and/or guidance counselor will want me to O
d. I am good at math/science O
e. I will need advanced science for the type of career I want in the future O
f. Most students like me take advanced courses O
g. I enjoy studying science O
h. That kind of science will be useful for getting into college O
i. That kind of science will be at college O
j. I don't know why, I just probably will O
k. My friends are going to take it O
l. I really haven't thought about it O

105. (X7) What are the reasons you do not plan to take any more science courses during your high school career? (verbatim)

106. (83.) Was there any course you wanted to take this term but couldn't?

- o Yes
- o No

107. (84.) (If yes to 106)
What course?_____

Why?

- o Couldn't fit into schedule
- o Wasn't available
- o Needed to take required courses instead
- o I was discouraged from taking it by my parents
- o I was discouraged from taking it by a teacher or guidance counselor
- o I was discouraged from taking it by my friends
- o Other, Specify_____

108. (71a.) Have you put together a "college plan" or a series of activities and courses that you will need to complete in order to get into college?

- o No—Skip to 110
- o Yes—Go to 109
- o I haven't thought about it—Skip to 110

109. (71b.) Who helped you put the "college plan" together? (Mark all that apply)

- o A counselor
- o A teacher
- o My parents
- o Other—specify

110. (72a.) Have you put together a "career plan"—for example, a series of activities and courses that you will need to complete in order to be successful in your eventual career??

- o No—Skip to 112
- o Yes—Go to 111
- o I haven't thought about it—Skip to 112

111. (72b.) Who helped you put the "career plan" together? (Mark all that apply)

- o A counselor
- o A teacher
- o My parents
- o Other—specify

112. (70.) Have you taken or are you planning to take:

	I don't know the test	Yes	No	I haven't thought about it
a. The PSAT	O	O	O	O
b. The College Board Scholastic Assessment Test (SAT)	O	O	O	O
c. American College Testing Service (ACT)	O	O	O	O
d. An Advanced Placement (AP) test	O	O	O	O
e. A test for the International Baccalaureate (IB)	O	O	O	O

113. (73.) Do you expect to still be enrolled in school six months from now?

- o No
- o Yes
- o I haven't thought about it

PART V. YOUR PLANS AND EXPECTATIONS FOR THE FUTURE

114. (74.) As things stand now, how far in school do you think you will get?

- o Less than high school
- o High school graduation or GED only
- o Attend or complete a 2-year school course in a community college or vocational school
- o Attend college, but not graduate
- o Graduate from college with a 4-year degree
- o Obtain a Master's degree or equivalent
- o Obtain a Ph.D., M.D., or other advanced degree
- o Don't know

115. (75.) Would you be disappointed if at age 30 you did not have a bachelor's degree?

- o Yes
- o No

116. (76.) What is the principal activity that you plan to do *right after* high school?

- o Enroll in a 4-year college or university
- o Enroll in a 2-year community college
- o Enroll in a vocational, technical, or trade school
- o Join the armed services
- o Get a job
- o Start a family
- o Travel
- o Do volunteer or missionary work
- o Not sure what I want to do

117. (77.) As things stand now, write in the name of the job or occupation that you expect or plan to have at age 30.

- o Specify the job, occupation, or career_____
- o I don't know

118. (78.) How much have you thought about this choice?

- o A little
- o Somewhat
- o A lot

119. (50.) For the job you expect to have at age 30, how important are the following to you?

	Very Important	Somewhat Important	Not at all Important
a. Helping people	O	O	O
b. Working to improve society	O	O	O
c. Having lots of free time	O	O	O
d. Working closely with people	O	O	O
e. Building or creating things	O	O	O
f. Having lots of money	O	O	O
g. Working outdoors	O	O	O
h. Learning new things	O	O	O
i. Expressing yourself	O	O	O
j. Working with animals	O	O	O
k. Not having to sit at a desk all day	O	O	O
l. Using no math	O	O	O
m. Using a computer	O	O	O
n. Working in a lab	O	O	O
o. I haven't thought about it	O	O	O
p. I'm not really sure yet	O	O	O

120. (47.) When I want to talk about my future plans, I talk: (Mark one)

- o mostly to my parents
- o more to my parents than my friends
- o to my parents and my friends about the same
- o more to my friends than my parents
- o mostly to my friends
- o I don't talk to my parents or my friends about the future

Appendix J-2

HSLS:09 Parent Questionnaire

1. What is your relationship to [9th grader]? Are you (his/her) biological (mother/father), adoptive (mother/father), step (mother/father) or someone else?

- o Biological Mother/Father
- o Adoptive Mother/Father
- o Stepmother/Stepfather
- o Foster Mother/Father
- o Female Partner of Parent/Guardian
- o Male Partner of Parent/Guardian
- o Grandmother/Grandfather
- o Other Relative
- o Other Guardian

2. (If respondent is not a parent) Does one or both of [9th grader's] parents live in the same household as you and [9th grader]?

- o Yes, two parents
- o Yes, one parent
- o No, neither parent

3. (If respondent is a parent or neither parent lives in 9th grader's household) Do you have a spouse or partner who lives in the same household as you and [9th grader]?

- o Yes, a spouse
- o Yes, a partner
- o No, not applicable

4. (If respondent is a parent who has a spouse or partner OR respondent is not a parent but one or both parents live in household) What is (your spouse's/your partner's/this parent's/these parents') relationship to [9th grader]?

- o Biological Mother/Father
- o Adoptive Mother/Father
- o Stepmother/Stepfather
- o Foster Mother/Father
- o Grandmother/Grandfather
- o Other Female Relative
- o Other Male Relative
- o Other Female Guardian
- o Other Male Guardian

5. (If respondent is only parent in household) What is your current marital status? OR (If respondent is not a parent)

- o Married
- o Divorced
- o Separated
- o Never Married
- o Widowed
- o Don't Know

6. What is [9th grader's] parents' current marital status? Are they?

- o Married
- o Divorced
- o Unmarried partners
- o Separated
- o Never Married
- o Widowed
- o Don't Know

7. How much of the time does [9th grader] live with you (and your spouse/and your partner/and (his/her) parents)?

- o All of the time → Skip to Q9
- o More than half of the time
- o Half of the time
- o Less than half of the time
- o None of the time

8. With whom does [9th grader] live most of the time when (he/she) does not live with you?

- o With his/her other parent(s)
- o With another adult relative
- o With a friend
- o At boarding school
- o With a nonrelated adult guardian(s)
- o By himself/herself
- o Other_____

9a. How many brothers and sisters does [9th grader] have? Consider all siblings, including half- and step- and adoptive brothers and sisters, regardless of where they live.

	None	1	2	3	4	5	6 or more
a. Full and/or adoptive brother(s)	O	O	O	O	O	O	O
b. Half-brother(s)	O	O	O	O	O	O	O
c. Step-brother(s)	O	O	O	O	O	O	O
d. Full and/or adoptive sister(s)	O	O	O	O	O	O	O
e. Half-sister(s)	O	O	O	O	O	O	O
f. Step-sister(s)	O	O	O	O	O	O	O

9b. How many of these siblings are older than [9th grader]?

10. Including yourself and your 9th grader, how many people living in your household are…

a. Under the age of 18

b. 18 years of age or older

11. Are you Hispanic or Latino/Latina?

- o Yes→ Go to question 12
- o No → Skip to question 13

12. (If yes) Which one of the following are you?

- o Mexican, Mexican-American or Chicano
- o Other Hispanic

13. Please select one or more of the following choices to best describe your race.

- o White → Skip to Q15
- o Black/African American → Skip to Q15
- o Asian → Go to Q14
- o Native Hawaiian or other Pacific Islander → Skip to Q15
- o American Indian or Alaska Native → Skip to Q15

14. (If Asian) Which one of the following are you?

- o Chinese
- o Filipino
- o Southeast Asian (Vietnamese, Thai, etc.)
- o South Asian (Asian Indian, Sri Lankan, etc.)
- o Other Asian

15. Is your (spouse/partner) Hispanic or (Latino/Latina)?

- o Yes→Go to Q16
- o No→ Skip to Q17

16. If yes: If your (spouse/partner) is Hispanic or Latino/Latina, please select one of the following choices best describes him/her:

- o Mexican, Mexican-American, Chicano
- o Other Hispanic or Other Latino/Latina

17. Please select one or more of the following choices to best describe your (spouse's/partner's) race. Is (he/she)…?

- o White → Skip to Q19
- o Black/African American → Skip to Q19
- o Asian → Go to Q18
- o Native Hawaiian or other Pacific Islander → Skip to Q19
- o American Indian or Alaska Native → Skip to Q19

18. If you marked Asian, which of the following is your spouse/partner?

- o Chinese
- o Filipino
- o Southeast Asian (Vietnamese, Thai, etc.)
- o South Asian (Asian Indian, Sri Lankan, etc.}
- o Other Asian

19. (33) In what year (were you/was [9th grader's] mother) born?

Year

1	**9**		

20. (19) In what country (were you/was [9th grader's] mother) born?

- o U.S→ Skip to question 22
- o Not born in US → Go to question 21

21. (20) (If not born in U.S.) In what year did (you/she) come to the United States to stay permanently?

Years

22. (34) In what year (were you/was [9th grader's] father) born?

Year

1	**9**		

23. (21) In what country (were you/ was [9th grader's] father) born?

- o U.S→ Skip to question 25
- o Not born in US → Go to question 24

24. (22) (If not born in U.S.) In what year did (you/he) come to the United States to stay permanently?

Years

25. (23) In what country was [9th grader] born?

- o U.S→ Skip to question 28
- o Not born in US → Go to question 26

26. (24) (If not born in U.S.) In what year did [9th grader] come to the United States to stay permanently?

Years

27. (25) What grade was (he/she) placed in when (he/she) started school in the United States?

- o Pre-K
- o K
- o 1-9

28. (26) Is any language other than English regularly spoken in your home?

- o Yes→ Go to question 29
- o No→ Skip to question 33

29. (27) (If yes) What languages other than English are spoken in your home?

Select all that apply.

- o Spanish
- o Another European language (for example, French, German, Russian, etc.)
- o A Chinese language
- o A Filipino language
- o A Southeast Asian language (for example, Vietnamese, Thai, etc.)
- o A South Asian Language (for example, Hindi, Tamil)
- o Another Asian Language (for example, Japanese, Korean)
- o A Middle Eastern Language (for example, Arabic, Farsi)
- o Other

30. (28) Is English also spoken in your home?

- o Yes→ Go to question 31
- o No→ If more than one non-English language spoken go to 31, otherwise skip to question 33

31. (29) (If yes) What language does [9th grader] usually speak to you in your home?

- o English
- o Spanish
- o Another European language (for example, French, German, Russian, etc.)
- o A Chinese language
- o A Filipino language
- o A Southeast Asian language (for example, Vietnamese, Cambodian, etc.)
- o A South Asian Language (for example, Hindi, Tamil)
- o Another Asian Language (for example, Japanese, Korean)
- o A Middle Eastern Language (for example, Arabic, Farsi)
- o other specify_____

32. (30) (If yes) What language do you usually speak to [9th grader] in your home?

- o English
- o Spanish
- o Another European language (for example, French, German, Russian, etc.)
- o A Chinese language
- o A Filipino language
- o A Southeast Asian language (for example, Vietnamese, Cambodian, etc.)
- o A South Asian Language (for example, Hindi, Tamil)
- o Another Asian Language (for example, Japanese, Korean)
- o A Middle Eastern Language (for example, Arabic, Farsi)
- o other specify_____

33. (31) Has [9th grader] ever been enrolled in an English as a Second Language (ESL) program?

- o Yes→ Go to question 34
- o No→ Skip to question 35
- o Don't know→ Skip to question 35

34. (32) (If yes) Is [9th grader] currently enrolled in an English as a Second Language (ESL) program?

- o Yes
- o No
- o Don't know

35. What is the highest level of education you have reached? (Mark one)

a.	Did not finish high school	O
b.	Graduated from high school or equivalent (GED)	O
c.	Started but have not completed a degree from a 2-year school or college (such as a vocational or technical school or a junior or community college)	O
d.	Graduated from a 2-year school (such as a vocational or technical school, a junior college, or a community college)	O
e.	Started but have not completed a 4-year college degree	O
f.	Graduated from a 4-year college	O
g.	Started but have not completed a Master's degree	O
h.	Completed a Master's degree or equivalent	O
i.	Started but have not completed a Ph.D., M.D., or other advanced professional degree program	O
j.	Completed a Ph.D., M.D., or other advanced professional degree	O

36. (If at least associate's degree) What was your major area of study for your [highest degree]?

_____

37. What is the highest level of education (your spouse/your partner/[9th-grader's] father) has completed? (Mark one)

a.	Did not finish high school	O
b.	Graduated from high school or equivalent (GED)	O
c.	Started but have not completed a degree from a 2-year school or college (such as a vocational or technical school or a junior or community college)	O
d.	Graduated from a 2-year school (such as a vocational or technical school, a junior college, or a community college)	O
e.	Started but have not completed a 4-year college degree	O
f.	Graduated from a 4-year college	O
g.	Started but have not completed a Master's degree	O
h.	Completed a Master's degree or equivalent	O
i.	Started but have not completed a Ph.D., M.D., or other advanced professional degree program	O
j.	Completed a Ph.D., M.D., or other advanced professional degree	O

38. (If at least associate's degree) What was (his/her) major area of study for (his/her) [highest degree]?

_____

39. During the past week, did (you/[9th grader's] mother) hold a job for pay or income?

- o Yes→ Go to question 40
- o No→ Skip to question 43
- o Not applicable→ Skip to question 43

40. (If yes) About how many total hours per week do (you/[9th grader's] mother) usually work for pay or income, counting all jobs?

Total hours per week

41. What is (your/her) job title? If (you/she) had more than one job, describe the one at which (you/she) worked the most hours.

_____

42. What (do you/does she) actually do in that job? That is, what are (your/her) main activities or duties?

_____

43. During the past week, did (your spouse/your partner/[9th grader's] father) hold a job for pay or income?

- o Yes→ Go to question 44
- o No→ Skip to question 47

44. (If yes) About how many total hours per week does (your spouse/your partner/[9th grader's father) usually work for pay or income, counting all jobs?

Total hours per week

45. What is (his/her) job title? If (he/she) had more than one job, describe the one at which (he/she) worked the most hours.

_____

46. What (do you/does he) actually do in that job? That is, what are (your/his) main activities or duties?

_____

47. What was your total household income from all sources (including income from work, investment income, alimony, etc.) prior to taxes and deductions in calendar year 2008?

(Verbatim) (if verbatim refused, ask 48)

48. (If 47 refused) Please indicate the range that best estimates your total household income from all sources (including income from work, investments, alimony, etc.), prior to taxes and deductions, for calendar year 2007.

- o $14,999 or less
- o $15,000 - $34,999
- o $35,000 - $54,999
- o $55,000 - $74,999
- o $75,000 - $94,999
- o $95,000 - $114,999
- o $115,000 - $134,999
- o $135,000 - $154,999
- o $155,000 - $174,999
- o $175,000 - $194,999
- o $195,000 - $214,999
- o $215,000 - $234,999
- o $235,000 and above

49. Do you?

- o Own or pay mortgage on your home
- o Rent your home
- o Or have some other arrangement

50. Since starting kindergarten, has [9th grader] repeated any grades?

- o Yes→ Go to question 51
- o No→ Skip to question 52

51. (If yes) What grades did (he/she) repeat? (Mark all that apply)

- o Kindergarten
- o 1st Grade
- o 2nd Grade
- o 3rd Grade
- o 4th Grade
- o 5th Grade
- o 6th Grade
- o 7th Grade
- o 8th Grade
- o 9th Grade

52. Since starting kindergarten, has [9th grader] skipped any grades?

- o Yes →Go to Question 53
- o No → Skip to Question 54

53. (If yes) What grade(s) did (he/she) skip? (Mark all that apply)

- o Kindergarten
- o 1st Grade
- o 2nd Grade
- o 3rd Grade
- o 4th Grade
- o 5th Grade
- o 6th Grade
- o 7th Grade
- o 8th Grade

54. How many times has [9th grader] changed schools since he/she first entered school? Do not count changes that occurred as a result of promotion to the next grade or level (for example, a move from an elementary school to from a middle school or from a middle school to a high school in the same district). Please enter zero if your 9th grader has not changed schools except for promotion.

Total times changed schools

55. Since the first grade, has [9th grader] ever stopped going to school for a period of a month or more other than for illness, injury or vacation?

- o Yes
- o No

56. Since the first grade, has [9th grader] ever been suspended (not counting detentions) or expelled from school?

- o Yes
- o No

57. During the last school year, how many times did [9th grader's] school contact you (or your spouse/partner) about...?

	Never	**Rarely**	**Sometimes**	**Often**
a. [9th grader's] behavior in school	O	O	O	O
b. [9th grader's] attendance record at school	O	O	O	O
c. [9th grader's] academic performance	O	O	O	O

58. Did [9th grader] take algebra in either the 7th or 8th grade?

- o Yes
- o No
- o Don't know

59. (71) From the start of 8th grade until now, did [9th grader] have any academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program?

- o Yes →Go to Question 60
- o No → Skip to Question 62

60. (72) (If yes) In what subjects was this instruction?

- o Reading
- o Math
- o Science
- o Writing

Other (specify)_____

61. (73) Was the purpose of any of this instruction to help your 9th grader catch up in school?

- o Yes
- o No

62. (67) Does your [9th grader] currently have an Individualized Education Plan (IEP)?

- o Yes .....→ Go to question 63
- o No .....→ Skip to question 64
- o Don't know .....→ Skip to question 64

63. (68) What is the main disability category for your 9th grader's IEP? (Mark one)

- o Autism
- o Deafness
- o Deaf-blindness
- o Emotional disturbance
- o Hearing impairment
- o Learning disability
- o Mental retardation
- o Multiple disabilities
- o Orthopedic impairment
- o Other health impairment
- o Speech or language impairment
- o Traumatic brain injury
- o Visual impairment (including blindness)

64. (69) Has [9th grader] ever been diagnosed by a doctor as having a specific learning disability?

- o Yes
- o No
- o Don't know

65. (66) In your opinion, does [9th grader] have a specific learning disability?

- o Yes
- o No
- o Don't know

66. (70) Is [9th grader] currently enrolled in a gifted and talented education (GATE) program?

- o Yes
- o No
- o Don't know

67. (59) How often did you talk with other parents about teachers, courses, or school events...?

	Never	Rarely	Sometimes	Often
a. at [9th grader's] 8th grade school?	O	O	O	O
b. at [9th grader's] current school?	O	O	O	O

68. (60) Did you (or your spouse/partner) attend an open house or orientation at [9th grader's] high school before this school year began?

- o Yes
- o No

69. (61) Did you request that [9th grader] get or not get a particular 9th grade teacher or course at (his/her) high school?

- o Yes
- o No

70. (62) In the past year, how often did you (and your spouse/partner) discuss the following subjects with [9th grader]?

	Never	Rarely	Sometimes	Often
a. Selecting courses or programs at school	O	O	O	O
b. School activities or events	O	O	O	O
c. Things [9th grader] has studied in class	O	O	O	O
d. [9th grader's] grades	O	O	O	O
e. Your [9th grader's] plans after leaving high school	O	O	O	O
f. Applying to colleges or other schools after high school	O	O	O	O
g. Jobs [9th grader] might like to have when (he/she) grows up	O	O	O	O

71. (63) How much influence do you think you have on the choices [9th grader] makes about school?

- o None
- o A little
- o Some
- o A lot

72. (X1) During the last school year, how often did you and your spouse/partner help [9th grader] with his/her homework?

- o Never
- o Less than once a week
- o Once or twice a week
- o 3 or 4 times a week
- o 5 or more times a week

73. (X2) How confident do you feel about your ability to help [9th grader] in each of the following subjects?

	Very confident	**Somewhat confident**	**Not at all confident**
a. The math your 9th grader has this year	O	O	O
b. The science your 9th grader has this year	O	O	O
c. The English composition, literature, or reading your 9th grader has this year	O	O	O

74. (64) Are there family rules that are enforced for [9th grader] about the following activities?

	Yes	**No**
a. Earning acceptable grades in school	O	O
b. Doing homework	O	O

75. (X3) Do you or [9th grader's] (mother/stepmother/foster mother/father/stepfather/foster father) (or another adult in your household) check to see that (his/her) homework is done?

- o Yes
- o No

76. (65) In a typical week, what is the latest [9th grader] can stay out on school nights (Sunday - Thursday)?

- o Not allowed out
- o No later than 8:00 PM
- o No later than 9:00 PM
- o No later than 10:00 PM
- o No later than 11:00 PM
- o No later than midnight
- o As late as (he/she) wants

77. (74) During the last 12 months, has [9th grader] participated in any of the following activities outside of school?

	Yes	No
a. Music, dance, art, or theater	O	O
b. Organized sports supervised by an adult	O	O
c. Religious youth group or religious instruction	O	O
d. Scouting or another group or club activity	O	O
e. A math or science camp	O	O
f. Another camp	O	O
g. Any other regular activities or lessons	O	O

78. (75) In the past year, that is, since {month, day}, has anyone in your family done the following activities with your 9th grader?

	Yes	No
a. Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum?	O	O
b. Worked or played on a computer together?	O	O
c. Built or fixed something such as a vehicle or appliance?	O	O
d. Attended a school science fair?	O	O
e. Helped [9th grader] with a school science fair project?	O	O
f. Discussed a program or article about math, science, or technology?	O	O
g. Another science, technology, engineering or math-related activity? (specify)_____	O	O

79. (76) How would you compare boys and girls in...?

	Girls are much better	Girls are somewhat better	Girls and boys are the same	Boys are somewhat better	Boys are much better
a. Reading	O	O	O	O	O
b. Math	O	O	O	O	O
c. Writing	O	O	O	O	O
d. Science	O	O	O	O	O

80. (78) How far in school do you want [9th grader] to go? (Please mark only the highest level that applies)

- O Did not finish high school
- O Graduated from high school or equivalent (GED)
- O Started but have not completed a degree from a 2-year school or college (such as a vocational or technical school or a junior or community college)
- O Graduated from a 2-year school (such as a vocational or technical school, a junior college, or a community college)
- O Started but have not completed a 4-year college degree
- O Graduated from a 4-year college
- O Started but have not completed a Master's degree
- O Completed a Master's degree or equivalent
- O Started but have not completed a Ph.D., M.D., or other advanced professional degree program
- O Completed a Ph.D., M.D., or other advanced professional degree

81. (79) As things stand now, how far in school do you think [9th grader] will actually get? (Please mark only the highest level that applies)

Not finish high school.	O
Graduate from high school or equivalent (GED)	O
Graduate from high school and attend a 2-year school (such as a vocational or technical school, a junior college, or a community college) but not complete a degree	O
Graduate from a 2-year school (such as a vocational or technical school, a junior college, or a community college)	O
Graduate from high school and go to college but not complete a 4-year degree	O
Graduate from college	O
Obtain a Master's degree or equivalent	O
Obtain a PhD, MD, or other advanced degree	O
Don't know	O

82. (80) (If thinks 9th grader will continue education after high school) Do you think [9th grader] will start (his/her) college education at a:

- o Vocational or trade school
- o 2-year school
- o 4-year school
- o I have not thought about this yet

83. (81) Do you or does anyone in your family plan to help [9th grader] pay for (his/her) education after high school?

- o Yes
- o No
- o Or you have not thought about this yet?

84. (77) How important do you think the following subjects are for your 9th grader to meet (her/his) educational goals?

	Extremely Important	Important	Somewhat Important	Unimportant
a. Reading	O	O	O	O
b. Math	O	O	O	O
c. Writing	O	O	O	O
d. Science	O	O	O	O

85. (82) Did anyone help you to complete this questionnaire?

- o Yes → Go to Q86
- o No → Skip to Q87

86. (83) Who assisted with questionnaire completion?

- o My ninth grader named on the front cover
- o Another family member
- o One of my friends
- o Another person in the community

87. (84) Parent's Name

_____

Last Name First Name MI

88. (85) Address

_____

(Include number, street, apartment number, P.O. Box, etc.)

_____

City, State, Zip code

89. (86) Home telephone

(_____)_____

Area Code

90. (87) Business phone

(_____)_____Ext. _____

Area Code

91. (88) Cell phone

(_____)_____

Area Code

92. (89) E-mail address

_____

93. (90) SSN

			-			-				

94. (91) Student's SSN

			-			-				

95. (92) Nonresident parent's name

_____

Last Name First Name MI

96. (93) Address

_____

(Include number, street, apartment number, P.O. Box, etc)

_____

City, State, Zip code

97. (94) Home telephone

(_____)_____

Area Code

98. (95) Business phone

(_____)_____ Ext. _____

Area Code

99. (96) Relative's name

_____

Last Name First Name MI

100. (97) Address

_____
(Include number, street, apartment number, P.O. Box, etc.)

_____
City, State, Zip code

101. (98) Home Telephone

(_____)_____
Area Code

102. (99) Relative's relationship to parent

_____

103. (100) Close friend's name

_____
Last Name First Name MI

104. (101) Address

_____
(Include number, street, apartment number, P.O. Box, etc.)

_____
City, State, Zip code

105. (102) Home Telephone

(_____)_____
Area Code

Appendix J3
School Administrator Questionnaire

PART I. SCHOOL CHARACTERISTICS, STRUCTURE AND POLICIES

1. (3) Mark each grade level included in your school.

- o Kindergarten
- o 1st grade
- o 2nd grade
- o 3rd grade
- o 4th grade
- o 5th grade
- o 6th grade
- o 7th grade
- o 8th grade
- o 9th grade
- o 10th grade
- o 11th grade
- o 12th grade
- o 12+

2. (4) Is your school a public charter school?

- o Yes
- o No

3. (5) What type of school is this? (Mark all that apply)

- o Comprehensive public school (not including magnet school or school of choice)
- o Public magnet school (e.g., whole school, magnet program, school within a school)
- o Public magnet school with a specialized academic, career or technical theme (e.g., a high school for agricultural sciences, International Baccalaureate program)
- o Public school of choice (open enrollment/nonspecialized curriculum)
- o Year-round school
- o High school served by an area or regional vocational school/center (part-time or part-day)
- o Full-time technical or vocational school
- o Other technical or vocational school
- o Catholic school
- o Other private school, religious affiliation
- o Private school, no religious affiliation
- o Boarding school
- o Indian reservation school
- o Military academy
- o Alternative/stay-in-school/dropout prevention school/continuation school
- o Single sex school – all female

- o Single sex school – all male
- o Early college high school
- o Autonomous small school sharing a principal
- o Autonomous small school with own principal
- o School-within-a-school (SWS) sharing a principal with other SWSs or academic programs in same building, but not a career academy

4. (6) Does your school have one or more career academies (defined as a school-within-a-school that focuses on career preparation)?

- o Yes
- o No

5. (8) What kind of academic calendar does your high school (9-12) have?

- o Semester system
- o Trimester system
- o Quarter system
- o Other

6. (X1) How are courses scheduled in your school?

- o Traditional schedule (non-block) only → Go to Q7
- o Block schedule only (such as 4x4 or A/B) → Skip to Q8
- o Both traditional and block scheduling → Go to Q7

7. (10) If your school uses a traditional (nonblock) schedule or also offers courses on a traditional schedule in addition to a block schedule, how many minutes long are courses on the traditional schedule?

Minutes per class

8. (9) Are any of the following types of courses offered through block scheduling?

a. Academic courses offered through block scheduling?	b. Vocational/technical courses offered through block scheduling?	c. Other courses offered through block scheduling?
O Yes O No	O Yes O No	O Yes O No
↓	↓	↓
minutes per block	minutes per block	minutes per block

9. (11) On average, how many hours of instruction per day do students receive at your school?

Total hours per day:

Hours

10. (18) What was the average daily percentage attendance for students in your school last year?

| | | | %

11. (49) When students are absent without an excuse, are parents notified?

- o Yes
- o No

12. (19) What percentage of students attending your school last year (2008-09) were transferred out to an alternative program or school?

| | | | %

13. (41) Does your school have a formal dropout prevention program?

- o Yes →Skip to question 14
- o No→Skip to question 15

14. (42) On what basis are students recommended for your dropout prevention program? (Mark all that apply)

- o Absentee record
- o Academic performance
- o Teacher's referral
- o Counselor's referral
- o Parental request
- o Student request
- o Disciplinary problems

15. (43) Are any of the following programs offered at your school to assist students who are struggling with mathematics? (Mark all that apply)

a. Evening high school credit recovery program O
b. Homework assistance program O
c. School-run tutoring program O

d.	Peer tutoring	O
e.	Other tutoring program	O
f.	Extra subject period	O
g.	Off-track credit recovery program	O
h.	Summer school credit recovery program	O
i.	Supplementary instruction after regular school hours or on Saturdays	O
j.	Other, please specify: verbatim	O

16. (44) Are any of the following programs offered at your school to assist students who are struggling with science? (Mark all that apply)

a.	Evening high school credit recovery program	O
b.	Homework assistance program	O
c.	School-run tutoring program	O
d.	Peer tutoring	O
e.	Other tutoring program	O
f.	Extra subject period	O
g.	Off-track credit recovery program	O
h.	Summer school credit recovery program	O
i.	Supplementary instruction after regular school hours or on Saturdays	O
j.	Other, please specify: verbatim	O

17. (45) How does your school assist students in the transition from middle school to high school? (Mark all that apply)

- o No transition, high school grades continue in K–12, 7–12, or other program
- o No special activities until students arrive at high school in the fall
- o High school students present information at the middle schools
- o Middle grade students invited to social event at high school before school year starts
- o Middle grade students attend regular classes at high school
- o Buddy or big brother/sister programs that pair new student with older ones at entry
- o Parents visit high school for orientation in the fall after children have entered
- o Summer meetings at the high school
- o High school counselors meet with students while they are still in the middle grades
- o Middle grade and high school teachers meet together on courses and requirements
- o Middle grade and high school administrators meet together on articulation and programs
- o Middle grade counselors meet with high school counselors or staff
- o Ninth-graders are placed in small learning communities or 9th Grade Academies
- o Other (specify) _____

18. (46) Does your school offer any of the following programs to assist ninth graders who are struggling academically? (Mark all that apply)

- o Summer program prior to entry into high school that provides supplemental instruction in reading and math
- o Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria
- o Double-blocked class schedules
- o Catch-up courses
- o After-school tutoring
- o Weekend tutoring

19. (47) On what basis are ninth graders who are struggling academically recommended to receive assistance? (Mark all that apply)

- o Absentee record
- o Academic performance
- o Teacher's referral
- o Counselor's referral
- o Parental request
- o Student request
- o Disciplinary problems

20. (1) As of October 1, 2009 (or the most recent date for which data are available), what was the total student enrollment in your school?

[ ] , [ ][ ][ ] students

21. (7) What is your school's current student capacity expressed as a percent, for example, 120 percent filled, 46 percent filled?

[ ][ ][ ] %

22. (14) What percentage of the total student body in your school (Write in percent; Check box, if school does not offer):

- o receive free or reduced-price lunch
  [ ][ ][ ] %
- o are English language learners (ELL)
  [ ][ ][ ] %
- o receive Special Education services for students with disabilities
  [ ][ ][ ] %
- o are enrolled in an alternative program
  [ ][ ][ ] %
- o are enrolled in a dropout prevention program
  [ ][ ][ ] %
- o are enrolled in College Board Advanced Placement (AP) courses
  [ ][ ][ ] %
- o are enrolled in an International Baccalaureate program (IB)
  [ ][ ][ ] %

23. (15) What percentage of the total student body in your school is of Hispanic or Latino origin?

[ ][ ][ ] %

24. (16) What percentage of the total student body in your school are members of the following groups?

- ○ White
  [ ][ ][ ] %
- ○ Black or African American
  [ ][ ][ ] %
- ○ Asian
  [ ][ ][ ] %
- ○ Native Hawaiian or Pacific Islander
  [ ][ ][ ] %
- ○ American Indian or Alaska Native
  [ ][ ][ ] %

25. (2) As of October 1, 2008 (or the most recent date for which data are available), what was the total 9th-grade student enrollment in your school?

[ ] , [ ][ ][ ] 9th grade students

26. (13) What percentage of the 2008–09 ninth-grade class is repeating ninth grade?

[ ][ ][ ] %

27. (12) What percentage of 9th-grade students who were enrolled in your school in September of 2008 returned to your school in September of 2009?

[ ][ ][ ] %

28. (17) What percentage of last year's 12th-grade class:

- ○ were accepted by 4-year degree-granting institutions
  [ ][ ][ ] %
- ○ were accepted by 2-year institutions
  [ ][ ][ ] %

- were accepted by technical/trade schools

			%

- entered the workforce

			%

- joined the military

			%

29. (20) For each of the areas listed below, please indicate the number of full-time teachers or part-time teachers. Please give your best estimate. (If a teacher works full-time in your school, but divides his/her time between two or more subject areas, consider that teacher as part-time in each subject or area.)

- Math

			full-time teachers
			part-time teachers

- Science

			full-time teachers
			part-time teachers

- Art

			full-time teachers
			part-time teachers

- Music

			full-time teachers
			part-time teachers

- English

			full-time teachers
			part-time teachers

- Foreign Language

			full-time teachers
			part-time teachers

- Social science/social studies

			full-time teachers
			part-time teachers

- History

			full-time teachers
			part-time teachers

- Vocational/technical education

			full-time teachers
			part-time teachers

- Physical education

			full-time teachers
			part-time teachers

- Special education

			full-time teachers
			part-time teachers

- All other subject areas in your school

			full-time teachers
			part-time teachers

30. (21) For last school year (2007–08), were there teaching vacancies in either your math or your science departments for which teachers were recruited and interviewed?

- Yes →Go to question 31
- No →Skip to question 32

31. (22) How easy or difficult was it to fill the teaching vacancies in the mathematics or the science departments in your school?

	Math Dept	Science Dept
a. No vacancies in this department	O	O
b. Easy	O	O
c. Somewhat difficult	O	O
d. Very difficult	O	O
e. Could not fill the vacancy	O	O

32. (23) Does your school/district offer signing bonuses or incentives to attract qualified full-time <u>math</u> teachers (e.g., monetary bonuses, tuition aid, or tuition tax credits)?

Offers signing bonuses → o Yes o No
Offers incentives → o Yes o No

33. (24) Does your school/district offer signing bonuses or incentives to attract qualified full-time <u>science</u> teachers (e.g., monetary bonuses, tuition aid, or tuition tax credits)?

Offers signing bonuses → o Yes o No
Offers incentives → o Yes o No

34. (25) Of the full-time teachers who instruct <u>math</u> in your school, how many are certified by your state to teach math at the secondary school (9-12) level?

			certified math teachers

35. (26) Of the full-time teachers who instruct <u>science</u> in your school, how many are certified in the state to teach science at the secondary school (9-12) level?

			certified science teachers

36. (27) How many full-time <u>math</u> teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

			full-time math teachers

37. (28) How many full-time <u>science</u> teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

			full-time science teachers

38. (29) Of your school's full-time <u>math</u> teachers, about how many are absent on an average day?

			full-time math teachers

39. (30) Of your school's full-time <u>science</u> teachers, about how many are absent on an average day?

			full-time science teachers

40. (32) Which of the following math courses does your school offer? Which of the following are open to 9th graders?

	Offered	**Offered to 9th graders**
Algebra I	O	O
Algebra IA	O	O
Algebra IB	O	O
Algebra II	O	O
Calculus	O	O
Calculus Prep	O	O
Calculus AP (AB)	O	O
Calculus AP (BC)	O	O
Discrete Math	O	O
Geometry	O	O
Integrated Math I	O	O
Integrated Math II	O	O
Integrated Math III	O	O
Integrated Math IV	O	O
Probability/Statistics	O	O
Probability/Statistics AP	O	O
Computer Science AP	O	O
Review/Remedial Math	O	O

Other Math Courses: (specify)_____

41. (31) Which of the following science courses does your school offer? Which of the following are open to 9th graders?

	Offered	**Offered to 9th graders**
Anatomy/Physiology	O	O
Biology I	O	O
Biology II	O	O
Biology AP	O	O
Chemistry I	O	O
Chemistry II	O	O
Chemistry AP	O	O
Earth Science	O	O
Environmental Science	O	O

Environmental Science AP	O	O
Integrated Science I	O	O
Integrated Science II	O	O
Integrated Science III	O	O
Integrated Science IV	O	O
Physical Science	O	O
Physics I	O	O
Physics II	O	O
Other Science Courses: _____	O	O

42. (33) Does your school offer an International Baccalaureate (IB) program?

- o Yes
- o No

43. (34) Which of the following mathematics courses are required for graduation?
(Mark all that apply)

- o Algebra I
- o Geometry
- o Algebra II
- o Probability/Statistics
- o Data Analysis
- o Other Math Courses: _____
- o No specific courses required

44. (35) How does your school assign teachers to math classes? (Mark all that apply)

- o Requests are granted based on teacher seniority
- o Class assignments are made based on teacher performance
- o Class assignments are rotated
- o Class assignments are made based on balancing teaching loads
- o Class assignments are made based on experience
- o The principal/school administrator/department head decides which teacher fits best with a particular class or group of students

45. (X2) How does your school assign teachers to science classes? (Mark all that apply)

- o Requests are granted based on teacher seniority
- o Class assignments are made based on teacher performance
- o Class assignments are rotated
- o Class assignments are made based on balancing teaching loads
- o Class assignments are made based on experience
- o The principal/school administrator/department head decides which teacher fits best with a particular class or group of students

46. (36) Which of the following best describes your school's approach to providing instruction in <u>math</u> to students who come to you with different abilities, learning rates,

interests or motivations in math (do not include Special Education students when considering your answer)?

- o We offer differentiated courses in math but students have open access to any course provided they have taken the required prerequisite(s)
- o We offer differentiated courses and do differentiated grouping in math
- o We offer a variety of undifferentiated courses in math, and students have open access to any course provided they have taken the required prerequisite(s)
- o Other (specify) _____

47. (37) Which of the following statements best describes your school's approach to providing instruction in <u>science</u> to students who come to you with different abilities, learning rates, interests, or motivations in science (do not include Special Education students when considering your answer)?

- o We offer differentiated courses in science but students have open access to any course provided they have taken the required prerequisite(s)
- o We offer differentiated courses and do differentiated grouping in science
- o We offer a variety of undifferentiated courses in science, and students have open access to any course provided they have taken the required prerequisite(s)
- o Other (specify) _____

48. (38) Does your school offer different levels of Algebra I for students who vary in ability or in academic background (e.g., prior 8th-grade coursework in math)?

- o Yes
- o No

49. (39) Are students assigned to math courses, or sections of math courses, by ability?

- o Yes
- o No

50. (40) Are students assigned to science courses, or sections of science courses, by ability?

- o Yes
- o No
- o

51. (50) How much emphasis do you place on the following goals and objectives for your teachers?

	No or minor emphasis	Moderate emphasis	Major emphasis
a. Assisting all students to achieve high standards	O	O	O
b. Using curricula aligned with high standards	O	O	O

c. Maintaining a quiet and orderly	O	O	O
classroom environment	O	O	O
d. Providing challenging material, activities,	O	O	O
and assignments for higher achieving students	O	O	O
e. Using instructional strategies aligned with	O	O	O
high standards (e.g., differentiated instruction)	O	O	O
f. Communicating well with parents	O	O	O
g. Working well with other staff	O	O	O
h. Openness to new ideas and methods	O	O	O
i. Participating in professional development activities	O	O	O

52. (48) To the best of your knowledge how often do the following types of problems occur at your school?

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Tardiness	O	O	O	O	O
b. Absenteeism	O	O	O	O	O
c. Class cutting	O	O	O	O	O
d. Physical conflicts among students	O	O	O	O	O
e. Robbery or theft	O	O	O	O	O
f. Vandalism	O	O	O	O	O
g. Use of alcohol	O	O	O	O	O
h. Use of illegal drugs	O	O	O	O	O
i. Students under the influence of drugs/alcohol while at school	O	O	O	O	O
j. The sale of drugs on the way to or from school and/or on school grounds	O	O	O	O	O
k. Possession of weapons	O	O	O	O	O
l. Physical abuse of teachers	O	O	O	O	O
m. Student racial tensions	O	O	O	O	O
n. Student bullying	O	O	O	O	O
o. Student verbal abuse of teachers	O	O	O	O	O
p. In-class misbehavior	O	O	O	O	O
q. Student acts of disrespect for teachers	O	O	O	O	O
r. Gang activities	O	O	O	O	O

53. What is the highest degree you have earned?

- o Do not have a degree
- o Associate's degree
- o Bachelor's degree
- o Master's degree
- o Educational specialist or professional diploma
- o Doctorate or first professional degree

54. What were your major and minor (or 2nd major) fields of study for your <u>undergraduate</u> degree? MARK ONE RESPONSE IN EACH COLUMN

	Major	Minor	2nd/Major
a. Education administration/instructional	O	O	O
leadership	O	O	O
b. Education	O	O	O
c. English	O	O	O
d. Mathematics	O	O	O
e. History/social studies/social science	O	O	O
f. Natural/physical sciences	O	O	O
g. Foreign languages	O	O	O
h Physical education	O	O	O
i. Vocational education	O	O	O
j. Business	O	O	O
k. Other (Please Specify)	O	O	O
l. Does not apply	O	O	O

55. What were your major and minor (or 2nd major) fields of study for your <u>graduate</u> degree? MARK ONE RESPONSE IN EACH COLUMN

	Major	Minor	2nd/Major
a. Education administration/instructional	O	O	O
leadership	O	O	O
b. Education	O	O	O
c. English	O	O	O
d. Mathematics	O	O	O
e. History/social studies/social science	O	O	O
f. Natural/physical sciences	O	O	O
g. Foreign languages	O	O	O
h Physical education	O	O	O
i. Vocational education	O	O	O
j. Business	O	O	O
k. Other (Please Specify)	O	O	O
l. Does not apply	O	O	O

56. Before you became a principal, how many years of elementary, middle, or secondary teaching experience did you have?

a. Elementary (K-5)

[ ][ ] Years

b. Middle (6-8)

[ ][ ] Years

c. Secondary (9-12)

[ ][ ] Years

57. What was the main subject that you taught?

_____

58. (63) Before you became a principal, did you have any management experience outside of the field of education?

- o Yes
- o No

59. (61) Did you become a principal through alternative prep programs (e.g., New Leaders for New Schools)?

- o Yes
- o No

60. (58) Since becoming a principal, how many years of elementary, middle, or secondary teaching experience have you had?

a. Elementary (K-5)

[ ][ ] Years

b. Middle (6-8)

[ ][ ] Years

c. Secondary (9-12)

| | | Years

61. (54) Prior to this school year, how many years did you serve as the principal of this or any other school?

| | | Years

62. (55) Prior to this school year, how many years did you serve as the principal of this school?

| | | Years

63. (59) In addition to serving as principal, are you currently teaching in this school?

- o Yes
- o No

64. (60) Are you certified as a principal in your state?

- o Yes
- o No

65. (62) Please estimate the percentage of time you spend in an average week on the following activities:

a. Working with teachers on instructional issues				%
b. Internal school management (e.g., weekly calendars, vendors, office, memos, etc.)				%
c. External school management (e.g., district/superintendent meetings, financial operations, public relations, communicating with decision-makers outside the school community, etc.)				%
d. Student discipline/attendance				%
e. Monitoring hallways, campus, lunchroom				%
f. Teaching				%
g. Talking and meeting with parents				%
h. Meeting with students				%
i. Paperwork required by local, state, or federal authorities				%

66. (63) What is your sex?

- o Female
- o Male

67. Are you of Hispanic or Latino Origin?

- o Yes
- o No

68. Which best describe your race? (Mark all that apply)

- o White
- o Black or African American
- o Asian
- o Native Hawaiian or other Pacific Islander
- o American Indian or Alaska Native

Appendix J4
Mathematics Teacher Questionnaire

1. (9.) Are you male or female?

- ○ Female
- ○ Male

2. (10.) Are you of Hispanic or Latino origin?

- ○ Yes
- ○ No

3. (11.) What is your race? (Mark all that apply)

- ○ White
- ○ Black/African American
- ○ Asian
- ○ Native Hawaiian or Other Pacific Islander
- ○ American Indian or Alaska Native

4. (1.) Do you have a bachelor's degree?
[if no or missing, go to question 16]

- ○ Yes
- ○ No

5. (1a.) In what year did you receive your bachelor's degree?

6. (1b.) What is the name of the college or university where you earned this degree?

_____
College

In what city and state is it located?

City _____ **State**_____

7. (1c.) Was this degree awarded by a college/university's school or department of education?

- ○ Yes
- ○ No

8. (1d.) What was your major field of study?

_____

9. (1e.) Did you have a second major or minor field of study?

- ○ Yes →Skip to question 10
- ○ No→ Skip to question 11

10. (1f.) What was your second major or minor field of study?

_____

11. (2.) Do you have a master's degree?

- ○ Yes → Skip to question 12
- ○ No → Skip to question 16

12. (2a.) In what year did you receive your master's degree?

13. (X1.) What is the name of the college/university where you earned your master's degree?

_____
College/University

14. (2b.) Was this degree awarded by a college/university's school or department of education?

- ○ Yes
- ○ No

15. (2c.) What was your major field of study?

_____

16. (3.) Have you earned any of the degrees or certificates listed below?
[If so, same three sub questions for each that applies]

- ○ Vocational certificate
- ○ Associate's degree
- ○ SECOND Bachelor's degree
- ○ SECOND Master's degree
- ○ Educational specialist or professional diploma (at least one year beyond master's level)
- ○ Certificate of Advanced Graduate Studies
- ○ Doctorate or first professional degree

17. (5.) How many college mathematics courses have you completed?
[if 0 or missing, go to question 19]

18. (4.) Which of the following college courses have you completed?

- ○ Calculus
- ○ Abstract algebra
- ○ Linear algebra
- ○ Non-Euclidean geometry
- ○ Probability and statistics
- ○ Discrete or finite mathematics
- ○ Other upper division mathematics

19. (6.) Which of the following describes the teaching certificate you currently hold in THIS state?

- ○ Regular or standard state certificate or advanced professional certificate
- ○ Certificate issued after satisfying all requirements except the completion of a probationary period
- ○ Certificate that requires some additional coursework, student teaching, or test score before regular certification can be obtained
- ○ Certificate issues to persons who must complete a certification program in order to continue teaching
- ○ I do not hold any of the above certifications in THIS state → Skip to question 21

20. (7.) In which grades does this certificate allow you to teach mathematics in THIS state? (Select all that apply)

- ○ Any grade, kindergarten – 5th
- ○ Any grade, 6th – 8th
- ○ Any grade, 9th – 12th

21. (8.) Did you enter teaching through an alternative certification program?

- ○ Yes
- ○ No

22. (X1.) Did you work in a field or a job in which you used math before becoming a teacher?

- ○ Yes
- ○ No

23. (12a.) Including this year, how many years in total have you taught at the elementary level (K-8)?

Years

24. (12b.) Including this year, how many years in total have you taught at the secondary level (9-12)

Years

25. (13.) Including this year, how many years have you taught mathematics at the secondary level (9-12)?

Years

26. (14.) Including this year, how many years in total have you taught in this school?

Years

27. (15.) Are you currently collecting a pension from a teacher retirement system or drawing money from a school/system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

- ○ Yes
- ○ No

28. (18.) Indicate the extent to which you agree or disagree with each of the following statements about mathematics teachers at this school:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. In this school, mathematics teachers set high standards for teaching	O	O	O	O
b. In this school, math teachers set high standards for students' learning.	O	O	O	O
c. Mathematics teachers in this school believe all students can do well.	O	O	O	O
d. In this school, math teachers make expectations for instructional goals clear to students.	O	O	O	O
e. Mathematics teachers in this school give up on some students.	O	O	O	O
f. Mathematics teachers in this school care only about smart students.	O	O	O	O
g. Mathematics teachers in this school expect very little from students.	O	O	O	O
h. Mathematics teachers in this school work hard to make sure all students are learning.	O	O	O	O

For each class in which an HSLS student is enrolled: [Note: routed through preloaded link]

29. (19.) Which of the following best describes the title of this mathematics course?

- ○ Algebra I
- ○ Algebra IA
- ○ Algebra IB
- ○ Algebra II
- ○ Calculus
- ○ Calculus Prep
- ○ Calculus AP
- ○ Discrete Math
- ○ Geometry
- ○ Integrated Math I
- ○ Integrated Math II
- ○ Integrated Math III
- ○ Integrated Math IV
- ○ Probability/Statistics
- ○ Probability/Statistics AP
- ○ Review/Remedial Math

○ Other Math Course (please specify):
_____

30. (20.) What textbook/program is primarily used in this class?

Publisher
_____

Title
_____

Edition
_____

31. (21.) Approximately what percentage of this textbook/program do you plan to cover this school year?

☐☐☐ %

32. (22.) What percentage of the instructional time in this class do you anticipate will be based on each of the following:

Primary mathematics textbook/program
☐☐☐ %

Other textbooks/programs
☐☐☐ %

Other commercially available instructional materials
☐☐☐ %

Materials obtained from professional development courses
☐☐☐ %

Materials obtained at conferences/conventions (e.g., National Council of Teachers of Mathematics)
☐☐☐ %

Materials created by you
☐☐☐ %

A graphing calculator
☐☐☐ %

Other (please specify)_____ [field test only]
☐☐☐ %

33. (23.) Thinking of a typical student in this class, which of the following best describes the difficulty level of the primary textbook/program? (Mark one)

- ○ It is much too easy
- ○ It is somewhat too easy
- ○ It is at the appropriate level
- ○ It is somewhat too difficult
- ○ It is much too difficult

34. (24.) How often do you anticipate the designated mathematics textbook/program will be used in each of the following ways:

	Never	Rarely	Some-times	Often	Always
a. I will follow the textbook/program page by page.	O	O	O	O	O
b. I will pick what is important from the textbook/program and skip the rest.	O	O	O	O	O
c. I will follow my district's curriculum recommendations regardless of what is in the textbook/program.	O	O	O	O	O
d. The textbook/program will guide the structure (content emphasis) of my course.	O	O	O	O	O
e. I will incorporate activities from other sources to supplement what the textbook/program is lacking.	O	O	O	O	O
f. I will read and review suggestions in the textbook's/program's teacher guide to plan my lessons.	O	O	O	O	O
g. I will use the student textbook/program to plan my lessons.	O	O	O	O	O
h. I will assign homework from the textbook/program.	O	O	O	O	O
i. My students will use their textbook/program during the mathematics lesson.	O	O	O	O	O
j. My students will use their textbook/program for homework assignments.	O	O	O	O	O

35. (25.) For this class, what percentage of the test items you plan to use…

Come from the primary textbook or program
[ ][ ][ ] %

Come from other commercially available materials
[ ][ ][ ] %

Come from professional development courses
[ ][ ][ ] %

Were developed by the school or district
[ ][ ][ ] %

Were developed by you
[ ][ ][ ] %

Come from another source (please specify)___ [field test only]
[ ][ ][ ] %

36. (26.) To what extent do you agree or disagree with each of the following statements about how high school mathematics teaching assignments are made in this school? (Mark all that apply)

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	Advanced courses are assigned to teachers with the most seniority.	O	O	O	O
b.	Advanced courses are assigned to teachers with the strongest mathematics background.	O	O	O	O
c.	All or most mathematics teachers are assigned at least one section of advanced courses.	O	O	O	O
d.	Non-college prep courses are assigned to teachers new to the profession.	O	O	O	O
e.	Non-college prep courses are assigned to teachers whose students don't perform well on standardized tests.	O	O	O	O
f.	All or most mathematics teachers are assigned at least one section of a non-college prep course.	O	O	O	O

37. (27.) How do you rate the remedial help in your school for grades 9-12 students who are struggling in Algebra I?

	Poor	Fair	Good	Excellent
a. Availability of tutoring or other remedial assistance	O	O	O	O
b. Quality of tutoring or other remedial assistance	O	O	O	O

38. (31.) To what extent do you agree or disagree with each of the following statements about the mathematics department in this school?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Mathematics teachers share ideas on teaching	O	O	O	O
b. Mathematics teachers discuss what was learned at a workshop or conference	O	O	O	O
c. Mathematics teachers share and discuss student work	O	O	O	O
d. Mathematics teachers discuss particular lessons that were not very successful	O	O	O	O
e. Mathematics teachers in this department discuss beliefs about teaching and learning	O	O	O	O
f. Mathematics teachers in this department share and discuss research on effective teaching methods	O	O	O	O
g. Mathematics teachers in this department share and discuss research on effective instructional practices for English language learners	O	O	O	O
h. Mathematics teachers in this department explore new teaching approaches for under-performing students	O	O	O	O
i. Mathematics teachers in this department make a conscious effort to coordinate the content of courses with other teachers in the school	O	O	O	O
j. Mathematics teachers in this department are effective at teaching students mathematics	O	O	O	O
k. Mathematics teachers in this department provide support to new mathematics teachers	O	O	O	O

l. The mathematics department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging	O	O	O	O

39. (17.) In general, how would you compare boys and girls in...?

	Girls are much better	Girls are somewhat better	Girls and boys are the same	Boys are somewhat better	Boys are much better
a. Reading	O	O	O	O	O
b. Math	O	O	O	O	O
c. Writing	O	O	O	O	O
d. Science	O	O	O	O	O

40. (28.) To what extent is each of the following a problem in this school?

	Not Applicable	Not At All	A Little	A Lot
a. Student tardiness	O	O	O	O
b. Student absenteeism	O	O	O	O
c. Student truancy	O	O	O	O
d. Teacher absenteeism	O	O	O	O
e. Students dropping out	O	O	O	O
f. Student apathy	O	O	O	O
g. Lack of parental involvement	O	O	O	O
h. Poverty	O	O	O	O
i. Students coming to school unprepared to learn	O	O	O	O
j. Poor student health	O	O	O	O
k. Lack of resources and materials for teachers	O	O	O	O

41. (29.) In your view, to what extent do the following limit how you teach?

		Not Applicable	Not At All	A Little	Some	A Lot
a.	Students with different academic abilities in the same class	O	O	O	O	O
b.	Students who come from a wide range of socioeconomic backgrounds	O	O	O	O	O
c.	Students who come from a wide range of language backgrounds	O	O	O	O	O
d.	Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment)	O	O	O	O	O
e.	Uninterested students	O	O	O	O	O
f.	Low morale among students	O	O	O	O	O
g.	Disruptive students	O	O	O	O	O
h.	Shortage of computer hardware/software	O	O	O	O	O
i.	Shortage of support for using computers	O	O	O	O	O
j.	Shortage of textbooks for student use	O	O	O	O	O
k.	Shortage of other instructional equipment for students' use	O	O	O	O	O
l.	Shortage of equipment for teacher use in demonstrations and other exercises	O	O	O	O	O
m.	Inadequate physical facilities	O	O	O	O	O
n.	High student/teacher ratio	O	O	O	O	O
o.	Lack of planning time	O	O	O	O	O
p.	Lack of autonomy in instructional decisions	O	O	O	O	O
q.	Lack of parent/family support	O	O	O	O	O
r.	Inadequate opportunities for professional development	O	O	O	O	O
s.	Inadequate administrative support	O	O	O	O	O

42. (16.) Indicate the extent to which you agree or disagree with each of the following statements as it applies to your instruction:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The amount a student can learn is primarily related to family background.	O	O	O	O
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	O	O	O	O
c. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	O	O	O	O
d. If parents would do more for their children, I could do more for my students.	O	O	O	O
e. If a student did not remember information I gave in a previous lesson, I'd know how to increase his/her retention in the next lesson.	O	O	O	O
f. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	O	O	O	O
g. If one of my students couldn't do a class assignment, I could accurately assess whether the assignment was at the correct level of difficulty.	O	O	O	O
h. If I really try hard, I can get through to even the most difficult or unmotivated students.	O	O	O	O
i. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	O	O	O	O

43. (30.) Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The principal deals effectively with pressures from outside the school that might interfere with my teaching	O	O	O	O
b. The principal does a poor job of getting resources for this school	O	O	O	O
c. The principal sets priorities, makes plans, and sees that they are carried out	O	O	O	O
d. The principal knows what kind of school he/she wants and has communicated it to the staff	O	O	O	O
e. The principal lets staff members know what is expected of them	O	O	O	O
f. The principal is interested in innovation and new ideas	O	O	O	O
g. The principal usually consults with staff members before he/she makes decisions that affect us	O	O	O	O

44. (32.) Indicate the extent to which you agree or disagree with each of the following statements about the teachers at your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers in this school help maintain discipline in the entire school, not just their classroom.	O	O	O	O
b. Teachers in this school take responsibility for improving the school.	O	O	O	O
c. Teachers in this school set high standards for themselves.	O	O	O	O
d. Teachers in this school feel responsible for helping students develop self-control.	O	O	O	O
e. Teachers in this school feel responsible to help each other do their best.	O	O	O	O
f. Teachers in this school feel responsible that all students learn.	O	O	O	O
g. Teachers in this school feel responsible when students in this school fail.	O	O	O	O

Appendix J5
Science Teacher Questionnaire

1. (9.) Are you male or female?

- ○ Female
- ○ Male

2. (10.) Are you of Hispanic or Latino origin?

- ○ Yes
- ○ No

3. (11.) What is your race? (Mark all that apply)

- ○ White
- ○ Black/African American
- ○ Asian
- ○ Native Hawaiian or Other Pacific Islander
- ○ American Indian or Alaska Native

4. (1.) Do you have a bachelor's degree?
[if no or missing, go to question 16]

- ○ Yes
- ○ No

5. (1a.) In what year did you receive your bachelor's degree?

6. (1b.) What is the name of the college or university where you earned this degree?

_____
College/university

In what city and state is it located?

_____
City **State**

7. (1c.) Was this degree awarded by a college/university's school or department of education?

- ○ Yes
- ○ No

8. (1d.) What was your major field of study?

_____

9. (1e.) Did you have a second major or minor field of study?

- ○ Yes →Skip to question 10
- ○ No→ Skip to question 11

10. (1f.) What was your second major or minor field of study?

_____

11. (2.) Do you have a master's degree?

- ○ Yes →Skip to question 12
- ○ No→ Skip to question 16

12. (2a.) In what year did you receive your master's degree?

13. (X1.) What is the name of the college/university where you earned your master's degree?

_____

College/University

14. (2b.) Was this degree awarded by a college/university's school or department of education?

- ○ Yes
- ○ No

15. (2c.) What was your major field of study?

_____

16. (3.) Have you earned any of the degrees or certificates listed below?

[If so, same three sub questions for each that applies]

- ○ Vocational certificate
- ○ Associate's degree
- ○ SECOND Bachelor's degree
- ○ SECOND Master's degree
- ○ Educational specialist or professional diploma (at least one year beyond master's level)
- ○ Certificate of Advanced Graduate Studies

- ○ Doctorate or first professional degree

17. (5.) How many college science courses have you completed?
[if 0 or missing, go to question 19]

18. (4.) Which of the following college courses have you completed?

- ○ Chemistry
- ○ Earth/Space Sciences
- ○ Environmental Sciences
- ○ Life Sciences
- ○ Physics
- ○ Other

19. (6.) Which of the following describes the teaching certificate you currently hold in THIS state?

- ○ Regular or standard state certificate or advanced professional certificate
- ○ Certificate issued after satisfying all requirements except the completion of a probationary period
- ○ Certificate that requires some additional coursework, student teaching, or passing a test before regular certification can be obtained
- ○ Certificate issued to persons who must complete a certification program in order to continue teaching
- ○ I do not hold any of the above certifications in THIS state → Skip to question 21

20. (7.) In which grades does this certificate allow you to teach science in THIS state? (Select all that apply)

- ○ Any grade, kindergarten – 5th
- ○ Any grade, 6th – 8th
- ○ Any grade, 9th – 12th (biology/life sciences)
- ○ Any grade, 9th – 12th (chemistry/physics/physical science)
- ○ Any grade, 9th – 12th (earth/space sciences)
- ○ Any grade, 9th – 12th (other science)

21. (8.) Did you enter teaching through an alternative certification program?

- ○ Yes
- ○ No

22. (X1.) Did you work in a field or job in which you used science before becoming a teacher?

- ○ Yes
- ○ No

23. (12a.) Including this year, how many years in total have you taught at the elementary level (K-8)?

		Years

24. (12b.) Including this year, how many years in total have you taught in the secondary level (9-12)?

		Years

25. (13.) Including this year, how many years have you taught science at the secondary level (9-12)?

		Years

26. (14.) Including this year, how many years in total have you taught in this school?

		Years

27. (15.) Are you currently collecting a pension from a teacher retirement system or drawing money from a school/system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

- ○ Yes
- ○ No

28. (18.) Indicate the extent to which you agree or disagree with each of the following statements about science teachers at this school:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Science teachers set high standards for teaching.	O	O	O	O
b. Science teachers set high standards for students' learning.	O	O	O	O
c. Science teachers in this school believe all students can do well.	O	O	O	O

d. Science teachers make expectations for instructional goals clear to students.	O	O	O	O
e. Science teachers in this school give up on some students.	O	O	O	O
f. Science teachers in this school care only about smart students.	O	O	O	O
g. Science teachers in this school expect very little from students.	O	O	O	O
h. Science teachers in this school work hard to make sure all students are learning.	O	O	O	O

For each class in which an HSLS student is enrolled:
(Note: program prompts the teacher; the linkage to class is preloaded into the computer.)

29. (19.) Which of the following best describes this science course?

- ○ Anatomy/ Physiology
- ○ Biology I
- ○ Biology II
- ○ Biology AP
- ○ Chemistry I
- ○ Chemistry II
- ○ Chemistry AP
- ○ Earth Science
- ○ Environmental Science
- ○ Integrated Science I
- ○ Integrated Science II
- ○ Integrated Science III
- ○ Integrated Science IV
- ○ Physical Science
- ○ Physics I
- ○ Physics II
- ○ Physics AP
- ○ Other Science Course: _____
- ○

30. (20.) What textbook/program is primarily used in this class?

- ○ Publisher
- ○ Title
- ○ Edition

31. (21.) Approximately what percentage of the designated textbook/program do you plan to cover this school year?

| | | | %

32. (22.) What percentage of the instructional time in this class do you anticipate will be based on the following:

Primary science textbook/program

| | | | %

Other textbooks/programs

| | | | %

Other commercially available instructional materials

| | | | %

Materials obtained from professional development courses

| | | | %

Materials obtained at conferences/conventions
(e.g., National Science Teachers' Association)

| | | | %

Materials created by you

| | | | %

Other (please specify)_____ [field test only]

| | | | %

33. (23.) Thinking of a typical student in this class, which of the following best describes the difficulty level of the primary textbook/program? (Mark one)

- ○ It is much too easy
- ○ It is somewhat too easy
- ○ It is at the appropriate level
- ○ It is somewhat too difficult
- ○ It is much too difficult

34. (24.) How often do you plan the designated science textbook/program will be used in each of the following ways:

	Never	Rarely	Some-times	Often	All the time
a. I will follow the textbook/program page by page.	O	O	O	O	O
b. I will pick what is important from the textbook/program and skip the rest.	O	O	O	O	O
c. I will follow my district's curriculum recommendations regardless of what is in the textbook/program.	O	O	O	O	O
d. The textbook/program will guide the structure (content emphasis) of my course.	O	O	O	O	O
e. I will incorporate activities from other sources to supplement what the textbook/program is lacking.	O	O	O	O	O
f. I will read and review suggestions in the textbook's/program's teacher guide to plan my lessons.	O	O	O	O	O
g. I will use the student textbook/program to plan my lessons.	O	O	O	O	O
h. I will assign homework from the textbook/program.	O	O	O	O	O
i. My students will use their textbook/program during the science lesson.	O	O	O	O	O
j. My students will use their textbook/program for homework assignments.	O	O	O	O	O

35. (25.) For this class, what percentage of the test items you plan to use…

Come from the primary textbook or program

| | | | %

Come from other commercially available materials

| | | | %

Come from professional development courses

| | | | %

Were developed by the school/district

			%

Were developed by you

			%

Come from another source (please specify)_____ [field test only]

			%

36. (26.) To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made in this school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Advanced courses are assigned to teachers with the most seniority	O	O	O	O
b. Advanced courses are assigned to teachers with the strongest science background	O	O	O	O
c. All or most science teachers are assigned at least one section of advanced courses	O	O	O	O
d. Non-college prep courses are assigned to teachers new to the profession	O	O	O	O
e. Non-college prep courses are assigned to teachers whose students don't perform well on standardized tests.	O	O	O	O
f. All or most science teachers are assigned at least one section of a non-college prep course.	O	O	O	O

37. (30.) To what extent do you agree or disagree with each of the following statements about the Science department in this school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Science teachers share ideas on teaching	O	O	O	O
b. Science teachers discuss what was learned at a workshop or conference	O	O	O	O
c. Science teachers share and discuss student work	O	O	O	O
d. Science teachers discuss particular lessons that were not very successful	O	O	O	O
e. Science teachers in this department discuss beliefs about teaching and learning	O	O	O	O
f. Science teachers in this department share and discuss research on effective teaching methods	O	O	O	O
g. Science teachers in this department share and discuss research on effective instructional practices for English language learners	O	O	O	O
h. Science teachers in this department explore new teaching approaches for under-performing students	O	O	O	O
i. Science teachers in this department make a conscious effort to coordinate the content of courses with other teachers in the school	O	O	O	O
j. Science teachers in this department are effective at teaching students science	O	O	O	O
k. Science teachers in this department provide support to new science teachers	O	O	O	O
l. The science department's chair or curricular area coordinator's behavior toward the staff is supportive and encouraging	O	O	O	O

38. (17.) In general, how would you compare boys and girls in...

	Girls are much better	Girls are somewhat better	Girls and boys are the same	Boys are somewhat better	Boys are much better
a. Reading	O	O	O	O	O
b. Math	O	O	O	O	O
c. Writing	O	O	O	O	O
d. Science	O	O	O	O	O

39. (27.) To what extent is each of the following a problem in this school?

	Not applicable	Not at all	A little	Some	A lot
a. Student tardiness	O	O	O	O	O
b. Student absenteeism	O	O	O	O	O
c. Student class cutting	O	O	O	O	O
d. Teacher absenteeism	O	O	O	O	O
e. Students dropping out	O	O	O	O	O
f. Student apathy	O	O	O	O	O
g. Lack of parental involvement	O	O	O	O	O
h. Poverty	O	O	O	O	O
i. Students coming to school unprepared to learn	O	O	O	O	O
j. Poor student health	O	O	O	O	O
k. Lack of resources and materials for teachers	O	O	O	O	O

40. (28.) In your view, to what extent do the following limit how you teach?

	Not applicable	Not at all	A little	Some	A lot
a. Students with different academic abilities in the same class	O	O	O	O	O
b. Students who come from a wide range of socio-economic backgrounds	O	O	O	O	O
c. Students who come from a wide range of language backgrounds	O	O	O	O	O
d. Students with special needs (e.g., hearing, vision, speech impairment, physical disabilities, mental or emotional/psychological impairment)	O	O	O	O	O
e. Uninterested students	O	O	O	O	O
f. Low morale among students	O	O	O	O	O
g. Disruptive students	O	O	O	O	O
h. Shortage of computer hardware/software	O	O	O	O	O
i. Shortage of support for using computers	O	O	O	O	O
j. Shortage of textbooks for student use	O	O	O	O	O
k. Shortage of other instructional equipment for students' use	O	O	O	O	O
l. Shortage of equipment for use in demonstrations and other exercises	O	O	O	O	O
m. Inadequate physical facilities	O	O	O	O	O
n. High student/teacher ratio	O	O	O	O	O
o. Lack of planning time	O	O	O	O	O
p. Lack of autonomy in instructional decisions	O	O	O	O	O
q. Lack of parent/family support	O	O	O	O	O
r. Inadequate opportunities for professional development	O	O	O	O	O
s. Inadequate administrative support	O	O	O	O	O

41. (16.) Indicate the extent to which you agree or disagree with each of the following statements as it applies to your instruction:

	Strongly Disagree	Disagree	Agrees	Strongly Agree
a. The amount a student can learn is primarily related to family background.	O	O	O	O
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	O	O	O	O
c. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	O	O	O	O
d. If parents would do more for their children, I could do more for my students.	O	O	O	O
e. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	O	O	O	O
f. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	O	O	O	O
g. If one of my students can't do a class assignment, I am able to accurately assess whether the assignment was at the correct level of difficulty.	O	O	O	O
h. If I really try hard, I can get through to even the most difficult or unmotivated students.	O	O	O	O
i. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	O	O	O	O

42. (29.) Please indicate the extent to which you agree or disagree with each of the following statements about your school's principal.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The principal deals effectively with pressures from outside the school that might interfere with my teaching	O	O	O	O
b. The principal does a poor job of getting resources for this school	O	O	O	O
c. The principal sets priorities, makes plans, and sees that they are carried out	O	O	O	O
d. The principal knows what kind of school he/she wants and has communicated it to the staff	O	O	O	O
e. The principal lets staff members know what is expected of them	O	O	O	O
f. The principal is interested in innovation and new ideas	O	O	O	O
g. The principal usually consults with staff members before he/she makes decisions that affect us	O	O	O	O

43. (31.) Indicate the extent to which you agree or disagree with each of the following statements about the teachers at your school.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers in this school help maintain discipline in the entire school, not just their classroom.	O	O	O	O
b. Teachers in this school take responsibility for improving the school.	O	O	O	O
c. Teachers in this school set high standards for themselves.	O	O	O	O
d. Teachers in this school feel responsible for helping students develop self-control.	O	O	O	O
e. Teachers in this school feel responsible to help each other do their best.	O	O	O	O
f. Teachers in this school feel				

responsible that all students learn.	O	O	O	O
g. Teachers in this school feel responsible when students in this school fail.	O	O	O	O

Appendix J-6
Counselor Questionnaire

1. Indicate the number of full-time and part-time counselors assigned to high school (in grades 9 through 12) at your school.

		Full-time counselors
		Part-time counselors

2. Of those assigned, indicate the number of counselors that are certified as high school counselors (grades 9 through 12).

		Full-time counselors certified as high school counselors
		Part-time counselors certified as high school counselors

3. (11b) On average, how many students are assigned to a counselor at this school? [verbatim]

		Students assigned to a counselor

4. (11a) Which of the following best describes how counselors are assigned to students at this school? Counselors are assigned…

a. to a specific grade level (e.g., a 9th grade counselor).
b. to an incoming class of 9th graders and remain with them throughout their high school years (e.g., a counselor for the class of 2012).
c. counselors are assigned to a group of students whose last names fall within a slice of the alphabet (e.g., all students with last names from "A to D").
d. in another way. (please specify)_____ *[field test only]*

5. (7) What percentage of students meet with counselors...?

a. at the beginning of the school year?
b. at least once a term (e.g., semester or trimester)?
c. at the end of the school year?
d. by student special request?
e. by counselor special request?

6. (9) Does the school's counseling staff consult with teachers regarding students':

	Yes	No
a. Future course placement	O	O
b. Mid-year course changes	O	O
c. Remediation or tutoring needs	O	O
d. Discipline	O	O
e. Participation in enrichment programs	O	O
f. College preparation	O	O

7. (X1) Who in the school has primary responsibility for dealing with individual students posing discipline problems?

- o Counseling staff
- o School principal
- o Assistant principal
- o Other (please specify): _____ *[field test only]*

8. (10a) Are students in your school required to have a plan, such as a high school graduation (or individual learning) plan?

- o Yes → Go to Q9
- o No → Skip to Q10

9. (10b) Can the high school graduation plan be modified or updated throughout students' high school years?

- o Yes
- o No

10. (12a) Does your school's professional counseling staff assist with transitioning 8th grade students into high school?

- o Yes → Go to Q11
- o No → Skip to Q12

11. (12b) In which of the following ways does your school's professional counseling staff assist with transitioning 8th grade students into high school? [Check all that apply]

a. Presenting information to 8th grade students or parents about high school courses and registration
b. Assisting individual 8th grade students with selecting 9th grade courses based upon their interests and prior achievement
c. Placing 8th grade students into 9th grade courses based on school or district placement policies
d. Other (please specify) _____ *[field test only]*

12. (11c) Does your school have one or more counselors whose primary responsibility is…

	Yes	No
a. Assisting students with college readiness, selection, and applications?	O	O
b. Assisting students with preparation for and placement into the workforce?	O	O

13. (12c) What practices does the school engage in to assist students with the transition from high school to college? [Check all that apply]

- o Holding or participating in college fairs
- o Consulting with postsecondary school representatives about requirements and qualifications sought
- o Encouraging students to visit colleges
- o Offering special programs that help students plan or prepare for college, such as Upward Bound, college scholarships, or AVID
- o Other (please specify):_____ *[field test only]*

14. (13) How does the school assist students with the transition from high school to work? (Check all that apply)

- o Offering internships with local employers
- o Holding or participating in job fairs
- o Arranging school or classroom presentations by local employers
- o Offering career awareness activities
- o Other (please specify):_____ *[field test only]*

15. (21) Is there a vocational-technical program offered at your school?

- o Yes
- o No

16. (8) Which of the following activities are offered to students in this school? (Check all that apply.)

- o School courses in career decision making
- o Occupational information units in subject-matter courses
- o Exploratory work experience programs (e.g., co-op, workstudy, EBCE)
- o Career days or nights
- o Vocational oriented assemblies and speakers in classes
- o Job site visits (field trips)
- o Job shadowing (extended observations of a worker)

17. (8) Which of the following activities are offered to students in this school? (Check all that apply)

- o Simulations (e.g., Singer, SRA Job experience kits)
- o Administering and interpreting tests for career planning purposes (e.g., interest inventories, vocational aptitude tests)
- o Group counseling sessions
- o Training in job seeking skills
- o Use of non-computerized career information resources
- o Use of computerized career information resources
- o Access to college catalogs
- o School arranged tours of postsecondary institutions

18. (20) Does your school have any programs to:

		Yes	**No**
a.	Encourage students who might not be considering college to do so?	O	O
b.	Encourage underrepresented students to pursue mathematics or science	O	O
c.	Inform parents/guardians about mathematics/science higher education and/or career opportunities	O	O

19. (23) Which of the following are available in this school to support and encourage gifted students in mathematics and science? (Check all that apply)

- o Technology and software to support curriculum specifically to meet the needs of the high-achieving students
- o School staff work with classroom teachers to provide enrichment to high achieving students
- o High-achieving students receive pull-out instruction during the regular school day
- o Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon
- o Scholarships for high-achieving students to attend special events or classes
- o Summer activities or programs appropriate for high-achieving students
- o Other (please specify): _____ *[field test only]*
- o None of the above

20. (18) Does your school offer summer school enrichment courses that allow students to get ahead (e.g., a geometry class that would allow a student taking algebra in 9th grade to take calculus in the 12th grade)?

- o Yes
- o No

21. (22) Which of the following steps does this school take for students who need extra assistance in mathematics and science?

		Math	Science
a.	Tutoring is available to low achieving students during the regular school day	O	O
b.	School staff work with classroom teachers to provide assistance to struggling students	O	O
c.	Struggling students receive pull-out instruction during the regular school day	O	O
d.	Additional support is provided to low-achieving students outside the regular school day (e.g., before- or after-school tutoring or special programs, summer school programs)	O	O
e.	Other (please specify): _____ *[field test only]*	O	O

22. (24) Which of the following options are available for students to take science, technology, engineering, or mathematics courses not offered by your school? (Check all that apply)

- o Independent study
- o On-line courses
- o Courses at another traditional high school in the district
- o Courses at a local career or technical school
- o Courses at a local community college
- o Courses at a nearby 4-year college or university
- o Other (please specify): _____ *[field test only]*

23. (14) For a typical student, which of the following influence his/her placement into 9th grade mathematics and science? (Check all that apply.)

		Math	Science
a.	Recommended by middle school counselor	O	O
b.	Recommended by high school counselor	O	O
c.	Recommended by middle school mathematics teacher	O	O
d.	Recommended by middle school science teacher	O	O
d.	Based on courses taken/achievement in middle school courses	O	O
e.	Based on results of end-of-year/end-of-course exams	O	O
f.	Based on results of placement tests	O	O
g.	Selected by student and/or parent/guardian	O	O
h.	Other (please specify):_____ *[field test only]*	O	O

24. (15) Which of the following typically factor into counselor recommendations for mathematics and science courses for students entering 10th, 11th, and 12th grade? (Check all that apply)

		Math	Science
a.	Prior grades	O	O
b.	Placement tests	O	O
c.	Previous year's mathematics teacher recommendation	O	O
d.	Previous year's science teacher recommendation	O	O
e.	Student and/or parent/guardian preference	O	O
f.	Master schedule considerations	O	O
g.	Other (please specify):_____ *[field test only]*	O	O

25. (X2) What is the highest or culminating math/science course that a college-bound student would be expected to take at your school?

Highest expected mathematics
- o Algebra II
- o Trigonometry and/or Analytic Geometry
- o Precalculus
- o Calculus, or AP or IB calculus
- o Other Advanced Mathematics (please specify____)

Highest expected science
- o Advanced biology
- o Chemistry I or Physics I
- o Chemistry II or Physics II
- o AP/IB biology, physics or chemistry
- o Other advanced science (please specify___)26. (16) Do any of the advanced science courses (for example, chemistry or physics) in your school have a mathematics pre-requisite?

- o Yes, all advanced science courses do → Go to Q27
- o Yes, some advanced science coursed do → Go to Q27
- o No, none of the advanced science courses do → Skip to Q28

27. (17) In which of the following ways can a student not meeting this pre-requisite enroll in the course? [Check all that apply.]

- o Teacher approval
- o Counselor approval
- o Principal approval
- o Parental request for waiver
- o Other (please specify):_____ *[field test only]*
- o There is no way the student can enroll in the course

28. (19) If a student fails a mathematics competency test, which of the following options are available to the student at the school and which are required of the student?

	Required	Available, but not required	Not available
a. Retaking the test	O	O	O
b. Taking remedial classes in deficient subject areas	O	O	O
c. Repeating classes in deficient subject areas	O	O	O
d. Completing a general competency test preparation class	O	O	O
e. Tutoring	O	O	O
f. Individualized academic program	O	O	O
g. Summer school	O	O	O
h. Referral to an alternative or continuing education school	O	O	O

29. (6) Please rank the extent to which the following goals are currently emphasized by the counseling program in your school

	1=Most emphasis	2=Second most emphasis	3=Third most emphasis	4=Least emphasis
a. Help students plan and prepare for their work roles after high school	O	O	O	O
b. Help students with personal growth and development	O	O	O	O
c. Help students plan and prepare for postsecondary schooling	O	O	O	O
d. Help students improve their achievement in high school	O	O	O	O

30. (25) Indicate the extent to which you agree or disagree with each of the following statements about the teachers in your school. Teachers in this school…

	Strongly agree	Agree	Disagree	Strongly disagree
a. set high standards for teaching.	O	O	O	O
b. set high standards for students' learning.	O	O	O	O
c. believe all students can do well.	O	O	O	O
d. have given up on some students.	O	O	O	O
e. care only about smart students.	O	O	O	O
f. expect very little from students.	O	O	O	O
g. work hard to make sure all students are learning.	O	O	O	O

31. (26) Indicate the extent to which you agree or disagree with each of the following statements about the counselors in your school. Counselors in this school…

	Strongly agree	Agree	Disagree	Strongly disagree
a. set high standards for students' learning.	O	O	O	O
b. believe all students can do well.	O	O	O	O
c. have given up on some students.	O	O	O	O
d. care only about smart students.	O	O	O	O
e. expect very little from students.	O	O	O	O
f. work hard to make sure all students are learning.	O	O	O	O

32. (27) Indicate the extent to which you agree or disagree with each of the following statements about your school's principal. The principal in this school…

	Strongly agree	Agree	Disagree	Strongly disagree
a. sets high standards for students' learning.	O	O	O	O
b. believes all students can do well.	O	O	O	O
c. has given up on some students.	O	O	O	O
d. cares only about smart students.	O	O	O	O
e. expects very little from students.	O	O	O	O
f. works hard to make sure all students are learning.	O	O	O	O

33. (3) Please indicate how long you have been a school counselor…

a. for any grades K through 12.
b. for high school grades 9 through 12.

34. (4) Do you have an undergraduate or graduate degree in:

	Yes	No
a. psychology?	O	O
b. school counseling?	O	O
c. education?	O	O
d. social science?	O	O
e. physical or biological science?	O	O

35. (5) Which of the following best describes your entry into the counseling profession?

- o You became a school counselor immediately after college

- ○ You were first a teacher, prior to becoming a school counselor
- ○ You were in another education-related profession prior to becoming a school counselor
- ○ You were another type of counselor
- ○ You were in a noneducation-related profession, prior to becoming a school counselor
- ○ Other, please specify: *(for field test only)*