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# NATIONAL CENTER FOR EDUCATION STATISTICS

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User's Manual

March 1990

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## National Education Longitudinal Study of 1988

Base Year:  
Student Component Data File User's Manual



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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

March 1990

## Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the base year student component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

Use of the data tape does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the tape organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. **Chapter VII and Appendix F, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix F will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 base year study.

The sample design and weighting procedures used in the base year study are documented in Chapter III. A detailed discussion of the sample design, weighting procedures, sampling errors, and analyses of unit and item nonresponse patterns may be found in the *NELS:88 Base Year Sample Design Report*.<sup>1</sup>

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and data preparation activities such as monitoring receipt of questionnaires, editing and coding, and retrieval and archiving. Data processing, including the conversion of questionnaire data to machine readable form, machine editing, and construction of the merged, clean data tapes is the subject of Chapter VI. Finally, Chapter VII describes the organization and contents of the data files and provides important suggestions for using them.

The appendices contain the student questionnaire used in the base year; a list of the critical items in the student questionnaire; the record layout for the student questionnaire; specifications for the composite variables; a description of related data files available from NCES; and guidelines for Statistical Analysis System (SAS) users. A codebook for the student questionnaire data constitutes the final section of the manual.

In addition to the core study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix E. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix E. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third

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1 Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R., *NELS:88 Base Year Sample Design Report* (Washington, D.C.: National Center for Education Statistics, 1990).

follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

It should be noted that the population covered by NELS:88 includes only those eighth graders who were considered capable of filling out a NELS:88 student questionnaire and completing the NELS:88 student test. As a result of this requirement, projected student counts from NELS:88 may not match official enrollment statistics. Additional information on sample eligibility and ineligibility is provided in Chapter III, section 3.1.1.

### **A Note on Data Use and Confidentiality**

The NELS:88 base year data is released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-*USC* 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data tape to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data tape associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

## **Acknowledgments**

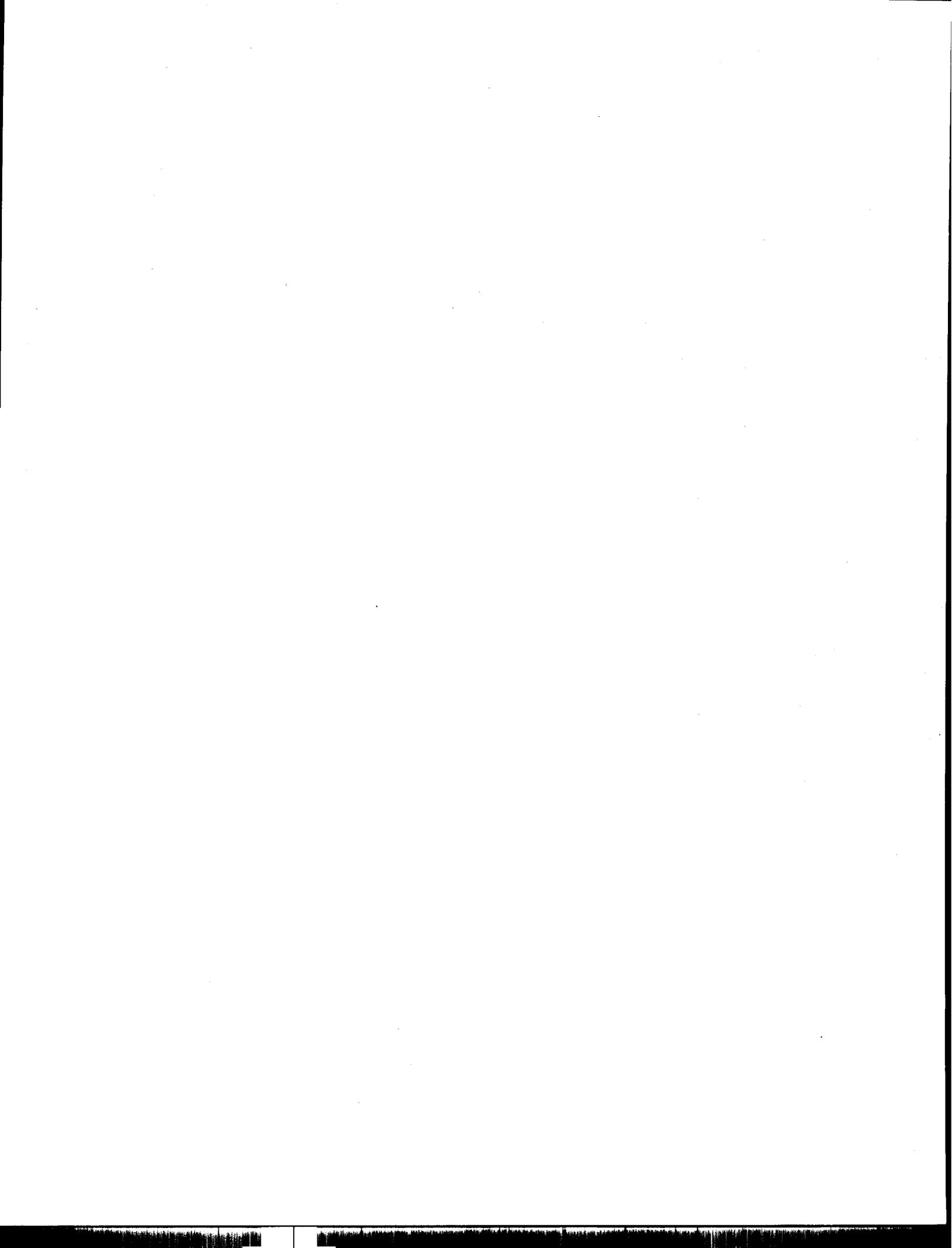
The authors wish to thank all those persons who contributed to the production of this manual.

Kymn Kochanek, David Lewis, David Matheson, and James McDonald carefully documented procedures and generated completion rates and other key statistics. Carol Prindle provided substantial assistance in documenting, preparing, and reviewing several sections of the user's manual. Design effects were analyzed by Roger Tourangeau. Gloria Rauens and Christine Beard carefully reviewed the data processing chapters and technical appendices.

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Special thanks go to Suzanne Erfurth, who carried out a meticulous and thoughtful editing of the text. Our appreciation is also extended to Barbara Lockhart, Amelia Solorio, Nilofer Ahsan, Keith Privett and Laurie Hendrickson for their patient and thorough work in the production of the final document.

Finally, we would also like to thank those members of the staff of the National Center for Education Statistics who have worked closely with us on this project: Jeffrey A. Owings, Chief of the Longitudinal and Household Studies Branch, who served as the Project Officer for the base year study from its inception; and Anne Hafner, the Project Officer for the first follow-up of NELS:88, who assisted in the development of the composite variables. Thanks go also to Ralph Lee, Jerry West, Teresita Kopka, and Peggy Quinn.

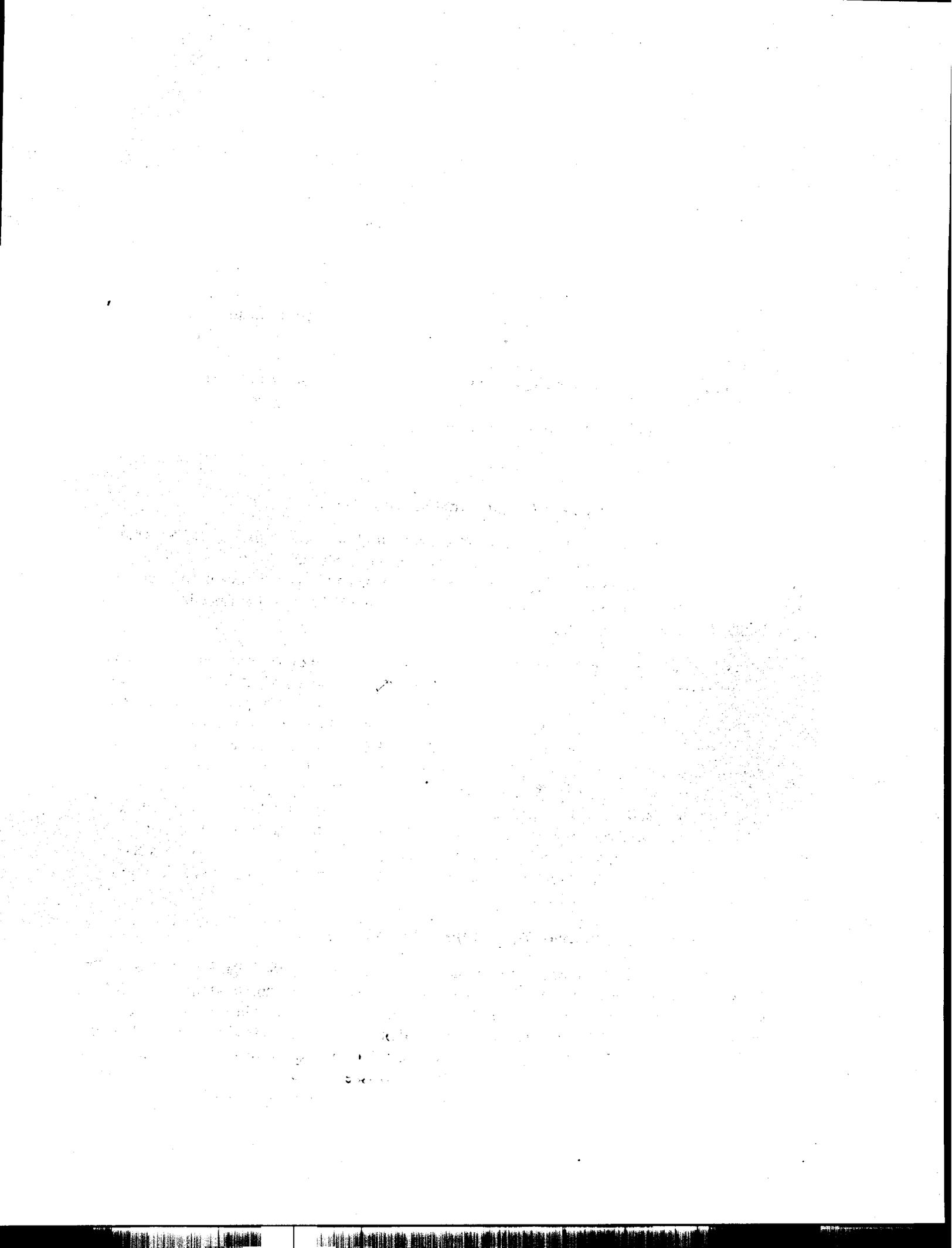


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- Appendix E: NELS:88 Related Data Files and Data Files Available from the National Center for Education Statistics
- Appendix F: Guidelines for Using SAS with NELS:88 Base Year Data
- Appendix G: Codebook



## **I. Introduction**

This manual provides guidance and documentation for users of the public release data tape for the base year student component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures is also contained in this manual.

### **1.1 Organization of the Data User's Manuals**

Four manuals have been produced for the NELS:88 base year study, one to accompany each of the four public release data tapes--the student, parent, teacher, and school manuals. Each is designed to provide the user with general information and documentation, as well as information and documentation for use with a specific public release data tape. Thus, a user can consult any one of the manuals and find that many of the same topics are covered. This redundancy was deliberately built into each manual in order to minimize the user's need to consult more than one manual and because some analysts might be interested in one particular data tape but not the others.

### **1.2 Overview**

#### **1.2.1 NCES's National Education Longitudinal Studies Program**

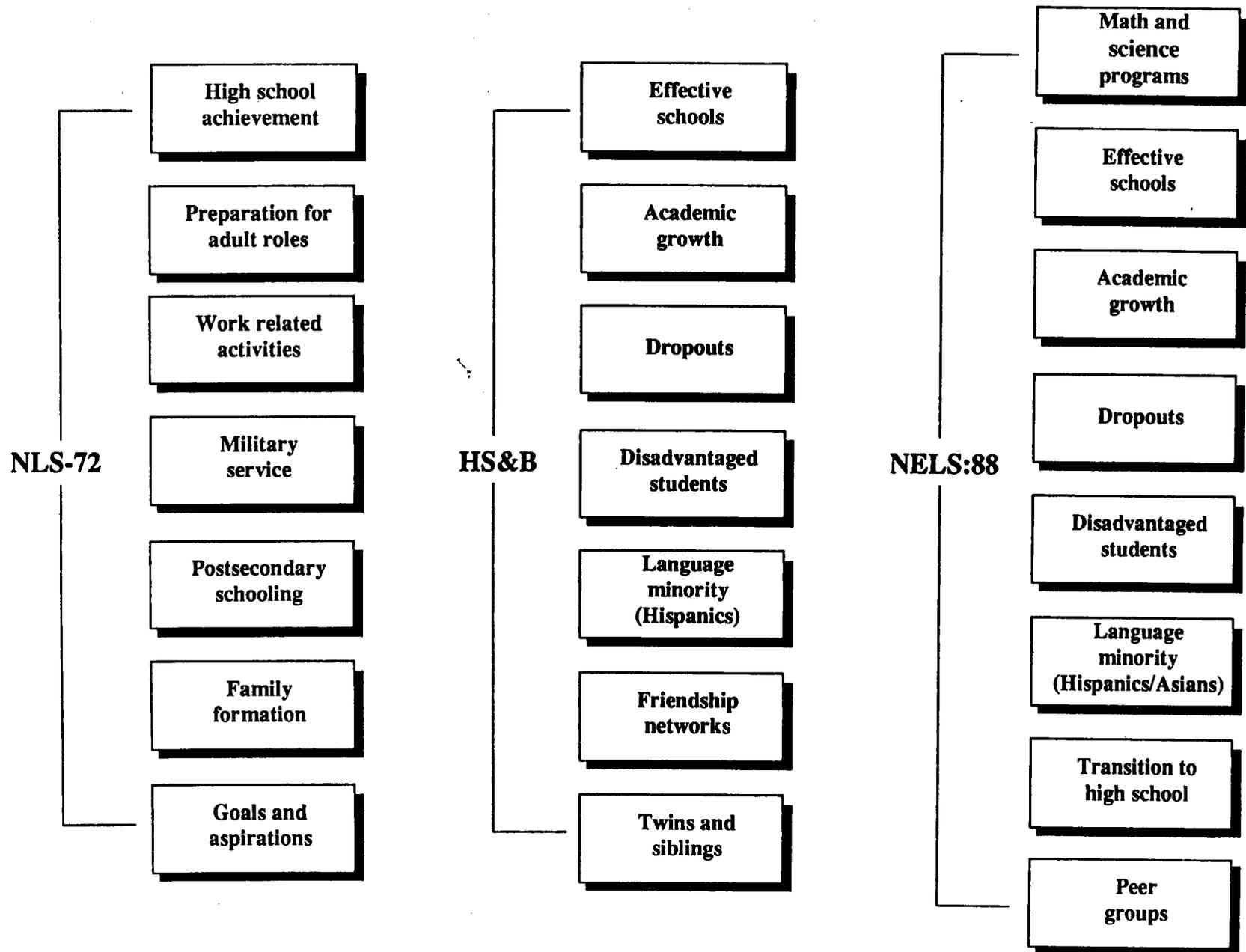
The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics"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

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major 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). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies is followed by a review of NELS:88.

#### **1.2.2 The National Longitudinal Study of the 1970s: NLS-72**

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors 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, as well as information about the schools' programs, resources, and grading systems.

Figure 1-1.--Development of key research issues for the NCES National Education Longitudinal Studies program



Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 17,928 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

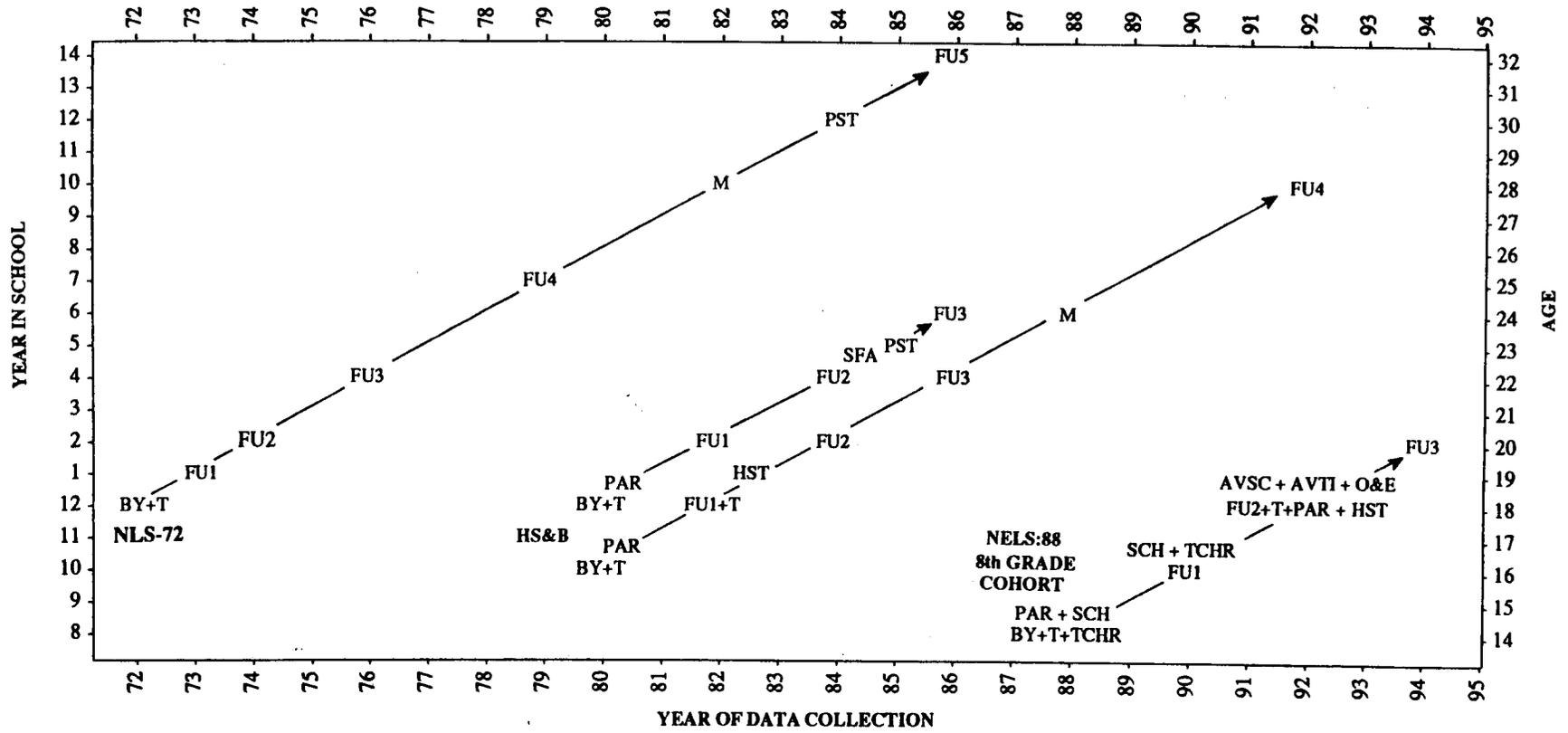
### **1.2.3 High School and Beyond of the 1980s: HS&B**

The next major longitudinal study sponsored by NCES was High School and Beyond (HS&B). HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Such changes have been particularly prominent over the last decade and are clearly continuing. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on information that is reliable, relevant, and current.

Base year data collection was conducted by NORC in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth graders and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed, one in the spring of 1982, one in the spring of 1984, and the last in the spring of 1986.

The four NELS survey cohorts (NLS-72 seniors, the HS&B seniors and sophomores, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these young adults were about thirty two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students in 1990 and thereafter, and freshening the 1990 and 1992 samples, NELS:88 will provide a point of comparison with the high school classes of 1980 and 1982, and the high school class of 1972 (NLS-72). To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey will be repeated in the first follow-up of NELS:88.

**Figure 1-2.--Research design for the National Center for Education Statistics' National Education Longitudinal Studies program**



**NLS-72** = National Longitudinal Study of the High School Class of 1972  
**BY** = Base year data collection  
**T** = Cognitive test administration  
**FU1** = First follow-up data collection  
**FU2** = Second follow-up data collection  
**FU3** = Third follow-up data collection  
**FU4** = Fourth follow-up data collection  
**M** = Maintenance of address data  
**PST** = Postsecondary education transcripts  
**FU5** = Fifth follow-up data collection

**HS&B** = High School & Beyond: 1980  
**BY** = Base year data collection  
**T** = Cognitive test administration  
**FU1** = First follow-up data collection  
**FU2** = Second follow-up data collection  
**FU3** = Third follow-up data collection  
**FU4** = Fourth follow-up data collection  
**M** = Maintenance of address data  
**PST** = Postsecondary education transcripts  
**PAR** = Survey of parents  
**HST** = High school transcripts  
**SFA** = Student financial aid records

**NELS:88** = National Education Longitudinal Study of 1988  
**BY** = Base year data collection  
**T** = Cognitive test administration  
**TCHR** = Survey of teachers  
**PAR** = Survey of parents  
**SCH** = School administrator survey  
**FU1** = First follow-up data collection  
**FU2** = Second follow-up data collection  
**O&E** = Offerings and enrollment data  
**AVSC** = Area vocational school augmentation  
**AVTI** = Area vocational/technical institute, teachers  
**HST** = High school transcripts

### **1.3 The National Education Longitudinal Study of 1988: Overview**

The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into college or their careers. A 1988 eighth grade cohort will be followed at two-year intervals as this group passes through high school and into postsecondary education. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

#### **1.3.1 NELS:88 Study Objectives**

NELS:88's objectives are more comprehensive than those of any education longitudinal study to date. Its major features include the planned integration of student, parent, teacher, and school studies; the initial concentration on eighth grade student cohorts with planned follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies. Underlying these various features is a central theme that education in America must be understood as a lifelong process enmeshed in a complex social context.

Several priorities have guided the research objectives of NELS:88. First, since the primary research objectives of this study are longitudinal in nature, survey items have been selected for their usefulness in predicting or explaining future outcomes as measured in later survey waves. Second, the priority for base year questionnaires was to obtain valuable cross-sectional data, wherever this objective proved consistent with the longitudinal requirements of the survey. Third, the study provides data for the analysis of point estimates of student achievement that may be cross-sectionally related to factors such as school type, programs, family characteristics, and the like.

Of equal importance are the policy objectives that NELS:88 is designed to serve. The study is intended to produce a comprehensive data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system across time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with achievement; the transition of different groups from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of the NELS:88 study is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parents' role in the educational success of their children. Figure 1-3 provides a guide to the linkage between the NELS:88 questionnaire items and some of the key policy issues related to school research.

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research

**I. Social capital/Parent involvement/  
Community involvement**

**ISSUES**

Active parental involvement, school policies and environment related to parental involvement, parental choice in school, parental networks and interactions.

**STUDENT**

S 34 Education level of parents  
S 37 Parent participation at school

**SCHOOL**

SCH 37 Student test results provided to families  
SCH 46 Available extracurricular activities  
SCH 47 School climate/school policy enforcement

**II. Equity/Access/Choice**

**ISSUES**

Academic programs/school climate/admissions practices/PSE access/SES and ethnicity/junior high access/equal teaching quality and practices/A.P. and honors courses/remedial classes/student choices

**STUDENT**

S 20 Language use  
S 31 A-D Race, ethnicity  
S 57-59 School climate  
S 66 Advanced courses  
S 68 Gifted/talented programs

**SCHOOL**

SCH 4 Type  
SCH 5 Major program orientation  
SCH 13 Ethnicity  
SCH 14 Percentage of students in single-parent homes  
SCH 15 Percentage of students LEP (Limited English Proficiency)  
SCH 16 Remedial and special programs  
SCH 24 Assignment of students to the school  
SCH 25-28 Admission procedures  
SCH 33 Percentage of students with financial aid  
SCH 34 Family ability to pay for tuition  
SCH 35 Eighth grade scores used for high school admission  
SCH 39 Minimum academic instruction required  
SCH 40 Gifted/talented program

**III. School effectiveness**

**ISSUES**

Influence of size and school on outcomes, student body ethnicity and SES level effect on outcomes, effect of school type and affiliation on outcomes, school climate effect on outcomes, staff and curriculum effect on outcomes

**STUDENT**

Cognitive test scores  
S 81 Self-reported grades

**SCHOOL**

SCH 2 School enrollment  
SCH 6 Length of school year  
SCH 10 Nominated tenth grade  
SCH 11 Average daily attendance  
SCH 12 Dropout/migration rate  
SCH 17 Number of full-time teachers  
SCH 18 School structure for instruction  
SCH 19 Teacher base salary  
SCH 21 Teacher degree level  
SCH 38 Retention reasons  
SCH 45 Bilingual classes  
SCH 47 School climate  
SCH 48 School policies  
SCH 49 Discipline and other problems

**Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued**

I. Social capital/Parent involvement/ Community involvement		II. Equity/Access/Choice		III. School effectiveness	
PARENT		PARENT		PARENT	
P	30	P	10	P	34, 80
P	45	P	34, 80	P	57
P	54, 56	P	38	P	74
P	57	P	48	P	75
P	58	P	52	P	76
P	59	P	70		
P	61	P	82		
P	62	P	84		
P	63	P	22		
P	66				
P	67				
P	68				
P	69				
P	85				

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued

I. Social capital/Parent Involvement/ Community Involvement	II. Equity/Access/Choice	III. School effectiveness
<b>TEACHER</b>		
T. III-26 Problems with school policies as related to student, community, and parent: illegal drugs, weapons, assault, robbery, vandalism, etc.	T. I-11 Teacher perception of student as a language minority student	T. I-(2-9) Teacher rating of student's academic performance and participation in class
T. III-30 Teacher time spent communicating with parents	T. I-12 Teacher perception of student as Limited English Proficiency student	T. II-3 Class size
T. III-31 How many students' parents does teacher talk to	T. II-16 Teaching practices in the classroom	T. II-14 Teacher adequacy
	T. II-17, 29 Teaching methods for specific subjects used in the classroom	T. III-8 Highest academic degree held
	T. III-4 Years of teaching experience	T. III-10 Major and minor fields of highest grade degree
	T. III-6 Type of teaching certificate	T. III-18 Employment status in the school system
	T. III-19 Amount of in service education in past year	T. III-28 Number of days absent from teaching
	T. III-21 Instruct in gifted/talented program	T. III-29 Number of supervisory visitations
	T. III-27 Holding a second job	T. III-33 How does teacher make use of microcomputer for student instruction
	T. III-30 Time spent outside school hours on teacher activities such as planning classes, correcting papers, coordinating curriculum, etc.	
	T. III-32 Percentage of students using microcomputer for instructional material	

### 1.3.2 Base Year Study Design

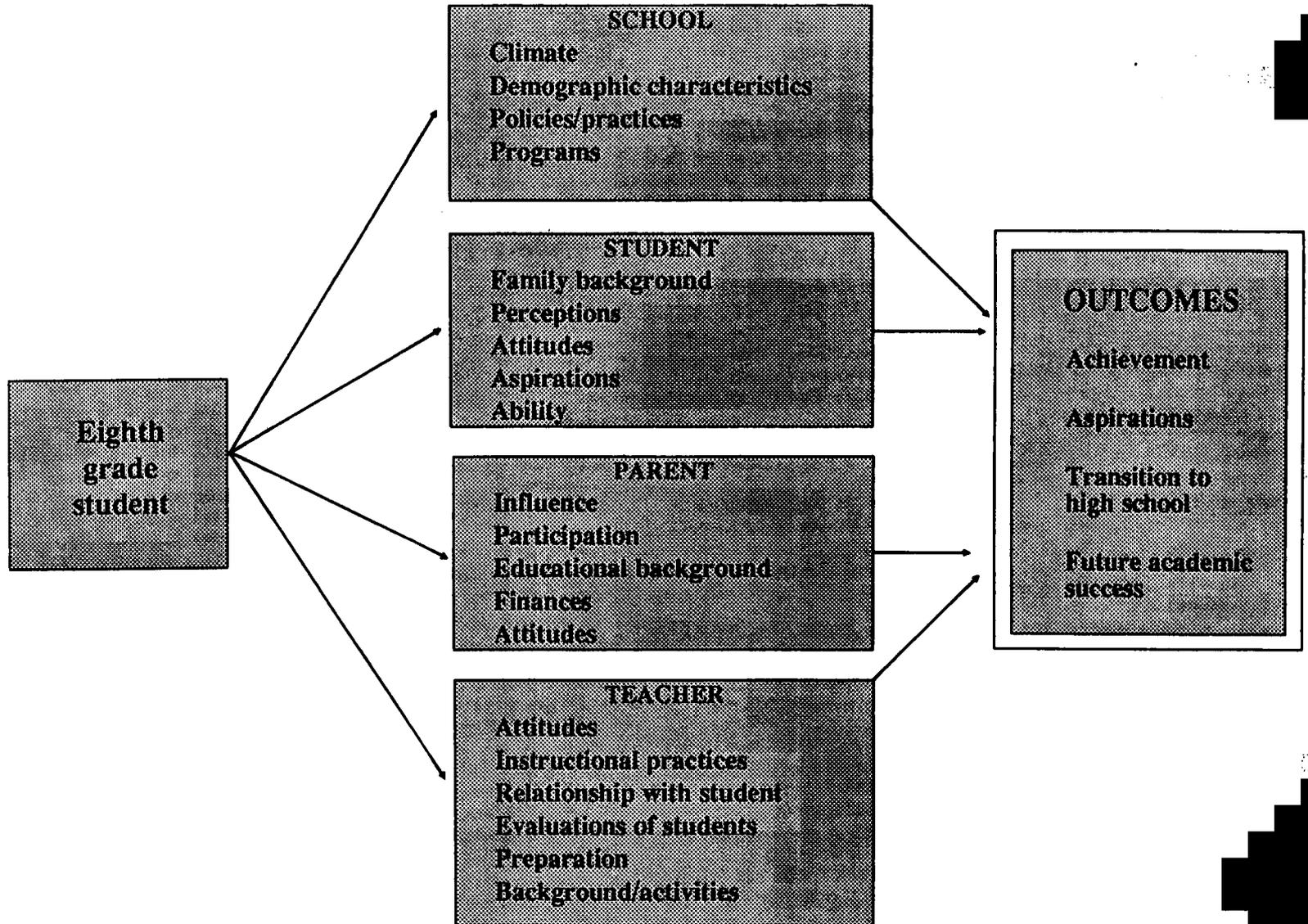
Four study components constitute the base year design: surveys and tests of students, and surveys of parents, school administrators, and teachers. A student questionnaire gathered information about basic background variables and a range of other topics including school work, aspirations, and social relationships. Students also completed a series of curriculum-based cognitive tests that used item overlapping methods to measure ability and its growth between eighth and twelfth grades in four achievement areas---reading, mathematics, science, and social studies (history/government). One parent of each student was asked to respond to a parent survey intended to gauge parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers (in two of the four subject test areas) of each sampled student completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It was used to gather descriptive information about the schools' teaching staff, the school climate, characteristics of the student body, and school policies and offerings. Figure 1-4 illustrates the four components of the base year design as they apply to determinants of learning.

A two-stage stratified probability design was used to select a nationally representative sample of schools and students. The first stage resulted in 1,734 school selections with 1,052 participating schools, including 815 public and 237 private schools. The second stage produced a random selection of 26,435 students among sampled schools, resulting in participation by 24,599 eighth grade students. On average, each of the participating schools was represented by 24 (regular) student participants. Chapter III provides additional detail about the NELS:88 base year core sample.

The student constitutes the basic unit of analysis in the NELS:88 study and sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set (which includes results of both the student questionnaire and cognitive test). Even though each data set can be analyzed separately, only the student and school data sets constitute representative probability samples. Additional information about the NELS:88 base year sample design is provided in Chapter III and in the *NELS:88 Base Year Sample Design Report*.

NORC, the prime contractor for NELS:88, was responsible for designing--and working with NORC subcontractors to design--the five survey instruments. Specifically, NORC was responsible for designing the student questionnaire, while the Educational Testing Service (ETS), an NORC subcontractor, assumed responsibility for developing the eighth grade tests. The parent questionnaire was developed jointly by NORC and ETS. Both the teacher and school questionnaires were designed in cooperation with Westat, another NORC subcontractor. NORC conducted the student and parent data collection. NORC also collected teacher and school administrator questionnaires on the date of the in-school student survey. Westat was responsible for nonresponse follow-up and the retrieval of missing items for both the teacher and school questionnaires.

Figure 1-4.--Illustrative research topics from NELS:88 determinants of learning



## **1.4 NELS:88 Sponsors**

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year study and enrich it through a variety of means. This involved supplementing the initial school and student surveys with teacher and parent surveys, augmenting the state samples by adding schools and students, and sponsoring oversamples of specific student groups. Sponsorship also took the form of adding questions to one or more of the data collection instruments or sponsoring instrument supplements for administration to all respondents or specific groups of them.

### **1.4.1 Sample Supplements and Augmentations**

Sample supplements and augmentations were sponsored by various sources. The U.S. Department of Education provided major funding for the parent component of NELS:88 and, with the National Science Foundation (NSF), co-sponsored the teacher component. The U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) provided funds for oversampling Hispanic and Asian-Pacific Islander students, thereby adding approximately 2,200 students to the sample. Gallaudet University also sponsored a special oversample of hearing-impaired students who were enrolled in Individualized Education Programs (IEP) and mainstreamed in English or mathematics classes.

All four instruments and the eighth grade tests were administered to the core sample and oversampled populations in an identical fashion.

### **1.4.2 Instrument Supplements**

The NCES core instruments--the student questionnaire, the parent questionnaire, the teacher questionnaire, and the school administrator questionnaire--were supplemented in various ways by federal agencies and educational institutions.

The National Science Foundation (NSF) sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored mathematics and science items on the student, parent, and school questionnaires. Other federal agency sponsors included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history in the student, parent, teacher, and school questionnaires; the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs in the student, parent, teacher, and school questionnaires; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs in the student, parent, teacher, and school questionnaires.

Gallaudet University sponsored the collection of audiological data about hearing impairments for sampled students enrolled in Individual Education Programs (IEPs). This audiological data is not included on the public release data tapes.

### **1.4.3 Related Studies**

Appendix E contains descriptions of related NELS:88 enhancements, state augmentations and supplements, as well as related education studies available through NCES.

## **1.5 NELS:88 Base Year Public Release Tapes**

Four public release tapes have been produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. Each tape includes a data file based on the core sample, which consists of 1,052 participating schools and 24,599 participating students, and 22,651 participating parents. In addition, 1,035 school administrator questionnaires were collected, along with 5,193 teacher questionnaires with teacher ratings for 23,188 participating students. Public release tapes and user's manuals can be obtained through NCES. State augmentations and supplements do not appear on the NELS:88 public release tapes. Appendix E (and NCES) should be consulted for additional information about the documentation for NELS:88 augmentations, supplements, and enhancements.

## II. Data Collection Instruments

The data collection instruments for the NELS:88 base year study consisted of four separate questionnaires and a battery of eighth grade tests.

All four NELS:88 questionnaires were designed to provide continuity and consistency with earlier education longitudinal studies. Where appropriate, NELS:88 drew from NLS-72, HS&B, and other current NCES studies--in particular, the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study--in order to ensure a common standard of measurement that would permit comparisons and maximize the utility of NELS:88 data. Figure 2-1 provides a comparative overview of the specific content areas covered by each of the NELS:88 base year questionnaires.

A brief description of the contents of the data collection instruments used in the NELS:88 base year follows.

### 2.1 Student Questionnaire and Eighth Grade Tests

A 45-minute self-administered student questionnaire was completed by eighth grade students in the classrooms of their schools. The student questionnaire was designed to collect information about a wide range of topics, including the student's and parents' background, language use, family background, perceptions of self, plans for the future, jobs and household chores, school life, school work, and school activities.

Students also completed a series of cognitive tests, which were administered in a single group session. The combined tests included 116 items to be completed in 85 minutes. The eighth grade tests are described briefly below:

**Reading (21 items, 21 minutes):** consists of five short passages followed by comprehension and interpretation questions.

**Mathematics (40 items, 30 minutes):** consists of quantitative comparisons and other questions assessing mathematical knowledge.

**Science (25 items, 20 minutes):** questions assessing science knowledge and scientific reasoning ability.

**History/Government (30 items, 14 minutes):** questions assessing knowledge of U.S. history, civics, and government.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery. In order to facilitate comparisons with test data from other national studies, NELS:88 borrowed or adapted a number of test items from NAEP and from earlier education longitudinal studies. Properties of the tests and the test item reliabilities are discussed in ETS's report, *Psychometric Report for the NELS:88 Base Year Test Battery* (1989), which can be obtained from NCES.

### 2.2 Parent Questionnaire

A self-administered 30-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth grade tests were administered. The

Figure 2-1.--Content areas in NELS:88 base year questionnaires

Content Category	Student	Parent	Teacher	School
Constitutional factors	Student's sex, birth date	Responding parent's sex, birth date	Teacher's sex, birth date	
Race/ethnicity	Self-reported race/ethnicity	Parent's race/ethnicity	Teacher's race/ethnicity	School(student/faculty) race/ethnic composition
Characteristics of home	Number of brothers and sisters	Number of brothers and sisters, marital status of parents, religion practiced at home, language spoken at home	Identification of students who may have problems relating to home environment (e.g., limited English proficiency, health)	Percent of students in single-parent homes Percent of students with limited English proficiency
Socioeconomic status	Parental occupation and education; items in home (e.g., computer, VCR)	Parent occupation, income, education		
Work status	Jobs or chores done for pay	Parental employment status	Teacher employment status	
Opinion values	Self-concept Locus of control Opinions of self		Teacher impressions of sampled student	
School characteristics				School type (e.g., public, private; major program orientation); days in school year, class periods in days
School atmosphere	Self-reported attitude toward alcoholism, illegal drugs, and other problems in school; school discipline in classes	Parent's attitudes toward atmosphere, standards, and policies	Teacher attitudes towards drugs; verbal and physical abuse of teachers and other problems in the school	Teacher morale, structure and competitiveness of grades, physical conflicts of students, robbery, thefts, and verbal abuse
School work	Self-reported tardiness, absenteeism, homework, attitudes towards mathematics, social studies, and science	Contact from school about student's performance and curriculum; help given by parent to child with homework; use of computer in home	Homework assigned, instructional methods and materials used, student tardiness, and absenteeism; content areas covered in English, mathematics, social studies, and science	Student tardiness, absenteeism, degree to which students are expected to do homework

**Figure 2-1.--Content areas in NELS:88 base year questionnaires--Continued**

<b>Content Category</b>	<b>Student</b>	<b>Parent</b>	<b>Teacher</b>	<b>School</b>
School performance	Self-reported grades; performance in mathematics, science, English, and social studies sections of the NELS:88 cognitive test battery	Parental expectations for child's grades	Teacher impressions of student achievement	
Guidance	Student-reported availability of counseling (for education plans, jobs, careers, drug abuse, etc.) given by school employee, adult relative, or friend	Parent talks at home with child about school, high school plans, or homework		Availability of guidance counseling for students in school
Special programs	Participation in special programs (e.g., gifted and talented, special education)	Physical and mental limitations of students; special services rendered (e.g., for gifted and talented or special needs student)	Teacher involvement and satisfaction with gifted and talented programs	Special services (e.g., gifted and talented programs)
After-school supervision	Parental supervision	Parental supervision; after-school childcare arrangements		
Involvement with community	Family life, cultural experience, participation in neighborhood programs	Family life, activities in community (e.g., borrows books from library, attends concerts, museums, participates in community-based groups)		
After-school activities	Extracurricular activities; outside-school classes and clubs	Student enrollment in outside school clubs		
Life goals, educational and occupational	Student and parent expectations of how far in school student will advance; student's desired occupation	Parental expectations of educational attainment of child		
Financial assistance		Proposed financial aid for future education		Percent of students receiving aid in school

instructions in the questionnaire and accompanying letter directed the most knowledgeable parent (or guardian) to complete the questionnaire. The most knowledgeable parent was defined as the parent who knows the most about the student's educational activities and related behaviors. In accordance with this definition, the respondent was self-selected.

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. These data will allow analysis of the effect on student educational outcomes of parental behaviors concerning student course selection, long-range educational planning, participation in school activities and nonschool extracurricular activities, and the establishment of discipline at home. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive items relating to income and religious affiliation. The questionnaire also included a section that gathered information to be used in locating the respondent for subsequent follow-ups. English and Spanish language versions of the questionnaire were made available to parents.

The object of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. Parent questionnaires were administered to one parent of each student in the core sample.

### **2.3 Teacher Questionnaire**

A self-administered teacher questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four test subjects (mathematics, science, reading, and social studies).<sup>2</sup> It is important to note that the teacher survey was designed primarily to obtain student-level data, as reported by teachers, pertaining to specific eighth grade students and the courses in which they were enrolled. Although some teacher-level data were collected, the primary emphasis was on information that may help account for the subsequent educational development of the sampled students. Issues that received principal consideration included the quality, equality, and diversity of educational opportunity, and the effect of these factors upon individual development and educational and career outcomes.

The teacher questionnaire was designed to collect information in three areas: teachers' perceptions of the sampled students' classroom performances and personal characteristics; curriculum content of areas that they teach; and teachers' background and activities. Teachers were asked to respond to the questionnaire items in relation to a specific list of sampled eighth grade students enrolled in their classes. The contents of these three sections are described below.

Part I, Student Information, asked the teachers to indicate which of the sampled students they had had in their classes during the 1987-88 academic year, and for those students enrolled in their class(es), to indicate whether or not the student had various school-related problems and handicaps.

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<sup>2</sup> Section 4.3.3 provides additional information about the selection procedures for teachers and the assignment of subject combinations to schools.

Part II, Class Information, required the teacher to respond to a series of course-related questions regarding a distinct set of classes they had been identified as teaching to one or more of the sampled students. Subsections of items within this segment of the questionnaire applied to the four specific curriculum areas (i.e., mathematics, science, English, and social studies), enabling teachers to respond to these subsections as appropriate.

Part III, Teacher Background and Activities, requested teachers to provide general background information about themselves and their school.

NORC's subcontractor, Westat, prepared the teacher questionnaire under the direction of NORC and NCES.

## **2.4 School Administrator Questionnaire**

A self-administered 40-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate.

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. The school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school policies. The information obtained through the school administrator questionnaire provides supplemental information to that provided by the student questionnaire so that student outcome and achievement data can be considered in terms of the educational setting. School-level data will provide a basis for distinguishing patterns among eighth grade schools as they relate to the transition of students to the tenth grade and beyond. NORC and its subcontractor, Westat, collaborated in designing the instrument.

### III. Sample Design and Implementation

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year sample. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of nonresponse on estimates. A detailed description of the sample design and its implementation is available in the *NELS:88 Base Year Sample Design Report*.

#### 3.1 Base Year Sample Design

The base year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth grade enrollment. In addition, schools were oversampled in certain special strata. Within each school approximately 26 students were randomly selected (typically, 24 regularly sampled students and 2 OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. From a national frame of about 39,000 schools with eighth grades, a total of 1,734 schools were selected, of which 1,057 participated. Thus, the target sample size of 1,032 schools was achieved and in fact surpassed.

In designing a sampling frame for a survey one can either use an explicit or an implicit list of the elements to be sampled. For NELS:88, the creation of an explicit list of all eighth grade students in the U.S. would have been an impossible task. NORC therefore elected to use an implicit list of students, by using a list of public and private schools in the U.S. It was imperative that the list of schools be as complete and accurate as possible, and that as many of the schools as possible have data on the variables to be used in the stratification of the sampling frame.

Investigation of various sources indicated that the most readily available source for a complete and accurate frame was the database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. This database includes both public and private parochial and non-parochial schools. QED performs annual, late-summer updates by telephoning each public school district, each Catholic diocese, and all private schools on its records. In addition, QED receives a constant flow of current information from agencies such as the National Catholic Educational Association (NCEA), the Council of American Private Education (CAPE), the Association of Christian Schools, and the like, concerning school openings and closings, enrollments, and so forth. The QED records were successfully employed in the five NELS:88 field test states, and proved highly accurate. The number of schools with eighth grades not included in their lists is estimated to be small.

The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not contain information about the racial/ethnic composition of public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. The schools for which the OCR data were available tended to be large schools in large SMSAs; Westat also obtained the black and Hispanic percentages directly from district person-

nel in selected districts that, according to the QED information, enrolled large proportions of black or Hispanic students. In all cases, data on percent black and Hispanic were compiled only for schools in the primary sampling units of the Year-17 NAEP survey. In all, less than half of the eighth graders in the NELS:88 frame came from schools for which such minority enrollment data were available. However, this procedure allowed the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools.

### 3.1.1 Exclusions from the Sample

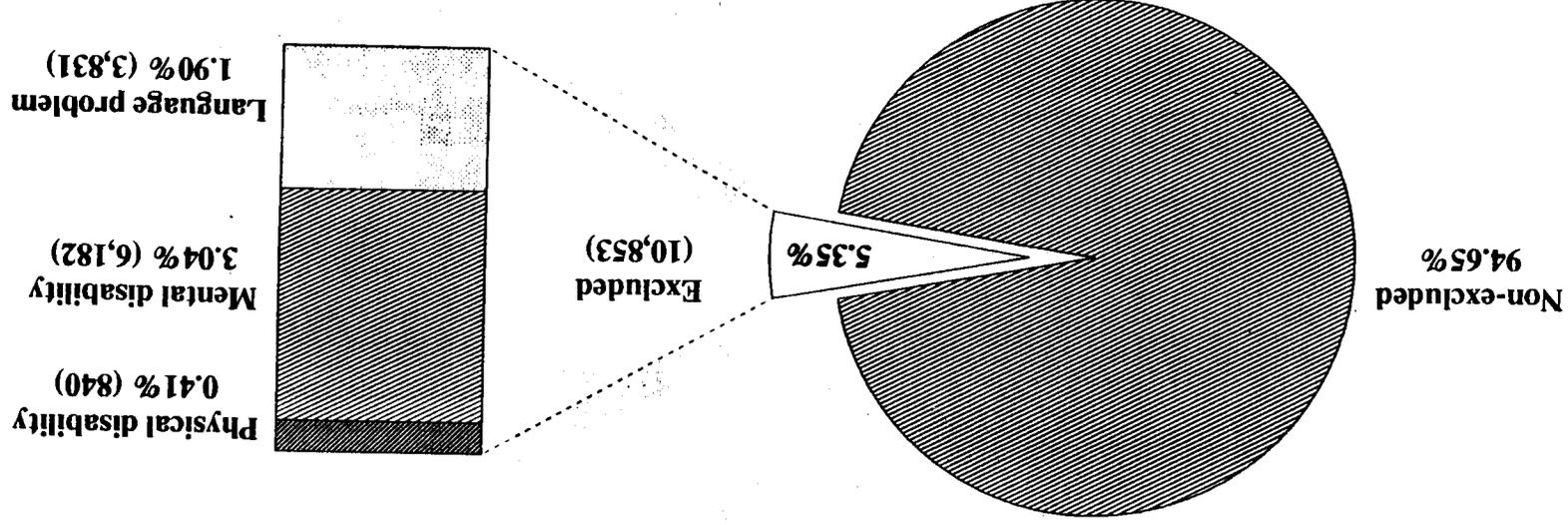
**Exclusion of students.** The study excluded certain kinds of students: specifically, mentally handicapped students and students not proficient in English, for whom the NELS:88 tests would be unsuitable; and students having physical or emotional problems that would make participation in the survey unwise or unduly difficult. Data were obtained on the numbers of students excluded as a result of these restrictions to facilitate inferences to the larger populations that include such persons.

Seven ineligibility categories were employed at the time of student sample selection:

- A. attends this school only on a part-time basis, primary enrollment at another school. (Each eighth grade student was to have one and only one first-stage [that is, school-level] chance of selection into the NELS:88 sample.)
- B. physical disability precludes filling out questionnaires and taking tests.
- C. mental disability precludes filling out questionnaires and taking tests.
- D. dropout: absent or truant for 20 consecutive days, and is not expected to return to school.
- E. does not have English as the mother tongue and has insufficient command of English to complete the NELS:88 questionnaires and tests.
- F. has transferred out of the school since roster was compiled.
- G. is deceased.

In cases D, F, and G, the student was no longer at the school. In cases A, B, C, and E, the student, though still enrolled at the school, was excluded from the sample. The exclusion of part-time students (category A) has no implications for estimation. However, exclusion of cases covered by categories B, C, and E may have implications for estimates drawn from the base year sample and subsequent study waves. Details are presented in the *NELS:88 Base Year Sample Design Report*. Figure 3-1 gives the number and percentage of excluded and non-excluded students who fall into these three categories.

Figure 3-1.--Excluded and non-excluded eighth grade students in NELS:88 base year schools



N = 202,996 (Total number of eighth grade students enrolled in 1,052 participating schools.)

**Exclusion of schools.** Just as certain students were considered to be ineligible, so too certain kinds of schools were ineligible for selection. The eligible populations of schools are restricted to "regular" schools in the U.S., private as well as public. Excluded from the sample are Bureau of Indian Affairs (BIA) schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and schools for dependents of U.S. personnel overseas. Of course, students who are educated at home or in private tutorial settings, and those who have dropped out of school prior to reaching eighth grade, also fall outside the NELS:88 base year sample. These exclusions have implications for national inferences based on NELS:88 data, although their impact on such estimates generally is quite small. Information from various sources suggests that approximately 10 percent of American Indian school children attend schools that are affiliated with BIA, including schools directly operated by BIA and those operated by American Indian communities under contract to BIA. Other sources suggest that less than 10,000 eighth graders attend Department of Defense Dependent Schools (DODDS) serving dependents of U.S. personnel overseas.

The NELS:88 core sample was designed to minimize overlap with the NAEP sample for the 1987-88 school year. To accomplish this goal, the selection of the NELS:88 schools involved a two-phase process. The first phase was the NAEP selection. Any schools that were not selected for NAEP were eligible for NELS:88 selection and any schools that were selected for NAEP were not eligible for NELS:88 selection. In principle, then, no school was eligible for selection in both surveys. Exceptions to this principle could have occurred in practice because not all of the schools originally selected for NAEP agreed to participate, and therefore substitute schools were selected. While NORC was able to eliminate the originally selected NAEP schools from the NELS:88 sample, it was not able to screen out NAEP substitute schools.

Additional sample selections within superstrata were made for schools that refused to participate in the survey. No additional selections were made for students who, for whatever reason, failed to participate. Each school (and student) was assigned a weight equal to the number of schools (or students) in the universes they represented. The derivation of student case weights is discussed below. Use of weights properly projects estimates (within sampling error) to the population of eighth grade students who meet the NELS:88 eligibility criterion in United States schools in 1987-1988 (that is, about 95 percent of all eighth graders), and for subgroups within that population. The current weights give estimates reasonably close to those from other data sources. Table 4.4-1 in Chapter IV reviews sample selection and sample eligibility.

### 3.2 Calculation of Sample Weights

The general purpose of the weighting scheme is to compensate for unequal probabilities of selection into the base year sample and to adjust for the fact that not all individuals selected into the sample actually participated. The weights are based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells.

For the base year survey two different weights have been calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with parent data)<sup>2</sup>, while BYADMWT applies to the

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2 See section 3.3 for a discussion of the parent questionnaire weighting and generalizability.

1,035 school administrator questionnaires. These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

The weighting procedures consisted of two basic stages:

**Stage 1.** Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

**Stage 2.** Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire or student questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's stage 1 weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled schools did not return a completed questionnaire. The stage 1 weight for students was based upon the inverse of the probability that the student's school was selected into the sample multiplied by the inverse of the probability that the student was sampled within the school. The nonresponse-adjusted student weight was derived as the product of the student's stage 1 weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled students did not participate, that is, did not return a completed questionnaire. Statistical properties of the weights are presented in Table 3.2-1.

**Table 3.2-1. NELS:88 base year statistical properties of sample case weights**

Weight	School BYADMWT	Student Sample BYQWT
Mean	37.46	122.28
Variance	2,109.17	4,359.25
Standard deviation	45.92	66.02
Coefficient of variation	122.59	53.99
Minimum	1.54	2.44
Maximum	387.30	836.91
Skewness	2.69	2.17
Kurtosis	9.47	16.32
Sum	38,774.12	3,008,079.63
Number of cases	1,035	24,599

Each school appearing on the NELS:88 school file, and each student appearing on the NELS:88 student file, has a value for a final weight variable. The weight represents the probability of selection into the sample plus a factor that adjusts for nonresponse. Thus, the weight serves the purpose of allowing a particular case to represent other nonsampled cases within its sampling stratum, and to represent nonresponding cases similar to it in various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. The initial weight represented the inverse of the school's selection probability. A logistic regression procedure was used to estimate (in terms of a probability of nonresponding) the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Next, a polishing procedure further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a nonresponse-adjusted preliminary school weight and the student's design weight was formed. (The preliminary school weight was slightly different from BYADMWT. BYADMWT was adjusted to accommodate the 17 schools for which school administrator questionnaire data were available but student questionnaire data were missing. The preliminary school weight eliminated this step in the adjustment process. Thus, it is appropriate for application to the 1,052 schools with student questionnaire data available). This product was summed for participating and nonparticipating students within weighting cells. The ratio of the sums for participating and nonparticipating students was considered to be a participating student's propensity for nonparticipation and was used as the nonresponse adjustment factor for each student's design weight.

### **3.3 A Note About the Parent Survey: Weighting and Generalizability**

Because of the success in obtaining a parent questionnaire for such a high percentage of students, a separate weight adjusted for parent-nonresponse was not included on either the student or parent data files. A very close approximation of weighted parent values can be computed by applying the base year student weight, BYQWT, to parent responses. Note that because this is a student-based weight, the associated parent data will be missing for the 1,948 cases for which there is a student questionnaire, but no parent questionnaire.

In using the parent data, it is necessary to keep in mind the qualified sense in which the parent survey is representative of eighth grade parents in the United States in the spring of 1988. First, because some types of schools and some students were excluded or considered ineligible, there is a class of parents of eighth graders who had no chance of selection. Second, some extremely small number of parents had more than one chance of selection into the sample. This most often occurred in the case of parents of twins, or parents with children near in age, one of whom was out of the normal grade sequence. Third, orphans with an institutional guardianship arrangement constitute another rare population. Fourth, an important limit to the generalizability of the data is the fact that for purposes of the

public release tape, parents of nonparticipants have been excluded, even though parent questionnaires were frequently obtained for this group. Finally, the NELS:88 parent survey obtained data from only one parent or guardian of each child, though a majority of NELS:88 eighth graders lived in two-parent homes. The parent respondent was self-selected rather than randomly selected, and a broad definition of parent or guardian was applied. In some cases a grandparent or other relative who filled the role of parent, or a foster parent or other guardian, completed the parent questionnaire. These qualifications should be kept in mind when generalizing findings from the NELS:88 parent data.

### 3.4 School and Item Nonresponse Analyses

Although the sample design yields, in theory, a sample that mirrors the population within sampling error, in practice, nonresponse can introduce distortions. In the NELS:88 base year survey there were two stages of sample selection and therefore two stages of potential nonresponse. During the base year survey, schools were asked to permit the selection of eighth grade students from school rosters and to hold survey and makeup days for the collection of student data. Not all of the selected schools agreed to take part in the study. In addition, not all of the individual students selected for the sample within cooperating schools (or the teachers or parents linked to these students) provided the data sought from them.

During the base year survey, shortened versions of the NELS:88 school administrator questionnaire were sent to nonresponding schools in the pool of original selections. Almost all of these schools provided data. These data provide a basis for assessing the impact of school-level nonresponse on base year estimates. The analysis suggests that school-level nonresponse introduces a negligible amount of bias into the estimates. However, the amount of bias is slightly higher than for the High School and Beyond survey.<sup>3</sup> The school non-response analysis suggests that, to the extent that schools can be characterized by different types of students, the impact of nonresponding schools on the quality of the student sample is small. The effect of student-level nonresponse within the responding schools was not assessed. Full details of the school nonresponse analysis are presented in the *NELS:88 Base Year Sample Design Report*.

An analysis of student questionnaire item nonresponse was also undertaken. The percentages of multiple responses, missing responses, and where applicable, "don't know" responses were calculated for each of the questions in the student questionnaire. The analysis was conducted after data cleaning had taken place. This means that a response to an item could have come from the eighth grade respondent or from the logic-driven machine cleaning process. Nonresponse reflects the failure of both of these sources to provide a response. Nonresponse rates for each item were examined by item type, topic, and position in the questionnaire. The average item nonresponse rate was 4.7 percent. Nonresponse was slightly higher for items that were part of a filter (5.8 percent) than for those that were unfiltered, perhaps reflecting the eighth grader's difficulty in dealing with the filter-dependent, skip pattern structure of these relatively complicated types of items. Item nonresponse was higher for the final third of the questionnaire (7.5 percent), than for the beginning (3.7 percent) and middle (2.8 percent) thirds. Higher nonresponse at the end of the questionnaire may reflect the effects of fatigue and of having to respond to a set of items asking about participation in a long list of activities. Selected items with relatively high nonresponse rates were examined by selected student charac-

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3 Frankel, M., Kohnke, L., Buonanno, D., and Tourangeau, R., *High School and Beyond Base Year (1980) Sample Design Report* (1981).

teristics. Average item nonresponse for the parent survey was slightly higher than for the student (7.46). A full report of the item response analyses can be found in the *NELS:88 Base Year Sample Design Report*.

Without examining the cognitive tests item-by-item, an indicator of item nonresponse is the average number of items not attempted for each of the tests. For each test, this average across all students taking the test is less than one, indicating that the majority of students attempted all of the test items. For the reading test the average number of items not attempted is .38; for the science test it is .43; for the mathematics test it is .90; and for the social studies (history/government) test it is .28. The weighted percent of students not attempting at least one of the test items is 13.7 for reading, 18.8 for science, 32.0 for mathematics, and 10.7 for social studies (history/government). A detailed analysis of the psychometric properties of the NELS:88 cognitive test battery can be found in the NELS:88 psychometric report.<sup>5</sup>

As documented in Chapter VII, there were cases when information not provided by the school administrator or the student was obtained from other sources. One example is when information from the QED datafile, used to create the sample frame, was also used to fill in missing information about the grade range of the school. Similarly, information on the student's sex and race were obtained from the school rosters when they were missing from the student questionnaire. A full description of these substitutions appears in Chapter VII and Appendix D. In addition, as explained above, certain responses were imputed logically, as the result of machine cleaning. In general, however, there were no other attempts at imputing data for missing values. Because of this, nonresponse bias may be a problem, especially for items with high item nonresponse. These items are documented in the item non-response section of the sample design report.

### 3.5 Standard Errors and Design Effects

Statistical estimates calculated using NELS:88 survey data are subject to sampling variability. Because the sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.<sup>6</sup> Consequently it is largely a matter of convenience which approach is taken. For this report, the Taylor Series procedure was used to calculate the standard errors.

The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect. For any statistical estimator (for example, a mean or a proportion), the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples.

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5 Rock, Donald A. and Pollack, Judith M., *Psychometric Report for the NELS:88 Base Year Test Battery*, (1989).

6 Frankel, M., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971.)

Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 student, parent, and school data. The 30 variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly. We calculated the standard errors and design effects for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth grade enrollment (at or below the median and above the median).

Design effects for questions selected from the student, parent, and school questionnaires are presented in Tables 3.5-1 through 3.5-3. On the whole, the design effects indicate that the NELS:88 sample was slightly more efficient than the High School and Beyond sample. For means and proportions based on student questionnaire data for all students (see Table 3.5-1), the average design effect in the NELS:88 survey was 2.54; the comparable figure was 2.88 for the High School and Beyond sophomore cohort and 2.69 for the senior cohort. Tables 3.5-4 through 3.5-6 show that this difference is also apparent for subgroup estimates. *The High School and Beyond Sample Design Report* presents design effects for ten subgroups defined similarly to those in Table 3.5-4. For eight of the ten subgroups, the NELS:88 design effects are smaller on the average than those for both the High School and Beyond sophomore and senior cohorts. The increased efficiency is especially marked for students attending Catholic schools. In NELS:88, the average design effect is 2.70; in High School and Beyond, it was 3.60 for the sophomores and 3.58 for the seniors.

The smaller design effects in the NELS:88 may reflect the somewhat smaller cluster size used in the later survey. The High School and Beyond base year sample design called for 36 sophomore and 36 senior selections from each school; the NELS:88 sample called for the selection of only 24 students from each school. Clustering tends to increase the variability of survey estimates, because the observations within a cluster are similar and therefore add less information than independently selected observations.

The design effects for the estimates based on parent questionnaire data (see Table 3.5-2) are similar to those for the student questionnaires. For estimates applying to all students, the mean design effect was 2.48 for the parent data and 2.54 for the student data.

For all but one of the subgroups, the average design effect for the student items is about the same as, or larger than, the average design effect for parent items. This suggests that the homogeneity of student responses within clusters is about the same as, or greater than, the homogeneity of parent responses within the domain clusters. Given the students' shared school experiences, in general, and the uniform questionnaire administration procedures, in particular, this is not surprising. For private schools, the design effect for the parent items is considerably larger than the design effect for the student items. This suggests that parents within a particular private school gave strikingly similar responses to the 30 NELS:88 items used in the design effect analysis.

The design effects for the school questionnaire data (see Table 3.5-3) reflect only the impact of stratification and unequal selection probabilities; the sample of schools was not clustered. As a result, the design effects for estimates based on the school data tend to be small compared to those for estimates based on the student and parent data. The mean design effect for estimates concerning all schools is 1.82.

Tables 3.5-4 through 3.5-6 give the mean design effects (DEFFs) and mean root design effects (DEFTs) for each data set and subgroup. A detailed presentation of design effects for individual items for the total sample and for various subsamples is presented in the *NELS:88 Base Year Sample Design Report*.

### 3.6 Design Effects and Approximate Standard Errors

Researchers who do not have access to software for computing accurate estimates of standard errors can use the mean design effects presented in Tables 3.5-4, 3.5-5, and 3.5-6 to approximate the standard errors of statistics based on the NELS:88 data. Design-corrected standard errors for a proportion can be estimated from the standard error computed using the formula for the standard error of a proportion based on a simple random sample and the appropriate mean root design effect (DEFT):

$$SE = DEFT \times (p(1-p)/n)^{1/2} \quad (1)$$

where  $p$  is the weighted proportion of respondents giving a particular response,  $n$  is the size of the sample, and DEFT is the mean root design effect.

Similarly, the standard error of a mean can be estimated from the weighted variance of the individual scores and the appropriate mean DEFT:

$$SE = DEFT \times (\text{Var}/n)^{1/2} \quad (2)$$

where Var is the sample variance,  $n$  is the size of the sample, and DEFT is the mean root design effect.

Tables 3.5-4, 3.5-5, and 3.5-6 make it clear that the design effects and root design effects vary considerably by subgroup. It is therefore important to use the mean DEFT for the relevant subgroup in calculating approximate standard errors for subgroup statistics.

Standard error estimates may be needed for subgroups that are not tabulated here. One rule of thumb may be useful in such situations: design effects will generally be smaller for groups that are formed by subdividing the subgroups listed in the tables. (This is because smaller subgroups will be less affected by clustering than larger subgroups.) Estimates for Hispanic males, for example, will generally have smaller design effects than the corresponding estimates for all Hispanics or all males. For this reason, it will usually be conservative to use the subgroup mean DEFT to approximate standard errors for estimates concerning a portion of the subgroup. This rule applies only when the variable used to subdivide a subgroup crosscuts schools. Sex is one such variable, since most schools include students of both sexes. It will not reduce the average cluster size to form groups that are based on subsets of schools.

Standard errors may also be needed for other types of estimates than the simple means and proportions that are the basis for the results presented here. A second rule of thumb can be used to estimate approximate standard errors for comparisons between subgroups. If the subgroups crosscut

schools, then the design effect for the difference between the subgroup means will be somewhat smaller than the design effect for the individual means; consequently, the variance of the difference estimate will be less than the sum of the variances of the two subgroup means from which it is derived:

$$\text{Var}(b-a) < \text{Var}(b) + \text{Var}(a) \quad (3)$$

in which  $\text{Var}(b-a)$  refers to the variance of the estimated difference between the subgroup means, and  $\text{Var}(a)$  and  $\text{Var}(b)$  refer to the variances of the two subgroup means. It follows from equation (3) that  $\text{Var}(a) + \text{Var}(b)$  can be used in place of  $\text{Var}(b-a)$  with conservative results.

A final rule of thumb is that more complex estimators show smaller design effects than simple estimators.<sup>6</sup> Thus, correlation and regression coefficients tend to have smaller design effects than subgroup comparisons, and subgroup comparisons have smaller design effects than means. This implies that it will be conservative to use the mean root design effects presented here in calculating approximate standard errors for complex statistics, such as multiple regression coefficients. The procedure for calculating such approximate standard errors is the same as with simpler estimates: first, a standard error is calculated using the formula for data from a simple random sample; then, the simple random sample standard error is multiplied by the appropriate mean root design effect.

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6 Kish, L., and Frankel, M., "Inference from Complex Samples," *Journal of the Royal Statistical Society: Series B* (Methodological), 36 (1974): 2-37.

**Table 3.5-1.--NELS:88 base year student questionnaire data:  
standard errors and design effects**

		All students					
Survey item (or composite variable)		Esti- mate	Design S.E. <sup>a</sup>	DEFF	DEFT	N	SRS S.E. <sup>b</sup>
Mother/female guardian living	BYS2A	99.35	0.06	1.35	1.16	24126	0.05
Father/male guardian currently employed	BYS7A	91.48	0.26	1.94	1.39	22775	0.19
Expect to attend public high school	BYS14	88.13	0.43	4.21	2.05	24156	0.21
Father finished college	BYS34A	29.36	0.65	4.18	2.04	20450	0.32
Mother finished college	BYS34B	22.94	0.50	3.03	1.74	21504	0.29
Parents require chores to be done	BYS38B	90.11	0.23	1.39	1.18	24392	0.19
Watch more than 2 hours of TV per weekday	BYS42A	66.35	0.47	2.18	1.48	22042	0.32
I feel good about myself	BYS44A	92.26	0.23	1.73	1.31	24355	0.17
Good luck more important than hard work	BYS44C	11.87	0.25	1.48	1.22	24245	0.21
Every time I get ahead something stops me	BYS44F	28.50	0.40	1.87	1.37	24266	0.29
Plans hardly work out, makes me unhappy	BYS44G	20.16	0.34	1.78	1.34	24258	0.26
I feel I do not have much to be proud of	BYS44L	14.26	0.29	1.64	1.28	24200	0.22
Expects to finish college	BYS45	65.44	0.49	2.62	1.62	24384	0.30
Expects to graduate from high school	BYS46	98.20	0.10	1.46	1.21	24332	0.09
Talk to father about planning H.S. prgms.	BYS50A	73.98	0.41	2.05	1.43	23795	0.28
Students cutting class a problem at school	BYS58C	14.96	0.37	2.51	1.58	23849	0.23
Student use of alcohol a problem at school	BYS58G	15.32	0.35	2.23	1.49	23838	0.23
Parents wanted R to take algebra	BYS62	57.42	0.60	2.25	1.50	15084	0.40
Enrolled in advanced mathematics	BYS66D	41.09	0.51	2.46	1.57	23159	0.32
English will be useful in my future	BYS70C	84.14	0.30	1.60	1.26	23379	0.24
Afraid to ask questions in social studies	BYS71B	15.09	0.32	1.82	1.35	23225	0.23
Ever held back a grade in school	BYS74	17.66	0.37	2.12	1.46	22771	0.25
Often come to class without homework	BYS78C	21.86	0.34	1.60	1.26	23062	0.27
Participated in school varsity sports	BYS82B	47.85	0.57	2.96	1.72	22578	0.33
Participated in dance	BYS82G	26.67	0.50	2.86	1.69	22383	0.30
Participated in religious organization	BYS82T	14.89	0.34	2.07	1.44	22120	0.24
Reading test formula score	BYTXRFS	10.23	0.08	4.12	2.03	23791	0.04
Mathematics test formula score	BYTXMFS	15.98	0.16	4.99	2.23	23778	0.07
Science test formula score	BYTXSFS	9.86	0.08	4.82	2.20	23765	0.04
History/government test formula score	BYTXHFS	15.12	0.11	5.01	2.24	23673	0.05
Mean				2.54	1.56		
Minimum				1.35	1.16		
Maximum				5.01	2.24		
Standard deviation				1.11	0.33		
Median				2.15	1.47		

<sup>a</sup>Standard error calculated taking into account the sample design.

<sup>b</sup>Standard error calculated under assumptions of simple random sampling.

**Table 3.5-2.--NELS:88 base year parent questionnaire data:  
standard errors and design effects**

All parents							
Survey Item (or composite variable)		Esti- mate	Design S.E. <sup>a</sup>	DEFF	DEFT	N	SRS S.E. <sup>b</sup>
Parent lives with student year-round	BYP1B	96.86	0.13	1.37	1.17	23516	0.11
Older child(ren) dropped out of school	BYP6	16.66	0.41	1.71	1.31	13809	0.32
Child was born outside of U.S.	BYP17	5.10	0.24	2.82	1.68	23094	0.14
Spanish spoken at home	BYP22D	7.85	0.62	12.38	3.52	23134	0.18
Parent attended college	BYP30	43.52	0.61	3.58	1.89	23442	0.32
Spouse works full time	BYP35	64.05	0.46	2.11	1.45	23365	0.31
Child attended kindergarten	BYP38D	92.81	0.24	1.83	1.35	21224	0.18
Child skipped a grade	BYP41	2.01	0.11	1.52	1.23	23029	0.09
Child was held back a grade	BYP44	19.95	0.40	2.33	1.53	23016	0.26
Child has a hearing problem	BYP47B	2.51	0.12	1.31	1.14	23442	0.10
Child is mentally retarded	BYP47I	0.09	0.02	1.33	1.15	23417	0.02
Child receives special services	BYP48A-J	21.43	0.35	1.66	1.29	22529	0.27
Child receives learning disability services	BYP49D	4.19	0.18	1.98	1.41	23437	0.13
Child enrolled in program for the gifted	BYP51	12.53	0.34	2.48	1.57	23468	0.22
Contacted by school about child's courses	BYP57C	39.68	0.73	5.09	2.26	22663	0.32
Contacted school about child's program	BYP58B	34.93	0.45	1.92	1.38	22000	0.32
Parent acts as a school volunteer	BYP59D	19.19	0.41	2.48	1.57	22417	0.26
Child attends classes outside own school	BYP60A-H	63.53	0.49	2.36	1.54	22525	0.32
Child borrows books from public library	BYP61AB	1.46	0.01	0.03	0.17	23544	0.08
Parent goes to history museums	BYP61EA	45.92	0.56	2.79	1.67	22145	0.33
Child involved in Boys Club-Girls Club	BYP63D	9.42	0.36	3.41	1.85	21801	0.20
Rules about when child can watch television	BYP64B	83.96	0.29	1.47	1.21	22681	0.24
Regular talks with child about HS plans	BYP67	47.44	0.45	1.88	1.37	23460	0.33
Mom not home when child returns from school	BYP72A	13.52	0.29	1.70	1.30	22865	0.23
Strongly agree that homework is worthwhile	BYP74B	23.47	0.39	1.92	1.39	22799	0.28
Strongly disagree that school is safe	BYP74I	3.22	0.15	1.71	1.31	22726	0.12
Child has a parent living outside of home	BYP78	31.57	0.45	2.18	1.48	23426	0.30
Spent less than \$100 on education this year	BYP82AA	75.64	0.52	3.29	1.81	22193	0.29
Saved money for child's educ. after H.S.	BYP84	42.24	0.50	2.38	1.54	23312	0.32
Child's grades won't qualify for fin. aid	BYP85E	24.18	0.37	1.49	1.22	19960	0.30
Mean				2.48	1.49		
Minimum				0.03	0.17		
Maximum				12.38	3.52		
Standard deviation				2.04	0.51		
Median				1.92	1.39		

<sup>a</sup> Standard error calculated taking into account the sample design.

<sup>b</sup> Standard error calculated under assumptions of simple random sampling.

**Table 3.5-3.--NELS:88 base year school questionnaire data:  
standard errors and design effects**

		All schools					
Survey item (or composite variable)		Esti- mate	Design S.E. <sup>a</sup>	DEFF	DEFT	N	SRS S.E. <sup>b</sup>
Seventh grade included in school	BYSC1I	98.55	0.33	0.80	0.89	1037	0.37
Average number of days in school year	BYSC6	178.29	0.15	1.26	1.12	1029	0.13
Average % attendance rate for 8th graders	BYSC11	94.60	0.21	2.58	1.61	1017	0.13
Average % Hispanic 8th graders	BYSC13C	6.05	0.57	1.36	1.17	1028	0.49
Avg. number of students in remedial reading	BYSC16B	37.28	1.69	0.51	0.71	1035	2.37
Avg. number of full time regular teachers	BYSC17	23.21	0.59	1.03	1.02	1037	0.58
Average number of Black (non-Hisp.) teachers	BYSC20D	1.92	0.13	0.51	0.72	1018	0.18
Students assigned to school by geog. area	BYSC24A	54.98	1.47	0.91	0.95	1035	1.55
School has formal admission procedures	BYSC25	39.23	1.86	1.51	1.23	1036	1.52
Avg. maximum school tuition (private only)	BYSC31	1547.61	72.39	0.63	0.79	228	91.53
Tchrs.: "Lot" of infl. assignng H.S. courses	BYSC36B	48.13	2.42	2.43	1.56	1035	1.55
Stdnts held back if hist. comp. test failed	BYSC38D	5.25	1.06	2.34	1.53	1029	0.70
School requires full year of science	BYSC39C	93.34	1.48	3.66	1.91	1036	0.77
School requires some music instruction	BYSC39I	67.15	2.00	1.86	1.36	1029	1.46
Program for gifted available to 8th graders	BYSC40	45.85	2.06	1.76	1.33	1037	1.55
School band available to 8th graders	BYSC46B	68.54	2.19	2.30	1.52	1037	1.44
Science club available to 8th graders	BYSC46H	20.61	1.49	1.40	1.18	1036	1.26
Yearbook available to 8th graders	BYSC46N	54.18	2.29	2.19	1.48	1037	1.55
Intramural sports available to 8th graders	BYSC46T	56.92	2.42	2.47	1.57	1037	1.54
Classroom environment is very structured	BYSC47D	44.34	2.36	2.34	1.53	1036	1.54
Tchrs.: "Very" difficult motivating students	BYSC47I	2.35	0.68	2.09	1.45	1034	0.47
School emphasizes sports	BYSC47N	9.64	1.50	2.67	1.64	1036	0.92
Visitors required to sign in main office	BYSC48A	73.11	2.26	2.70	1.64	1037	1.38
Vocational counseling avail. to 8th graders	BYSC48H	40.89	2.07	1.83	1.35	1034	1.53
Cutting classes is a serious problem	BYSC49C	0.51	0.23	1.06	1.03	1037	0.22
Students possessing weapons is serious pblm.	BYSC49I	0.74	0.31	1.35	1.16	1036	0.27
Students expelled: first drug offense	BYSC50AD	36.95	2.28	2.28	1.51	1026	1.51
Stdnts. susp. or expld.: phys. abuse of teachers	BYSC50AJ	98.78	0.59	2.91	1.71	1022	0.34
Stdnts. expelled: repeat alcohol possession	BYSC50BC	70.45	1.91	1.79	1.34	1021	1.43
Stdnts. susp.: repeat verbal abuse of teachers	BYSC50BI	51.12	2.31	2.19	1.48	1026	1.56
Mean				1.82	1.32		
Minimum				0.51	0.71		
Maximum				3.66	1.91		
Standard deviation				0.77	0.30		
Median				1.86	1.36		

<sup>a</sup> Standard error calculated taking into account the sample design.

<sup>b</sup> Standard error calculated under assumptions of simple random sampling.

**Table 3.5-4. Mean design effects (DEFFs) and root design effects (DEFTs)  
for student questionnaire data**

Group	Mean DEFF	Mean DEFT
All students	2.54	1.56
Male <sup>7</sup>	1.98	1.39
Female	1.93	1.38
White and other <sup>8</sup>	2.25	1.48
Black	1.65	1.27
Hispanic	2.06	1.41
Asian/Pacific Islander	2.00	1.40
Public schools	2.27	1.48
Catholic schools	2.70	1.59
Other private schools	8.80	1.83
Low SES	1.58	1.25
Middle SES	1.66	1.28
High SES	1.84	1.34

Note: Each mean is based on 30 questionnaire items.

7 Sex categories are based on the composite sex variable.

8 Race categories are based on the composite race variable.

**Table 3.5-5. Mean design effects (DEFFs) and root design effects (DEFTs)  
for parent questionnaire data**

Group	Mean DEFF	Mean DEFT
All parents <sup>9</sup>	2.48	1.49
Male	2.08	1.37
Female	1.67	1.26
White and other	1.94	1.35
Black	1.55	1.21
Hispanic	1.97	1.36
Asian/Pacific Islander	1.64	1.26
Public schools	2.30	1.43
Catholic schools	2.03	1.34
Other private schools	4.11	1.88
Low SES	1.60	1.22
Middle SES	1.73	1.27
High SES	1.79	1.29

Note: Each mean is based on 30 questionnaire items.

**Table 3.5-6. Mean design effects (DEFFs) and root design effects (DEFTs)  
for school questionnaire data**

Group	Mean DEFF	Mean DEFT
All schools	1.82	1.32
Public	2.23	1.46
All private	1.40	1.15
Large	1.26	1.11
Small	1.38	1.16

Note: Each mean is based on 30 questionnaire items.

<sup>9</sup> One purpose of these tables is to show the relative efficiency of each of the surveys. This comparability is facilitated by choosing comparable domains within which to compare the student and parent surveys. Thus parent survey design effects were conducted using the student's sex and the student's race as subgroups. As in the student survey, the sex and race composites were used to obtain domain categories.

## IV. Data Collection

### 4.1 Overview

The NELS:88 base year study collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests represented the principal mode of data collection. For the NCES-sponsored core sample, the number of completed instruments and completion rates based on sample eligibility for each instrument are listed in Table 4-1.1. (See also Figure 4-1.) Completion rates by sampling strata are presented in Tables 4.4-2 and 4.4-3.

**Table 4.1-1. Summary of NELS:88 base year completion rates**

Instrument	Completed	Weighted	Unweighted
Student questionnaires	24,599	93.41%	93.05%
Student tests	23,701	96.53%*	96.35%*
Parent questionnaires	22,651	93.70%	92.08%
Teacher ratings of students	23,188	95.91%**	94.26%**
Teacher questionnaires	5,193	NA	91.40%
School administrator questionnaires	1,035	98.92%	98.38%

\* Percentage of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.

\*\* Indicates a coverage rate. See section 4.4.

Although more parents, teachers, and school administrators participated, the above completion rates reflect the number of records in the public use data file, where parent, teacher, and school administrator data were excluded for the students who did not participate.

### 4.2 Pre-Data Collection Activities

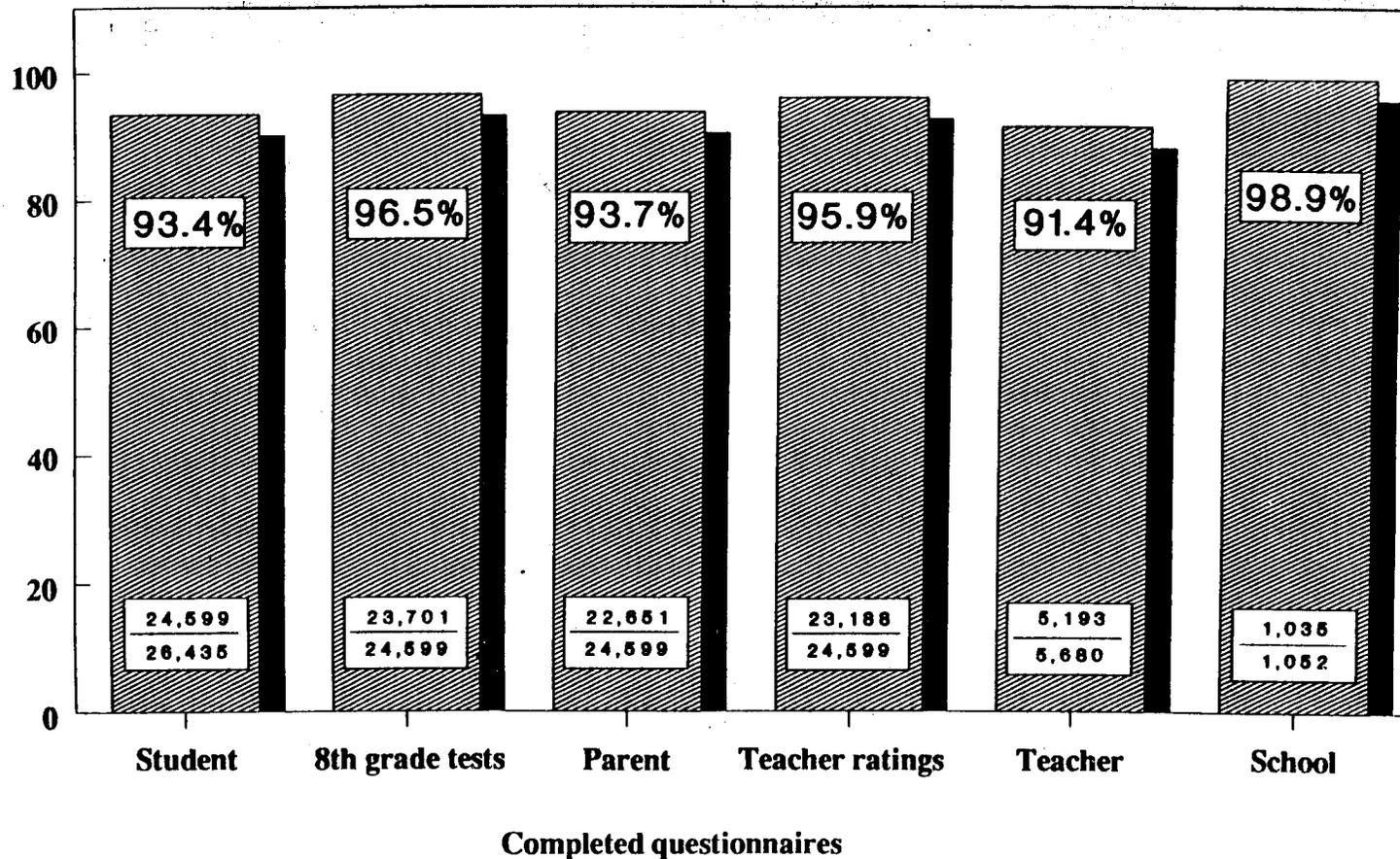
Before the data collection effort could begin, it was first necessary to secure from the administrator of each sampled school a commitment to participate in the study. Several levels of cooperation were sought before school administrators were approached. The first level involved contacting key educational organizations. The Committee on Evaluation Information Systems (CEIS)<sup>10</sup> of the Council for Chief State School Officers was asked to provide its approval of the project. Contact was also made with the National Catholic Education Association (NCEA) and the National Association of Independent Schools (NAIS) in order to inform them of the study and to solicit their endorsements.

For public schools the next step involved contacting the Chief State School Officer (usually the state Superintendent of Schools) of each state to explain the objectives of the study and the data collection procedures (especially those for protecting individual and institutional confidentiality). Once approval was obtained at the state level, contact was made with District Superintendents and, upon receipt of district approval, contact was made with the school principals. Wherever selected

10 CEIS is now known as the Education Information Advisory Council.

Figure 4-1.--Completion rates for NELS:88 base year surveys

% Participants



Note: With the exception of the teacher survey, all completion rates are weighted.

private schools were organized into an administrative hierarchy (for example, Catholic school dioceses), approval was obtained at the higher level before the school principal or headmaster was approached.

Within each cooperating school, principals were asked to designate a school coordinator who would serve as a liaison between the NORC staff, the school administrator, and the selected students, teachers, and parents. The school coordinator (often a guidance counselor or senior teacher, but sometimes the principal or assistant principal) handled all requests for data and materials as well as all logistical arrangements for data collection on the school premises. Included among these responsibilities was annotating the list of sampled students to identify students whose physical or learning handicaps or linguistic disabilities would preclude participation in the survey. Coordinators were asked to classify all eligible students as Hispanic, Asian-Pacific Islander, or "core" (neither Hispanic nor Asian-Pacific Islander), and to distribute parental permission forms to sampled students. School administrators were also requested to collect audiological data for eligible hearing-impaired students participating in Individualized Educational Programs (IEPs).

### **4.3 Base Year Data Collection**

Student questionnaires and tests were administered in group sessions to roughly twenty-five students in each of the schools in the core sample and augmentation samples. Telephone interviews were conducted for a small number of students who were unable to participate in the group-administered sessions. Parents who initially refused to grant permission for their child to participate in the study, but who later consented when contacted by an NORC representative, usually allowed their child to complete a questionnaire by telephone. Given the mode of administration, test data were not collected for these students. The parent, teacher, and school administrator questionnaires consisted of self-administered instruments that were normally received in the schools and then delivered to the intended recipient via the school coordinator, NORC representative, or, in the case of the parent, the student.

#### **4.3.1 Student Survey and Eighth Grade Tests**

NORC organized an Orientation Day for 158 schools that requested it or for schools that were deemed "likely to" particularly benefit from it.<sup>12</sup> The Orientation Day was usually arranged one or two weeks prior to the administration of the student questionnaire and tests. During these sessions, sampled students were informed about the objectives of the NELS:88 study, its voluntary nature, and the measures to be used to ensure respondent confidentiality. Students were also briefed about the tasks and procedures that would be followed in administering the questionnaire and tests. A check was made during this time to confirm that all required parental permission forms had been obtained.

Base year student data were collected from students<sup>13</sup> in the core and augmentation sample schools between February 1 and June 30, 1988. Selected eighth graders within each school were gathered in a group session on the scheduled Survey Day. Two NORC field staff members, a "team

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12 Orientation days were originally planned for all schools. However, the NELS:88 base year field test indicated that orientation days for eighth grade students would not significantly affect participation rates in most schools. (See Ingels, S. J., et al., *National Education Longitudinal Study of 1988: Field Test Report*, NORC, 1987; ERIC ED 289-897.)

13 Student sample selection procedures are discussed in the *NELS:88 Base Year Sample Design Report*.

leader" and a clerical assistant, were responsible for overseeing the administration of the questionnaires and tests during the planned session.

Actual survey administration, which was usually conducted in a school classroom or library, consisted of several steps. A check was made to confirm that parental permission forms had been obtained for all selected students. Students in each session were instructed to first complete the self-administered student questionnaire, starting with the background and identification section. A ten-minute break followed, during which time NORC field staff reviewed the questionnaires for completeness (i.e., checking for missing or multiple-response critical items). Upon completion of the questionnaires, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/government). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.<sup>13</sup> At the close of the session, NORC representatives packaged all completed student questionnaires and tests and mailed them to NORC for processing. Teacher and school administrator questionnaires were also collected, but were mailed to Westat for processing.

Arrangements were made to conduct make-up sessions for students who were scheduled, but unable to attend the first Survey Day. If fewer than five students were scheduled for a make-up day, the school coordinator was asked to handle the arrangements and oversee its administration.<sup>14</sup> When five or more students were scheduled, or in instances where the school coordinator was unavailable to conduct a make-up day, NORC representatives arranged a return visit to the school.

#### 4.3.2 Parent Survey

A self-administered questionnaire was hand-delivered by the student to his or her home with a written request that it be "completed by the parent or guardian who is most familiar with the student's current school situation and educational plans." One parent of each sampled student in the core sample was included in the parent survey.

The parent questionnaires were received by parents on one of two dates: the Orientation Day or on Survey Day. Students who attended Orientation Day received parent questionnaire packets to take home. The packet was addressed to "The Parent of [Eighth Grade Student]." Although parents were encouraged to complete the questionnaires for return by Survey Day, they were also given the option of mailing the document directly to NORC. A prepaid envelope was included in the parent questionnaire packet for this purpose. A similar procedure was followed for students who attended Survey Day. About 40 percent of parent questionnaires were returned through the schools or directly without further intervention by NORC.

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13 An NORC field staff member was instructed to review the questionnaire to ensure that all critical items were completed. A specially designated oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify an inappropriate response. (See also section 5.1)

14 To ensure respondent confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness. Instead, the review was conducted by NORC staff in Chicago, and missing data were retrieved by telephone.

A mixed mode follow-up design was used in pursuing parents who failed to return a completed questionnaire several weeks after the questionnaire should have been received. (The locator section in the student questionnaire usually provided the necessary information for reaching the parent during the follow-up effort.) Parents first received a telephone prompt from an NORC central office interviewer, encouraging them to complete and return the questionnaire promptly.<sup>15</sup> The telephone prompt accounted for an additional 20 percent of the completed cases. If a case was still outstanding two weeks after a telephone prompt it was transferred to an NORC field interviewer for follow-up. Field interviewers were instructed to attempt to complete the case by telephone administration. Failing that, the interviewer was instructed to make a personal visit to the respondent's home in an attempt to conduct a face-to-face interview.

A special effort was made to ensure a high completion rate for parents of the OBEMLA (Hispanic and Asian/Pacific Islander) oversampled students. One of these efforts involved having a Spanish-language parent questionnaire and a Spanish-speaking interviewer available to conduct the telephone follow-ups. If an interviewer reached a Spanish-speaking household during the telephone prompting she or he would transfer the call to a Spanish-speaking interviewer. The bilingual interviewer would ascertain if the parent preferred to complete the questionnaire in Spanish or English. If a Spanish questionnaire was preferred, that version was mailed to the parent. During the follow-up field period, households that had been identified as Spanish-speaking during the prompting stage were assigned to Spanish-speaking interviewers who could administer the Spanish-language instrument if necessary.<sup>16</sup> Approximately 575 Spanish-language parent questionnaires were completed.

While a native language version of the questionnaire was not available for Asian and Pacific Islander parents, other special procedures were used to ensure a high completion rate for this group. NORC contracted with Arts, Research, and Curriculum Associates, an educational consulting firm specializing in concerns of Asian and Pacific Islander ethnic groups, to develop a multi-language prompting letter (written in Chinese, Korean, Tagalog, Vietnamese, and English). The letter stressed the importance of the NELS:88 study and encouraged parent participation. The letter also asked parents to obtain assistance with the English language parent questionnaire, if necessary. Within two weeks after the letter and a copy of the parent questionnaire were sent to the parents of Asian/Pacific Islander students, an employee of that organization (who had signed the NORC confidentiality pledge and was, in effect, an NORC interviewer), and who could speak to the parent in his or her native language, telephoned the household. During that contact, the interviewer stressed the importance of the study and encouraged the respondent to participate. These special efforts proved quite effective in increasing completion rates for parents in both groups, bringing the final weighted completion rates to 88.35 percent for Hispanic parents and 90.76 percent for Asian and Pacific Islander parents.

### **4.3.3 Teacher Survey**

A self-administered teacher questionnaire was distributed to selected eighth grade teachers of the sampled students. Teachers were selected on a preassigned basis in two of four subject areas---mathematics, science, English, social studies. Each school was randomly assigned to one of the fol-

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15 In order to deliver a parent questionnaire to those few students who did not attend either Survey Day or Orientation Day, the parents were contacted during the prompting follow-up phase and a questionnaire was mailed to them.

16 Parent permission forms for sampled students were also made available in Spanish.

lowing combinations of curriculum areas: mathematics and English; mathematics and social studies; science and English; and science and social studies.

Thus, at any given school, each sampled student's current teacher(s) in each of the two designated subject areas was selected to receive a teacher questionnaire. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or social studies in all schools. (Combinations of English and social studies as well as science and mathematics were excluded by the design.) The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (that is, public, Catholic, and other private), level (elementary, middle, junior-senior high school), geographical stratum, and school size.

Finally, using this design, the number of teacher respondents was expected to vary depending on the size and structure of the eighth grade at a particular school. It was anticipated that small schools with a self-contained eighth grade could have as few as one or two eligible teachers, while larger, departmentalized schools would typically have seven to ten teacher respondents. An average of five teachers per school participated in the teacher survey.

As part of a larger mailing, school coordinators received the teacher questionnaires about two weeks before the scheduled Survey Day. The packet contained a cover letter, teacher questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the selected teachers and requesting that they complete and return the questionnaire prior to the scheduled Survey Day. School coordinators were also responsible for collecting the completed questionnaires so that they could be picked up by the NORC representative on Survey Day. Telephone follow-up activities for teachers who did not return a completed questionnaire were conducted by NORC's subcontractor, Westat.

In order to prepare the school package, as well as meet the study objective of linking teacher data to individual students, several key pieces of information had to be acquired and processed before the teacher survey could proceed. The information required included:

A **school file** that contained information about the participating school, including the school's ID number, name, address, and telephone number. The file also contained the name and title of the school coordinator, the scheduled survey date, and key school characteristics (such as size and control). This information was used to produce school coordinator mailing labels and to ensure that the survey materials were sent before the school's scheduled Survey Day. The file was transmitted electronically from NORC to Westat as soon as a school agreed to participate in the study.

A **student file** that contained the names and ID numbers of selected students for a participating school. This file was also transmitted electronically from NORC to Westat as soon as it was available.

A **class schedule form** completed by the school coordinator. Once NORC completed the student sampling for a school, the school coordinator was asked to complete a class schedule form. Using this form, coordinators recorded information about the classes each sampled student attended in the two curriculum areas pre-assigned to the school. This form identified the teachers and classes to be included in the survey. This information was used to produce the teacher labels and list of each teacher's sampled classes.

The class schedule form served two purposes. The first was to identify the teachers who taught classes in the designated curriculum areas to one or more of the sampled students included in the study. Each teacher listed on the class schedule form by the school coordinator was asked to complete a teacher questionnaire. The second purpose of the class schedule form was to identify, by teacher, the specific class each student attended for each assigned subject area. This information was used to produce a list of classes for which each teacher respondent provided descriptive information in Part II of the questionnaire. The class schedule form, then, provided the mechanism to link teacher ratings of students and descriptions of curriculum and practices to individual students. School coordinators were instructed to return their completed form to Westat. Once a completed class schedule form was received at Westat, it was checked for completeness and discrepancies. If any crucial items were missing or errors were detected, the school coordinator was contacted by telephone and the relevant information was obtained or clarified. If a class schedule form was not returned to Westat within two weeks, a prompting telephone call was made to the school coordinator.

Although the questionnaire administration schedule allowed approximately two weeks for teachers to return the completed questionnaires to school coordinators for return to Westat, in some cases materials were not received at the school sufficiently in advance of Survey Day to maintain this schedule. When school and/or student files were received too late to allow the timely completion of the class schedule form request packages, the packages were express mailed to the schools. Trained telephone interviewers then contacted the school coordinators and helped them complete the class schedule form by telephone.

Similarly, overnight express mailings were used to ensure the arrival of questionnaire packages prior to Survey Day. Coordinators were asked to encourage teacher respondents to have completed questionnaires ready for NORC field staff. When time did not permit the arrival and/or return of completed questionnaires on the desired time schedule, school coordinators were given the necessary materials to mail questionnaires directly to Westat following the completion of Survey Day activities. In general, these administrative exceptions were handled on a case-by-case basis.

#### **4.3.4 School Survey**

For the school survey, the school administrator (principal or headmaster) was asked to complete a school administrator questionnaire before the scheduled Survey Day. About two weeks before the Survey Day, school coordinators received a school administrator questionnaire packet which contained a cover letter, the school administrator questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the school administrator. They were also instructed to collect the completed questionnaire on or before Survey Day so that it could be picked up by the NORC representative. After that date, school administrators could mail their completed questionnaires directly to Westat in prepaid business reply envelopes provided for this purpose. Follow-up activities for administrators who did not return a completed questionnaire were conducted by Westat.

#### **4.4 Data Collection Results**

Tables 4.4-1 through 4.4-3 summarize the data collection results for the NELS:88 base year study. Table 4.4-1 reviews the school sample selections and sample realization. The final sample size was approximately equal to the original target number of schools. Just under 70 percent of the original selections cooperated. In order to reach the target number of schools in each stratum, replacement schools were drawn from within the same stratum into the sample when those originally selected re-

fused to participate. The tables that follow (Table 4.4-2 and Table 4.4-3) present two sets of completion statistics for the four study components that constitute the NELS:88 core sample. The statistics are presented according to the sampling stratification variables.

Table 4.4-2 displays weighted and unweighted completion rates based on the overall study/sample design in which the participating student constitutes the basic unit of analysis. For purposes of this table, the completion rate was calculated as the ratio of the number of completed interviews divided by the number of in-scope sample members. Note that the student population is, in the strictest sense, the sole independent sample, and that the other populations, for example parent and teacher, are defined in relation to participating students. Because the parent or teacher of a base year student nonparticipant was defined as out-of-scope (even though they may have completed questionnaires), these out-of-scope respondents have been subtracted from both the numerator and the denominator in the response rate calculation. Given this definition of response rate, weighted completion rates exceed 93 percent for each class of respondents as well as for the teacher ratings of students. In the case of teacher, the statistics given represent more strictly a coverage rate than a teacher response rate. Note that reports were sought from two teachers of each student. The teacher ratings statistics in Table 4.4-2 depict the percentage of base year participating students for whom observations were obtained from one or more teachers.

Table 4.4-3, in contrast, presents the weighted and unweighted completion rates for each survey based on the initial sample selections--that is, the response rate denominator includes base year nonparticipants, even though the parents and teachers of base year nonparticipant respondents were defined as out of scope. Utilizing this definition, the completion rates decrease by several points to around the 90 percent mark. Because in both instances ineligible (or out-of-scope) schools and students were removed from the sample prior to data collection, completion rates are computed directly by simply dividing the number of participating respondents/schools by the number of selections. As in figure 4.4-2, the teacher survey represents a coverage rate, rather than a teacher response rate.

Table 4.4-1.--NELS:88 base year school sample selections and realization

Stratum	Estimated <sup>a</sup> size	Eligible original selections	Target N	Total N cooperating schools	Sample realization (% of target achieved)	Cooperating original selections	Cooperating alternative selections
<b>Total</b>	38,837	1,002	1,032	1,057	102%	698	359
<b>Public schools <sup>b</sup></b>	22,690	774	800	817	102%	522	295
<b>Catholic schools <sup>c</sup></b>	6,928	91	95	104	109%	70	34
<b>Other private schools</b>	9,219	137	137	136	99%	106	30

<sup>a</sup> Estimated as the sum of the school-level weights for each school type.

<sup>b</sup> Stratified by nine Census divisions; racial compositions; grade 8 enrollment; and urbanicity (central city, suburban within SMSA county, rural [non SMSA]).

<sup>c</sup> Stratified by nine Census divisions; racial composition; grade 8 enrollment; and urbanicity (central city, suburban within SMSA county, rural [non-SMSA]).

**Table 4.4-2.--NELS:88 base year completion rates for student, parent, teacher and school surveys, adjusted for out-of-scopes**

	Student questionnaire Completion rates		Student 8th grade test Completion rates		Parent questionnaire Completion rates		Teacher ratings <sup>a</sup> Completion rates		School questionnaire Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
<b>Total</b>	93.41	93.05	96.53	96.35	93.70	92.08	95.91	94.26	98.92	98.38
Participated	24,599		23,701		22,651		23,188		1,035	
Selected	26,435		24,599		24,599		24,599		1,052	
<b>School type</b>										
Public	93.15	92.79	96.32	96.11	94.21	93.72	96.57	95.82	98.73	98.28
Catholic	95.67	94.99	98.08	97.52	89.85	83.55	90.95	84.76	100.0	100.0
Other Private	94.06	93.15	97.34	96.94	91.57	88.34	93.18	92.11	98.25	97.74
<b>Urbanicity</b>										
Urban	92.36	92.19	95.89	95.96	91.48	90.00	94.62	93.20	98.94	97.48
Suburban	92.17	92.38	96.36	96.29	93.32	91.44	95.56	93.85	98.12	98.18
Rural	95.26	95.13	97.29	96.94	96.08	95.40	97.46	96.09	99.64	99.66
<b>Region</b>										
Northeast	92.81	91.85	96.31	95.52	90.58	84.45	91.75	86.42	98.67	97.72
South	94.11	94.03	96.93	96.92	95.93	95.87	97.44	97.00	99.19	98.89
North Central	94.70	94.79	96.85	96.96	94.92	94.72	97.71	97.82	99.75	98.88
West	91.17	90.83	95.50	95.40	90.18	89.62	94.18	93.25	97.10	97.54
<b>Ethnicity</b>										
Hispanic	90.86	90.24	94.95	94.88	88.35	87.57	92.58	92.50	NA	NA
Asian/Pacific Islander	89.70	90.12	98.18	97.84	90.76	91.53	94.06	93.69	NA	NA
Other	93.75	93.63	96.64	96.45	94.28	92.72	96.28	94.53	NA	NA
<b>Minority schools</b>										
Schools with more than 19% minority students	89.64	89.43	95.21	95.44	89.94	88.79	92.78	92.44	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	96.67	96.45	94.09	92.47	96.24	94.48	98.93	98.42

<sup>a</sup> Indicates a coverage rate.

**Table 4.4-3.--NELS:88 base year completion rates for student, parent, teacher and school surveys:  
In-scope completions as a proportion of the total initial sample**

	Student questionnaire Completion rates		Student 8th grade test Completion rates		Parent questionnaire Completion rates		Teacher ratings <sup>a</sup> Completion rates		School questionnaire Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
<b>Total</b>	93.41	93.05	90.17	89.65	87.53	85.68	89.59	87.72	98.92	98.38
Participated		24,599		23,701		22,651		23,188		1,035
Selected		26,435		26,435		26,435		26,435		1,052
<b>School type</b>										
Public	93.15	92.79	89.73	89.18	87.75	86.97	89.95	88.92	98.73	98.28
Catholic	95.67	94.99	93.83	92.63	85.96	79.37	87.01	80.51	100.0	100.0
Other Private	94.06	93.15	91.56	90.29	86.14	82.27	87.65	85.79	98.25	97.74
<b>Urbanicity</b>										
Urban	92.36	92.19	88.56	88.46	84.49	82.97	87.39	85.92	98.94	97.48
Suburban	92.71	92.38	89.34	88.96	86.52	84.47	88.60	86.70	98.12	98.18
Rural	95.26	95.13	92.68	92.14	91.52	90.74	92.85	91.41	99.64	99.66
<b>Region</b>										
Northeast	92.81	91.85	89.39	87.73	84.06	77.56	85.15	79.37	98.67	97.72
South	94.11	94.03	91.23	91.14	90.28	90.14	91.71	91.21	99.19	98.89
North Central	94.70	94.79	91.71	91.91	89.89	89.78	92.53	92.72	99.75	98.88
West	91.17	90.83	87.07	86.69	82.21	81.40	85.87	84.69	97.01	97.54
<b>Ethnicity</b>										
Hispanic	90.86	90.24	86.27	85.63	80.28	79.02	84.11	83.48	NA	NA
Asian/Pacific Islander	89.70	90.12	88.07	88.17	81.41	82.49	84.37	84.43	NA	NA
Other	93.75	93.63	90.61	90.31	88.39	86.81	90.26	88.51	NA	NA
<b>Minority schools</b>										
Schools with more than 19% minority students	89.64	89.43	85.35	85.36	80.63	79.41	83.17	82.67	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	90.70	90.19	88.29	86.47	90.30	88.35	98.93	98.42

<sup>a</sup> Indicates a coverage rate.

## V. Data Control and Preparation

This chapter describes the procedures used to transform responses from the student questionnaire into a computerized data file. These procedures include editing completed questionnaires for missing information, retrieving the missing information, monitoring the receipt of completed questionnaires, preparing the questionnaires for data entry, and preparing the documents for archival storage. To efficiently accommodate the large number of respondents and the many variables constituting the NELS:88 student survey, most of the questions in the student questionnaire and eighth grade tests used response formats suitable for optical mark reading.

### 5.1 Onsite Editing and Retrieval

The first part of the data control process involved editing questionnaires and retrieving missing information. NORC field staff conducted onsite editing of the student questionnaires by first checking that the student identification number was correctly filled in. Next, the "critical items," so designated because of their special interest to analysts, their policy relevance, or their usefulness in locating the student for subsequent follow-up studies, were checked for completeness. (A complete listing of the critical items appears in Appendix B.)

If the response to one or more of the critical items was missing, undecipherable, or had multiple categories marked when only one response was required, the NORC field staff member privately pointed out the problem to the student. If, after prompting, the student indicated that he or she had chosen not to answer the question, the NORC staff member marked a "no retrieval" response for the item. (No retrieval was indicated by filling in an oval positioned to the left of each critical item). The "no retrieval" responses were used later during the machine editing process to assign a "refused" response to the critical items. Most editing and retrieval for the student questionnaire was conducted in the way just described. In a very small number of instances (fewer than 300 cases), additional retrieval of missing responses to critical items had to be conducted after the questionnaire reached NORC.

A small number of student questionnaires were administered by school coordinators rather than NORC personnel and were not subject to onsite editing and retrieval (see section 4.3.1). These cases reflect small schools with only one or two eligible eighth graders or make-up sessions with fewer than five students. To ensure respondent confidentiality, these questionnaires were reviewed for completeness by authorized personnel upon receipt at NORC. The editing process involved a review of all critical items and the retrieval of missing (and/or inappropriately marked) items by experienced NORC telephone interviewers. Student responses were recorded in the questionnaire. The "retrieval oval" was marked to indicate that an attempt was made to retrieve the item and the appropriate response category was filled in accordingly. The retrieval was begun in early June, 1988 and completed in late August, 1988.

### 5.2 Monitoring and Receipt Control

After completing data collection and onsite editing, NORC field staff prepared the survey materials and tests for mailing to NORC. Once these packages were received at NORC they passed through several steps. First, receipt control clerks checked each student questionnaire for completeness and reviewed the transmittal documents to ensure that the case ID numbers matched. A final disposition code was assigned to the corresponding student by the team leader. The disposition code indi-

cated whether test data, questionnaire data, or both were completed by that student. Receipt control clerks then entered this disposition code into NORC's Survey Management System (SMS), a micro-computer-based system that replaced the NORC Automated Survey System (NASS) used on earlier studies. At the time of entry, the SMS generated and automatically entered the date that data for each case was received.

### **5.3 Inhouse Editing and Coding**

The next step was to edit and code the confidential locator pages from the questionnaire and to separate these pages from the rest of the questionnaire. A section of the student questionnaire asked students to provide identifying information and information about their parents' occupations. This handwritten locating information was edited for legibility. NORC coders used a coding procedure to condense the occupation questions into the eighteen categories used in the occupation questions in the parent questionnaire. (A list of the occupation categories can be found on page 14 of the parent questionnaire in question 34B.) In coding this item it was discovered that eighth graders classified one or the other of their parents as a "student" a sufficient number of times to justify the creation of a nineteenth category.

### **5.4 Data Entry and Archival Storage**

When editing, coding, and inhouse retrieval were completed, questionnaires were separated into two parts, each of which received different treatment with respect to data entry and archiving. First, the seven pages of identifying information were removed from each questionnaire. This information was sent to NORC's data entry department for processing. When data entry was completed, the pages were filed such that they would be accessible for use during the remaining phases of the survey.

The data entry for the remaining part of the each questionnaire, which contained students' responses to the majority of the questions, was completed through an optical mark reading procedure. Optical mark reading was conducted by NORC's subcontractor, Questar Data Systems, Inc., which received the questionnaires and tests in batches for processing. Questar also arranged to have questionnaires and tests photographed onto microfilm. Once the questionnaires were scanned and photographed they were destroyed and the rolls of microfilmed questionnaires were returned to NORC for archival storage.

## **VI. Data Processing**

Data processing activities span the entire length of the NELS:88 base year student survey, beginning with drawing the sample, continuing with receipt control and machine editing, and ending with the preparation of public use data tapes and user documentation.

### **6.1 Student Locator Database**

The locator database contains the most up-to-date name and address information available for each student. These data were constructed both from the sample file and from locating information provided by the student, and so contain the data required to trace a student through the school or district. Locating information was provided in Part I of the student questionnaire, including the student's name and address, his or her parents' names and address(es), and the name, address, and relationship of another person likely to stay informed of the respondent's whereabouts. To ensure confidentiality, all identifying information is stored on secure files that are separate from the questionnaire data. Part I of the student questionnaire also requested information regarding respondent birth date, sex, parent occupation, and the sector (e.g., public, private) of the high school he or she expected to attend. These data are included in the public use data tapes.

### **6.2 Receipt Control Procedures**

The NORC Survey Management System (SMS) was used to track survey activities. This system houses a record for each student that contains the school ID, the respondent ID number, student and parent disposition codes, and other information. Data control disposition codes in the SMS files were used to track completion rates of the sample during the data collection. At the end of the data collection period the SMS file was merged with the scanned data to search for any discrepancies in IDs or final status. In most cases, it was possible to resolve such discrepancies by referring to the microfilm of the documents.

#### **6.2.1 Storage and Protection of Completed Instruments and Records**

Whenever questionnaires were not being processed, they were filed in locked cabinets. After data retrieval and editing, the locator pages containing the respondent's name and ID were data-entered into the student locator database, then detached and filed in a locked cabinet, in a locked room. From this point on, the respondent's name and address could no longer be associated with his or her responses to the questionnaire. Questionnaires were stored in locked file cabinets in locked rooms until they were transmitted to the scanning subcontractor, who observed identical security and confidentiality protection safeguards. The optical scanning subcontractor for the NELS:88 base year was Questar Data Systems, Inc.

### **6.3 Optical Scanning**

With the exception of the student locator section, NORC used the optical mark read (OMR) method of data conversion for the student questionnaire and eighth grade tests. (Key-to-disk equipment at NORC was used to convert the locator section to machine readable form.) The materials were optically scanned using equipment that read darkened ovals or marks on the page. The scanning subcontractor conducted extensive tests and checks of the machine's ability to correctly read the darkened ovals. Adjustments were made to the marksense threshold as required. To check the accuracy of data conversion, the scanning programs were tested in two ways: through use of dummy question-

naires specifically designed to detect scanning errors, and by running a substantial number of real documents through the system. Final data were compared item by item to hard-copy questionnaires, and procedures were modified until accuracy was attained.

#### **6.4 Machine Editing**

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

After the scanning contractor completed data conversion and supplied NORC with a raw data tape, the combination of machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, and detecting illegal codes and converting them to missing data codes. Variable frequencies were inspected before and after these steps to verify the correctness of the automated processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to the filter item and then continued to answer "no" to subsequent dependent questions. If a value was given to a filter question indicating that the respondent should have skipped the subsequent question(s), those questions were set to a value of legitimate skip even if the respondent answered some or all of these questions. If a multiple response or no answer was given to a filter question that was not a legitimate skip, the question was assigned an appropriate reserve code ("6", "7", or "8") and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

After improperly answered questions were converted to blanks, the student data were passed through a second step in the editing program that supplied the appropriate reserve codes for blank questions. Where a value was not provided by the respondent, a reserve code fills the field. These codes are as follows:

- 6 = MULTIPLE RESPONSE
- 7 = REFUSED (if a critical item is missing and the retrieval oval is checked)
- 8 = MISSING
- 9 = LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Each critical item has an associated "retrieval oval." The retrieval oval was marked if an attempt was made to retrieve data from a respondent. These flags then were used to set corresponding blank data to REFUSED. Although retrieval variables were present in the questionnaire, they are not present in the data since their purpose was to determine correct reserve codes. Any critical item that was blank, not a legitimate skip, and whose respective retrieval oval flag was checked was coded as "7" (refused). A critical item that was blank, not a legitimate skip, and whose respective retrieval flag was not checked was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered them. Filters that were coded "6" (multiple response) or "8" (missing) were handled the same way.

Detection of out-of-range codes was completed during scanning for all questions except those permitting an open-ended response. The two-digit occupation codes for the manually coded, open-ended questions were checked manually to validate all codes.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in condensed crosstabulations so that staff could verify the correctness of the recoding.

## **6.5 Data File Preparation**

The conventions used to assign SAS and SPSS variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYS56A, is from the base year student survey, question 56, part A.

Most composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were constructed from variables from different databases. Others were constructed by recoding a variable and a very few were simply copied from a different data source to this file for the user's convenience. Composite variables may be valid throughout the survey (e.g., SEX) or they may be specific to this particular survey wave. The names of the latter begin with BY for base year. Hence, BYFAMSIZ categorizes the base year family size. Weights are similarly labeled: BYQWT for the selection weight for questionnaire completion adjusted for nonresponse during the base year, and so on. Composite variables, such as SEX, RACE, or G8ENROL, which will remain the same throughout the survey waves, have names that will remain the same.

The only reserve code used for composite variables is that of missing data. For one-column variables that is an 8, for variables greater than one column, the left most columns are filled with "9"s (9....8). This reserve code is used when the sources for data are either item nonresponse or nonparticipation in all or part of the components of the study. Appendix D contains explanations of the conditions under which specific composite variables were assigned a missing code.

## VII. Guide to the Data Files and Codebook

The NELS:88 public use data files are available on four separate tapes, one for each study component: the student survey, the parent survey, the teacher survey, and the school administrator survey. The tape for the student survey component contains a data file based on data for 24,599 participating students from 1,052 schools, including the OBEMLA student oversamples. As indicated earlier, the student data can be used alone or merged with the parent, teacher, or school files.

Since multiple instruments were used to gather data from students, parents, teachers, and school administrators, the analyst must use the proper participation flags and weights to produce accurate statistics. Therefore, before describing the data files, several suggestions are offered that should be helpful to the analyst. These are followed by a complete description of the content and organization of the student data file and a guide to the associated codebook.

In the section on the data file, the reader should pay particular attention to the composite variables, which have been especially constructed to streamline substantive analyses. Since researchers often need to control for education level, urbanicity of school, educational aspirations, socioeconomic status, and the like, a set of classification variables has been carefully constructed that can be used for this purpose. Complete specifications used to create these composite variables can be found in Appendix D. Should the analyst choose to create alternatives, he or she is, of course, free to do so.

### 7.1 Suggestions for Selecting Participation Flags and Weight and Using Statistical Programs

One of the first steps to take before running statistical analyses is to select the proper participation flags and weight. There are seven participation flags (BY indicates base year) which define subsets of the participating students (those who completed the student questionnaire).

For the following six flags, a 1 specifies that the indicated documents (questionnaires and/or tests) were completed, and a 0 that they were not.

BYTEQFLG	at least one teacher questionnaire
BYPAQFLG	a parent questionnaire
BYTXPAFG	the student tests and a parent questionnaire
BYTEPAFG	a parent questionnaire and at least one teacher questionnaire
BYTXFLG	the student tests
BYADMFLG	the school administrator questionnaire

BYIEPFLG, the seventh flag, is 1 if the student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard of hearing, deaf-blind, or multiple handicap (only if hard of hearing was included as one of his or her impairments); and the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes. It is 0 if the above criteria were not satisfied.

These flags should be used to select the subset of respondents the analyst intends to examine. For example, if data are desired from all students for whom a parent questionnaire and at least one teacher questionnaire was completed, BYTEPAFG should be used to select them. (Even when running unweighted statistics, the participation flags should be used). When the user combines a flag with the

appropriate weight, he or she can produce population estimates. There are two weights for NELS:88 data: BYQWT, included on the student file for producing weighted student statistics; and BYADMWT on the school file for producing weighted statistics for schools with participating students.

To compute a weighted estimate of the proportion of students, with corresponding teacher data, who felt that the teachers in their school were interested in students (question 59G), for example, one would take the following steps:

- (1) use the participation flag, BYTEQFLG, to select the cases for whom a teacher questionnaire was completed;
- (2) invoke the appropriate weight, BYQWT; and
- (3) run frequencies for the variable BYSS9G.

The appropriate participation flags and/or weights should be used if unweighted and weighted analyses are to be performed correctly. See Appendix F for specific examples using Statistical Analysis System (SAS).

Although sampling weights are discussed in detail in Chapter III, a few words are warranted here. The NELS:88 data files are designed to be used as weighted data sets in all analyses. The complexity of the sample design of the base year virtually ensures inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can be avoided by using the weights provided to analyze specific subsets of the sample.

### 7.1.1 Packaged Statistical Programs

NCES has responded to numerous questions over the years having to do with statistical analyses of data from earlier longitudinal education studies and now routinely recommends the procedures outlined in Appendix F, using SAS with NELS:88 data. SPSS-X can also be used, and the data tape contains the appropriate control cards for this package. Analysts should contact their own support facilities to obtain the information necessary to create an SPSS-X system file from a SAS system file and vice versa.

## 7.2 Content and Organization of the Data Files

The student raw data file consists of 24,599 records for participating students. (Nonparticipating students are not included on the base year data tape of a longitudinal study). Each record is organized as shown in the record layout that appears as Appendix C. The variables on the record are grouped into logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

The student data tape contains four related files. They are:

1. The raw data file, with items in the following order for each respondent:
  - a. Randomized ID number (positions 1-7)
  - b. Information from the student questionnaire (positions 8-358)
  - c. Base year weight, flags, and composites (positions 359-577)

2. SPSS-X control cards
3. SAS control cards
4. SAS system file

Questionnaire data from school administrators, students, or both sources were collected from 1,057 schools in the core sample. Five of these 1,057 schools were dropped from both the school and the student data files because student questionnaire data were missing, leaving 1,052 schools either with school administrator and student data, or with student data only. These 1,052 schools are represented on the student file.

For 17 of the 1,052 schools no school administrator data were available. Because these 17 schools are not included in the school file (which contains as its main source of data responses to the school administrator questionnaire), the number of schools in the school file is 1,035. The 1,035 schools are those for which both school administrator data and data from at least one student are available for the school.

### **7.2.1 Identification Codes**

The first variable on the raw data file, STU\_ID, is a unique but randomized seven-digit student identification code consisting of a five-digit school ID followed by a two-digit student code. Both sets of numbers have been randomly assigned to maintain confidentiality. Data for the four components of NELS:88 may be linked through the ID's of each component. The parent record contains the student ID. The first field of the teacher identification is the student ID. Thus, the school ID is embedded in the first five digits of each component ID (See Figure 7-1).

### **7.2.2 Student Questionnaire Information**

Information from the student questionnaire is presented in the same order as the questions. Variables are identified by their SAS (SPSS-X) name. All variable names begin with BYS for Base Year Student, followed by the question number. For example, BYS82K is question 82, part K, from the base year student questionnaire.

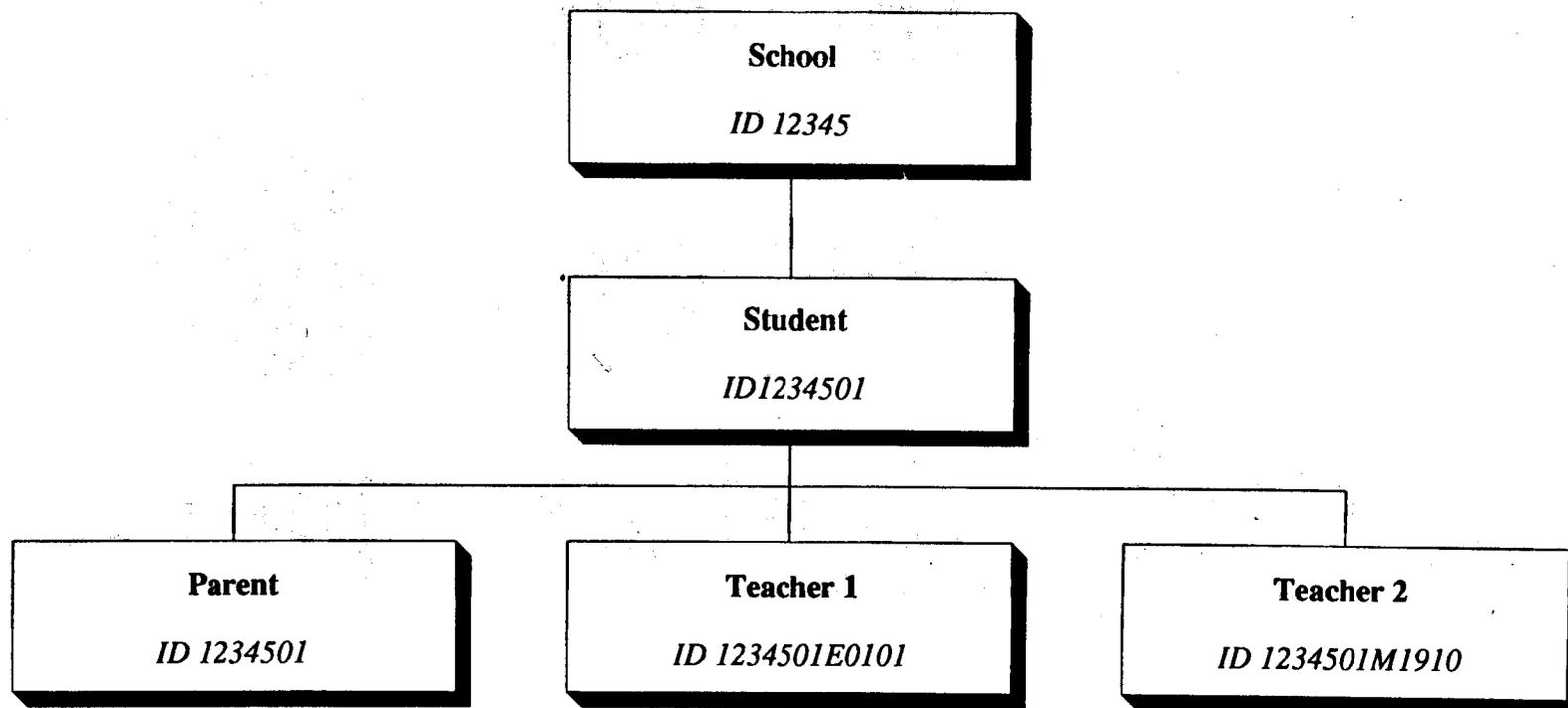
### **7.2.3 Sampling Weights**

BYQWT is calculated from the design weight for the student (RAWWT), adjusted for the fact that some of the selected students did not complete the questionnaire. RAWWT is the reciprocal of the conditional selection probability within school for the student, given that the school was selected into the base year sample, multiplied by his or her school's design weight (SCHWT). BYQWT is included on the student data tape, as well as on the parent data tape.<sup>17</sup> It is designed to be used in conjunction with the appropriate flag to compute population estimates of a corresponding subset of student respondents.

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<sup>17</sup> Because of the success in obtaining a parent questionnaire for such a high percentage of students, the student weight BYQWT can also be applied to provide a reasonable approximation of weighted parent statistics. See section 3.3 for details on its use.

**Figure 7-1.--Data file linkages**



**Note:** Each student was rated by teachers in two subjects. For some students, both ratings were made by the same teacher.

BYADMWT is the overall design weight for schools (SCHWT) adjusted for the fact that some of the school administrators of the participating schools did not complete a school questionnaire. BYADMWT is included on the school data tape.

#### **7.2.4 Composite Variables**

Most composite variables were constructed using responses from two or more questionnaire items. In some cases composites were constructed from numerous variables or from variables from different databases. Others were constructed by recoding a variable. A very few were simply copied from a different data source to this file for the user's convenience. All of the composite variables are described in detail in Appendix D, where they are listed along with flags and weight in the order in which they appear on the tape. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may be referred to as classification variables in this or other NCES documents.

**Composites of school-level characteristics** provide information about the student's school.

G8TYPE classifies the type of school by the grades spanned. G8CTRL classifies the school into one of four categories, public, Catholic, other religious private, and other nonreligious private. The information for G8CTRL was taken primarily from the school data file after combining types of Catholic schools. BYSCENRL categorizes the school enrollment and G8ENROL categorizes the eighth grade enrollment as reported by the school. G8URBAN classifies urbanicity; this classification was taken directly from the QED (Quality Education Data) file, for the student's school. G8REGON indicates in which of the four U.S. Census regions the school is located. G8MINOR reflects by category the percentage of minority students in the eighth grade reported by the school. G8LUNCH reports by category the percentage of students in that student's school who receive free or reduced-price lunches. It was calculated from responses to the school questionnaire.

For some students, a school administrator questionnaire is not available. In these cases data for G8TYPE, G8CTRL, BYSCENRL, and G8ENROL were (if available) taken from the QED (Quality Education Data) file.

Some composites of school level characteristics can be considered demographic information, such as school region (G8REGON) and urbanicity of the respondent's school (G8URBAN).

**Other composite and special variables.** Many of the composite variables constructed were respondent demographic characteristics. SEX, RACE, HISP, API, BIRTHMO, and BIRTHYR are all examples. The SEX variable was taken first from the student questionnaire. If this source was missing or not available, then the sex variable from school rosters was used. Any records with this variable still missing had sex imputed from the respondent's name, or if that could not be done unambiguously, the value for SEX was randomly assigned. RACE also was constructed from several sources of information. The first source was the student self-report. Second, if the student information was missing or inconsistent with that of the parent, data from the parent questionnaire were used (see Appendix D). HISP (Hispanic subgroup), API (Asian and Pacific Island subgroup), BIRTHMO, and BIRTHYR were taken directly from the student questionnaire.

Socioeconomic status can be determined from BYSES and BYSESQ. The parent questionnaire was the primary source used to construct this composite, averaging the nonmissing values of five standardized components: father's and mother's educational levels, father's and mother's occupa-

tions, and family income. For cases without parent data (8.1 percent), student data were used. The first four components from the student data are the same as the components used from parent data and a ranking of material possessions was substituted for family income. BYSESQ is simply the BYSES quartile to which the respondent belongs.

Family variables include the language spoken in the home (BYHMLANG). The primary source for this composite was the student questionnaire; otherwise, parent questionnaire data were used. BYFCOMP, which categorizes the family makeup, is taken from the student questionnaire only. Additional family characteristics are available with estimated family size (BYFAMSIZ), taken first from the student questionnaire and second from the parent questionnaire, and the highest level of education reported by either of the respondent's parents (BYPARED). To construct BYPARED, student data were used whenever parent data were either missing or not available. Family variables taken from only the parent questionnaire are BYPARMAR, parent's marital status, and BYFAMINC, family income.

Four psychological scales, designed to be as comparable as possible with those on HS&B and NLS-72, were constructed from various attitude items. These scales are intended to measure locus-of-control (BYLOCUS1 and BYLOCUS2) and self-concept (BYCNCPT1 and BYCNCPT2). BYLOCUS1 and BYCNCPT1 represent only the scale items that correspond closely to NLS-72 and HS&B items. BYLOCUS2 and BYCNCPT2 represent all NELS:88 scale items. Each composite scale is the average of the standardized scores of the questionnaire items of which it is composed. For each scale a tertile ranking was calculated. These variables are named: BYLOCU1T, BYLOCU2T, BYCNCPT1T, and BYCNCPT2T. A measure of reliability, coefficient alpha<sup>18</sup> was calculated for each of these scales. The values are: BYLOCUS1 = .5750, BYLOCUS2 = .6802, BYCNCPT1 = .7355, and BYCNCPT2 = .7867. For a list of the component items, the construction procedures, and the wording of the items in both NELS:88 and HS&B, see Appendix D. It is important to note that while the items are comparable, they are not always identical.

Educational variables include results of the cognitive tests as well as data reported on questionnaires. Eight results for each of the base year tests in the four areas of reading, mathematics, science, and social studies (history/government) are reported. The convention adopted for these thirty-two variables names is: BYTX (base year test) followed by R for reading, M for mathematics, S for science, and H for history (social science), ending with the result designator NR for number right, NW for number wrong, NNA for number not attempted, FS for formula score, STD for standardized score, IRR for IRT (Item Response Theory)-estimated number right, IRS for IRT-estimated formula score, and Q for quartile (1=low). For example, BYTXSNNA is the number not attempted on the science test. In addition, a standardized test composite for reading and math (BYTXCOMP) and its quartile (BYTXQURT) were constructed.

Seven ratings are reported that characterize the student's proficiency in reading and mathematics. These variable names begin with BYTX for base year test, followed by R for reading or M for mathematics. The variables are:

BYTXRPL1	reading proficiency level 1
BYTXRPL2	reading proficiency level 2

18 Cronbach, L. J., "Coefficient Alpha and the Internal Structure of Tests," *Psychometrika*, 16, 297-334 (1951).

BYTXRPRO	overall reading proficiency
BYTXMPL1	mathematics proficiency level 1
BYTXMPL2	mathematics proficiency level 2
BYTXMPL3	mathematics proficiency level 3
BYTXMPRO	overall mathematics proficiency

A description of the proficiency levels and an interpretation of the overall proficiency ratings are in Appendix D.

BYGRADS is an average, with all non-missing elements equally weighted, of the self-reports for grades over the four subject areas. The source is student questionnaire item 81. BYGRADSQ is the quartile distribution of BYGRADS. BYPSEPLN characterizes the postsecondary education plans of the student and was taken directly from the aspirations stated by the student in response to BY545.

BYHOMEWK categorizes the total amount of time the student reported spending on homework a week.

BYLEP specifies whether the student has Limited English Proficiency. It was constructed from the student self-evaluations and the teacher evaluations for proficiency in using the English language. BYLM was constructed from teacher and student reports and specifies whether the student is classified as Language Minority (from a home in which a language other than English is typically spoken).

NOMSECT is the classification of the school the student expects to attend for tenth grade. The classifications were taken directly from the student data file, coded, and matched to the QED (Quality Education Data) files.

HEARIMP indicates if the student was reported to have a hearing impairment either by the parent or by the project staff as part of the survey activity. Also, the student was classified as hearing-impaired if reported as such to the Department of Education and currently mainstreamed with regular hearing eighth grade students for English or mathematics classes. This variable is less strictly defined than BYIEPFLG.

HANDPAST was constructed from responses on the parent questionnaire and indicates whether the student has ever participated in a program for the handicapped including physical, emotional, mental or learning disabilities. BYHANDPR reflects responses on the parent questionnaire and indicates whether the student is currently participating in a program for the orthopedically handicapped or learning disabled. BYHANDTR was constructed from responses on the teacher questionnaire(s) and indicates whether at least one teacher reports a handicap that interferes with school performance.

### 7.3 Guide to the Codebook

The codebook provides a comprehensive description of the student data file. For each variable on the tape the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their un-weighted frequency and percent and weighted percent are shown. See Figure 7-2 for an example. Each portion of the example is numbered. These numbers can be used to reference the associated explanation in the text following the figure.

Again, it is worth noting that there were cases when information not provided by the school administrator or the student was obtained from other sources. One example is when information from the QED datafile, used to create the sample frame, was also used to fill in missing information about the grade range of the school. Similarly, information on the student's sex and race were obtained from the school rosters when they were missing from the student questionnaires. A full description of these substitutions is in Appendix D. In addition, as noted in section 3.4, certain responses were imputed logically, as the result of machine cleaning. In general, however, there were no other attempts at imputing data for missing values. Because of this, nonresponse bias may be a problem, especially for items with high item nonresponse. These items are documented in the item nonresponse section of the sample design report.

**Figure 7-2. Codebook entry**

(1)	<u>Question 46</u>	(2)	Tape Pos. 159-159
		(3)	Format: I1
(4)	BYS46 = (5) HOW SURE THAT YOU WILL GRADUATE FROM H.S		
(6)	How sure are you that you will graduate from high school? (MARK ONE)		
(7)	<u>RESPONSE</u>	(8)	<u>CODES</u>
		(9)	<u>UNWGTD FREQ</u>
		(10)	<u>PER- CENT</u>
		(11)	<u>WGTD PCT</u>
	Very sure I'll graduate . . . . . 1	20065	81.6% 82.5%
	I'll probably graduate . . . . . 2	3844	15.6% 15.7%
	I probably won't graduate . . . . . 3	255	1.0% 1.1%
	Very sure I won't graduate . . . . . 4	168	.7% .7%
(12)	RESERVED CODES:		
	MULTIPLE RESPONSE . . . . . 6	3	.0% (MISS)
	MISSING DATA . . . . . 8	264	1.1% (MISS)
	TOTALS:	24599	100.0% 100.0%

**Explanations:**

(1) Question number: For variables taken directly from questionnaires, this is the question number in the original document. Composite variables and other items such as flags and weights have variable names that represent their content.

(2) Tape position: This item gives the starting and ending tape position for each variable on the data tape.

(3) Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

(4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables

are given mnemonics that help identify them, for example, G8REGON for "Grade 8 in what US Census Region" and BYSES for "base year socioeconomic status." For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

(5) SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tape.

(6) Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

(7) Response categories: This item provides either the original response categories (in the case of questionnaire items) or the recoded or constructed response categories (for composite variables and data indicators, such as flags). For display in the tables, some continuous variables have been recoded to collapse all valid values into a single response category. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

(8) Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skip, and so forth.

(9) Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth. Frequency counts include only those participating in the base year survey.

(10) Unweighted percentage frequencies: This column displays the frequency counts of item 9 as percentages. All records that were processed are included.

(11) Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserve code values are excluded from the computation.

(12) Reserved codes: In this data set certain codes, termed "reserved codes," have been chosen always to stand for certain situations. NORC and Westat have different values for reserve code 6. The student and parent surveys use NORC's convention of 6 = multiple response as shown below. The school and teacher surveys use Westat's code of 6 = don't know. Reserve codes 7, 8, and 9 are identical for all study components. These reserve codes and their interpretations are:

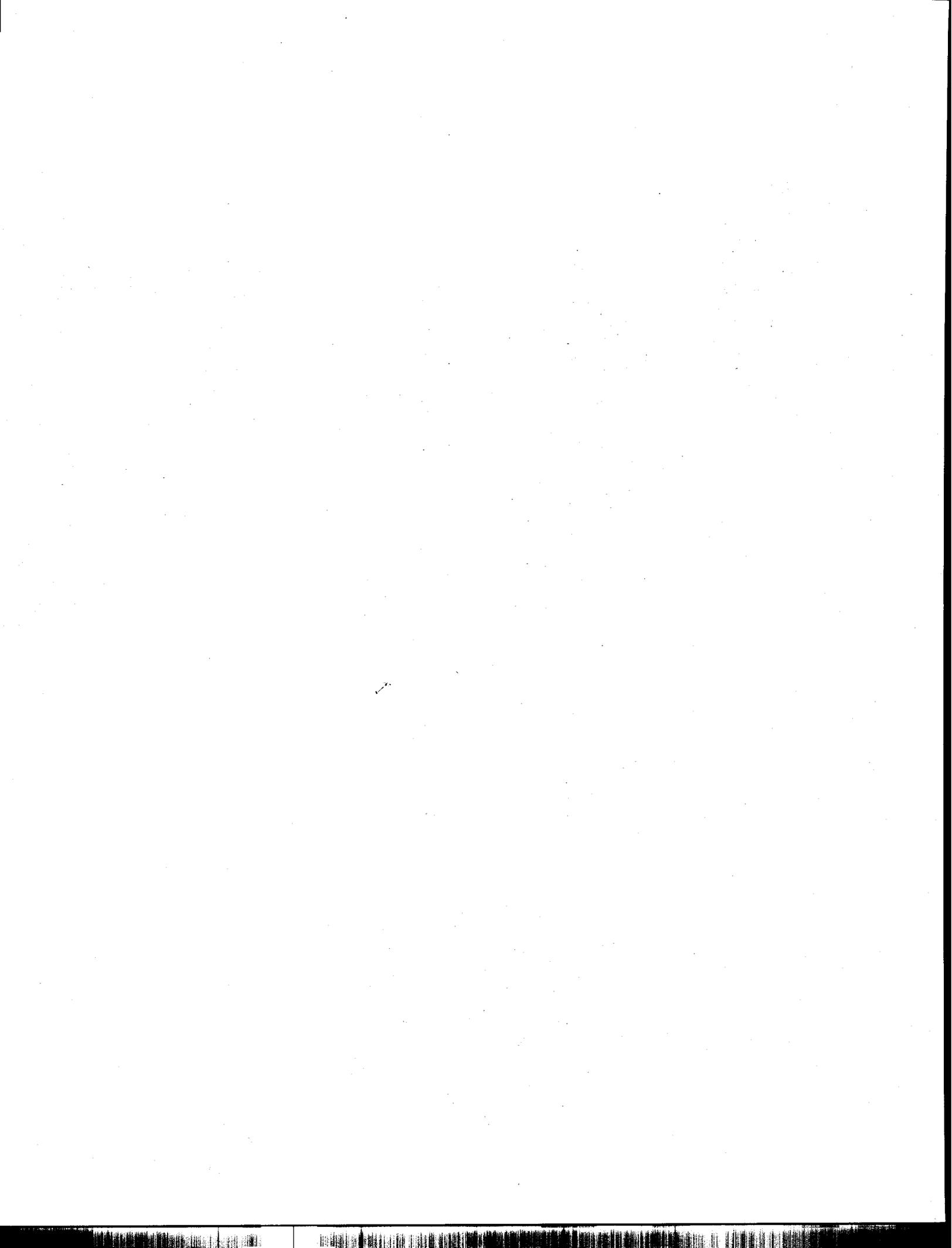
6 = multiple response.... more than one response where only one response was called for

7 = refusal..... respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up

8 = missing data..... data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data

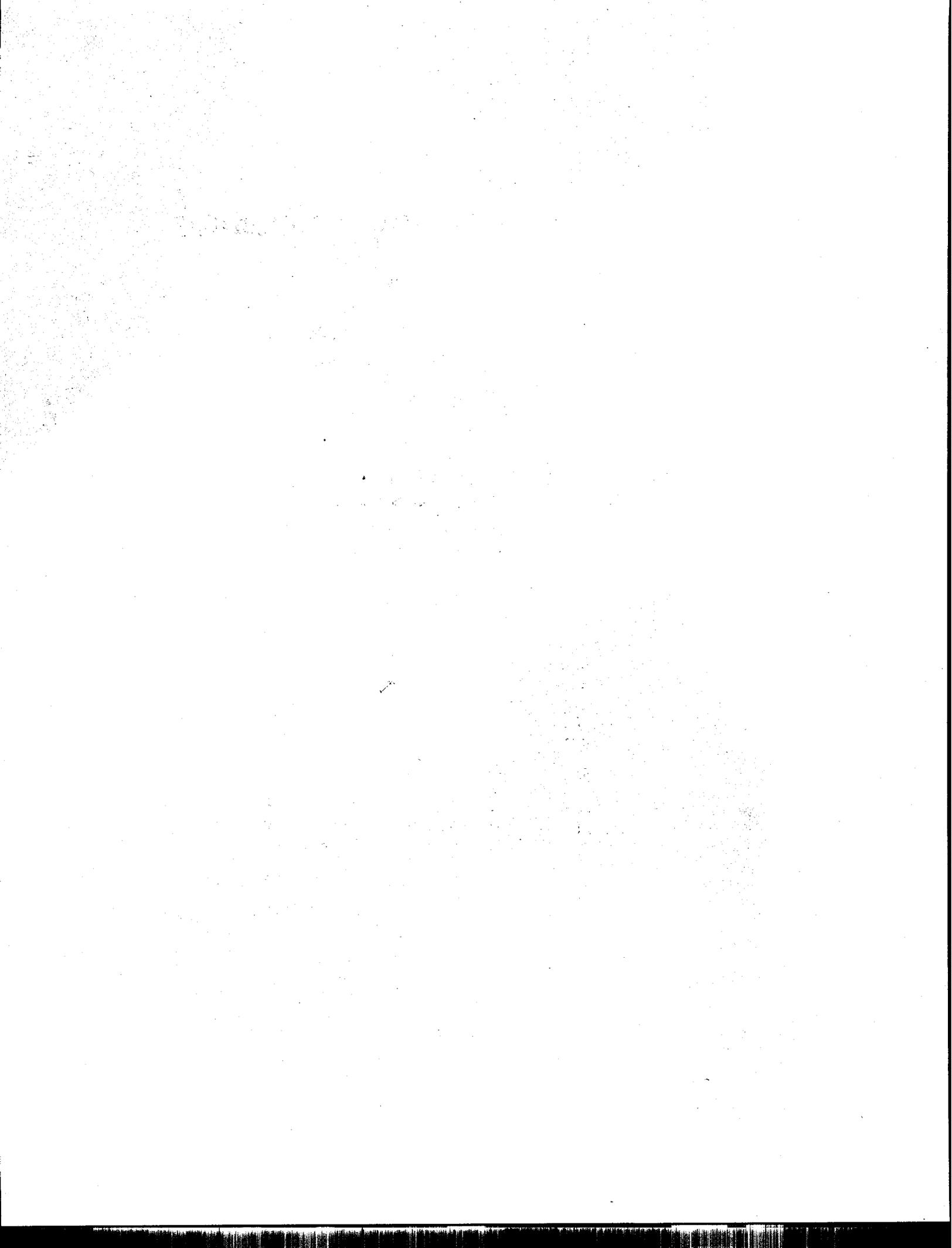
9 = legitimate skip..... because of responses to preceding filter questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes correspond identically to those used in NLS-72 and in the HS&B study. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left most columns are filled with 9s (e.g., 96, 996, 9996).



**Appendix A**  
**Student Questionnaire**







NORC - 4455  
Form Approved  
OMB No. 1850-0593  
App. Exp.: 1/89

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# EIGHTH GRADE QUESTIONNAIRE

## NELS: 88

### NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

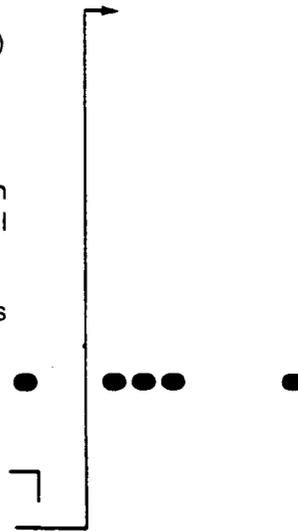
Prepared for: U.S. Department of Education  
Center for Education Statistics

By: NORC, A Social Science Research Center  
University of Chicago

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As a matter of policy, the Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USA 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move through high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of others, and the answers you give will never be identified as yours.



## MARKING DIRECTIONS

- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS



INCORRECT MARKS



**EXAMPLE:** 1. Will marks made with ballpoint or felt-tip pen be properly read?

Yes

No



# GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

## A. (MARK ONE)

What is the color of your eyes?

(MARK ONE)

- Brown .....
- Blue .....
- Green ..... ●
- Another color .....

If the color of your eyes is green, you would mark the oval to the right of green as shown.

## B. (MARK ALL THAT APPLY)

Last week, did you do any of the following?

(MARK ALL THAT APPLY)

- See a play .....
- Go to a movie ..... ●
- Attend a sporting event ..... ●

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

## C. (MARK ONE ON EACH LINE)

Do you plan to do any of the following next week?

(MARK ONE ON EACH LINE)

- |                                    | <u>Yes</u> | <u>Not<br/>Sure</u> | <u>No</u> |
|------------------------------------|------------|---------------------|-----------|
| a. Visit a relative .....          |            |                     | ●         |
| b. Go to a museum .....            | ●          |                     |           |
| c. Study at a friend's house ..... | ●          |                     |           |

If you plan to study at a friend's house, are not sure about going to a museum next week, and do not plan to visit a relative, you would mark one oval on each line as shown.

## D. (QUESTION WITH A SKIP)

a. Do you eat sweet foods?

(MARK ONE)

- Yes ..... → GO TO b
- No ..... → SKIP TO c

b. Do you brush your teeth after eating sweet foods?

(MARK ONE)

- Yes .....
- No .....

c. Last week, did you do any of the following?

(MARK ALL THAT APPLY)

- See a play .....
- Go to a movie .....
- Attend a sporting event .....

THIS QUESTIONNAIRE IS NOT A TEST. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

# PART 1 — YOUR BACKGROUND

1. Please print in your name, address, and telephone number.

08/ NAME:

\_\_\_\_\_  
Last First Middle

ADDRESS: \_\_\_\_\_  
Number Street

ADDRESS CONTINUED: \_\_\_\_\_  
Apartment Number

\_\_\_\_\_  
City State ZIP Code

1A. Do you have a telephone number?  
(MARK ONE)

Yes ..... 1 → GO TO 1B 48/  
No ..... 2 → SKIP TO Question 2

1B. What is your telephone number? ←

TELEPHONE: ( ) - \_\_\_\_\_  
Area Code Telephone Number

2. Please print in the name of your mother or female guardian. (If you have both a mother and a female guardian, write in the name of the one with whom you are currently living.)

08/

MOTHER OR FEMALE GUARDIAN'S NAME:

\_\_\_\_\_  
Last First Middle

2A. Is your mother or female guardian living?  
(MARK ONE)

Yes ..... 1 → GO TO Question 3, Page 5 59/  
No ..... 2 → SKIP TO Question 5, Page 7

4. Please describe the present or most recent job of your mother or female guardian. (If you have both a mother and a female guardian, answer for the one with whom you are currently living.)

59/

4A. Is she currently working, unemployed, retired, or disabled?

(MARK ONE)

- Currently working (including homemaker) ..... 1
- Unemployed ..... 2
- Retired ..... 3
- Disabled ..... 4

Now answer questions B, C, D, and E.

- If your mother or female guardian is unemployed, retired, or disabled, answer the following questions for her most recent job.
- Also, if your mother or female guardian works more than one job, please answer for the job you consider to be her major activity.

4B. What kind of work does she normally do? That is, what is the job called?

OCCUPATION: \_\_\_\_\_

4C. What does she actually do in that job? What are some of her main duties?

\_\_\_\_\_

4D. Describe the place that she works. (for example, factory or fast-food restaurant):

\_\_\_\_\_

4E. What does the company make or do?

\_\_\_\_\_

\_\_\_\_\_

Office Use Only

--	--

7. Please describe the present or most recent job of your father or male guardian. (If you have both a father and a male guardian, answer for the one with whom you are currently living.)

59/

7A. Is he currently working, unemployed, retired, or disabled?

(MARK ONE)

- Currently working (including homemaker) ..... 1
- Unemployed ..... 2
- Retired ..... 3
- Disabled ..... 4

Now answer questions 7B-E.

- If your father or male guardian is unemployed, retired, or disabled, answer the following questions for his most recent job.
- Also, if your father or male guardian works more than one job, please answer for the job you consider to be his major activity.

7B. What kind of work does he normally do? That is, what is the job called?

OCCUPATION: \_\_\_\_\_

7C. What does he actually do in that job? What are some of his main duties?

\_\_\_\_\_

7D. Describe the place that he works. (for example, factory or fast-food restaurant):

\_\_\_\_\_

7E. What does the company make or do?

\_\_\_\_\_

\_\_\_\_\_

Office Use Only

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8. Which of the following people live in the same household with you?

(MARK ALL THAT APPLY)

- 63/ a. Father ..... 1
- b. Other male guardian (stepfather or foster father) ..... 1
- c. Mother ..... 1
- d. Other female guardian (stepmother or foster mother) ..... 1
- e. Brother(s) (including step- or half-) ..... 1
- f. Sister(s) (including step- or half-) ..... 1
- g. Grandparent(s) ..... 1
- h. Other relative(s) (children or adults) ..... 1
- i. Non-relative(s) (children or adults) ..... 1

The information in the next question will help us to get in touch with you in the future. This information will be kept in strict confidence and will only be used for survey purposes.

9. Please write in the name, address and telephone number of your family's closest relative or friend who does not live with you.

NAME:

\_\_\_\_\_  
Last 08/ First 29/ Middle

ADDRESS: \_\_\_\_\_  
Number Street

ADDRESS CONTINUED: \_\_\_\_\_  
Apartment Number

\_\_\_\_\_  
City 08/ State 29/ ZIP Code

9A. Does this person have a telephone?  
(MARK ONE)

50/ Yes ..... 1 → GO TO 9B 51/  
No ..... 2 → SKIP TO 9C

9B. What is this person's telephone number? ←

TELEPHONE: ( ) \_\_\_\_\_  
Area Code Telephone Number  
55/

9C. Is this person a relative or a friend?  
(MARK ONE)

Relative ..... 1 63/  
Friend ..... 2

10. Do you have a nickname or another name which your friends, neighbors, or family call you?  
(MARK ONE)

Yes ..... 1 → GO TO 10A 64/  
No ..... 2 → SKIP TO Question 11

10A. If you answered yes, what is your nickname or other name? Please print below. ←

NICKNAME: \_\_\_\_\_

11. When were you born? ←

28/ 

--	--	--	--	--	--

  
MONTH DAY YEAR

12. What is your sex?

(MARK ONE)

- 35/ Male ..... 1 36/
- Female ..... 2

13. What is the name of the high school that you expect to be attending in tenth grade?

37/

Name \_\_\_\_\_  
(PLEASE PRINT FULL NAME OF SCHOOL)

City \_\_\_\_\_ State \_\_\_\_\_

Office Use Only									

14. Is it a public school, a private religious school, or a private non-religious school?

(MARK ONE)

- Public ..... 1
- Private religious ..... 2 53/
- Private non-religious ..... 3
- Don't know ..... 4

15. Is there another high school that you may go to instead?

(MARK ONE)

54/

- No ..... 1 → SKIP TO Question 17, next page
- Yes ..... 2 → If yes, what is the name of this school?

Name \_\_\_\_\_  
(PLEASE PRINT FULL NAME OF SCHOOL)

City \_\_\_\_\_ State \_\_\_\_\_

Office Use Only									

08-09/

16. Is this a public school, a private religious school, or a private non-religious school?

(MARK ONE)

- Public ..... 1
- Private religious ..... 2 18/
- Private non-religious ..... 3
- Don't know ..... 4

## PART 2 — YOUR LANGUAGE USE

The following questions are about the language or languages spoken by you and your family.

17. Before you started going to school, did you speak any language other than English?

(MARK ONE)

Yes ..... → GO TO Question 18

No ..... → SKIP TO Question 20

18. What was the first language you learned to speak when you were a child?

(MARK ONE)

English .....  
 Spanish .....  
 Chinese .....  
 Japanese .....  
 Korean .....  
 A Filipino language .....  
 Italian .....  
 French .....  
 German .....  
 Greek .....  
 Polish .....  
 Portuguese .....  
 Other (write-in below) →

19. What OTHER language did you begin to speak before you started going to school?

(MARK ONE)

I spoke no other language .....

**I also spoke:**

English .....  
 Spanish .....  
 Chinese .....  
 Japanese .....  
 Korean .....  
 A Filipino language .....  
 Italian .....  
 French .....  
 German .....  
 Greek .....  
 Polish .....  
 Portuguese .....  
 Other (write-in below) →

20. What language do you USUALLY speak NOW?

(MARK ONE)

English .....  
 Spanish .....  
 Chinese .....  
 Japanese .....  
 Korean .....  
 A Filipino language .....  
 Italian .....  
 French .....  
 German .....  
 Greek .....  
 Polish .....  
 Portuguese .....  
 Other (write-in below) →

21. Is any language other than English spoken in your home?

(MARK ONE)

Yes ..... → GO TO Question 22. and answer the questions on the blue shaded pages before continuing with the rest of the questions.

No ..... → Please SKIP TO Question 31 on Page 15

ANSWER THESE QUESTIONS ONLY IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN IN YOUR HOME.

22. What language do the people in your home USUALLY speak? (MARK ONE)

- English .....
- Spanish .....
- Chinese .....
- Japanese .....
- Korean .....
- A Filipino language .....
- Italian .....
- French .....
- German .....
- Greek .....
- Polish .....
- Portuguese .....
- Other (write-in below) ↴ .....

23. What OTHER language is spoken in your home? (MARK ONE)

No other language is spoken .....

The other language spoken is:

- English .....
- Spanish .....
- Chinese .....
- Japanese .....
- Korean .....
- A Filipino language .....
- Italian .....
- French .....
- German .....
- Greek .....
- Polish .....
- Portuguese .....
- Other (write-in below) ↴ .....

24. What language, other than English, do you currently use most often? (MARK ONE)

- Spanish .....
- Chinese .....
- Japanese .....
- Korean .....
- A Filipino language .....
- Italian .....
- French .....
- German .....
- Greek .....
- Polish .....
- Portuguese .....
- Not applicable: I use only English .....
- Other (write-in below) ↴ .....

QUESTIONS 25 AND 26 ARE ABOUT THE USE OF THE LANGUAGE YOU ANSWERED IN QUESTION 24.

25. With regard to THAT LANGUAGE, how well do you do the following?

How well do you ...

(MARK ONE ON EACH LINE)

	Very Well	Pretty Well	Well	Not Very Well	Not At All
a. Understand that language when people speak it .....	.....	.....	.....	.....	.....
b. Speak that language .....	.....	.....	.....	.....	.....
c. Read that language .....	.....	.....	.....	.....	.....
d. Write that language .....	.....	.....	.....	.....	.....

ANSWER THESE QUESTIONS ONLY IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN IN YOUR HOME.

26. How often is THAT LANGUAGE spoken in each situation listed below?

(IF YOU DO NOT SEE THAT PERSON OFTEN, PLEASE MARK "Does Not Apply")

How often do (does):

(MARK ONE ON EACH LINE)

	Always or most of the time	About half the time	Sometimes	Never	Does Not Apply
a. <u>YOU</u> speak that language to your mother (or female guardian) .....	.....	.....	.....	.....	.....
b. Your <u>MOTHER</u> (or female guardian) speak that language to you .....	.....	.....	.....	.....	.....
c. <u>YOU</u> speak that language to your father (or male guardian) .....	.....	.....	.....	.....	.....
d. Your <u>FATHER</u> (or male guardian) speak that language to you .....	.....	.....	.....	.....	.....
e. Your <u>PARENTS</u> (or guardians) speak that language to each other .....	.....	.....	.....	.....	.....
f. Your <u>GRANDPARENTS</u> speak that language to you .....	.....	.....	.....	.....	.....
g. Your <u>BROTHERS</u> or <u>SISTERS</u> speak that language to you .....	.....	.....	.....	.....	.....
h. <u>YOU</u> speak that language with your best friends in your neighborhood .....	.....	.....	.....	.....	.....
i. <u>YOU</u> speak that language with your best friends in school .....	.....	.....	.....	.....	.....

27. How well do you do the following?

(MARK ONE ON EACH LINE)

How well do you ...

	Very Well	Pretty Well	Well	Not Very Well
a. Understand spoken English .....	.....	.....	.....	.....
b. Speak English .....	.....	.....	.....	.....
c. Read English .....	.....	.....	.....	.....
d. Write English .....	.....	.....	.....	.....



ANSWER THESE QUESTIONS ONLY IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN IN YOUR HOME.

28. During your first two years in school in the United States, were any of the following subjects taught to you in a language other than English? Do not include regular foreign language classes.

IF THIS IS YOUR FIRST YEAR IN THE UNITED STATES, ANSWER FOR THIS YEAR ONLY.

(MARK AT LEAST ONE ON EACH LINE)

	Subject Taught in English	Subject Taught in Other Language	Subject Not Taught
a. Math .....			
b. Science .....			
c. United States literature or language such as reading or writing .....			
d. United States history, government or social studies .....			
e. Literature or language arts from the society your ancestors came from .....			
f. History, government or social studies from the society your ancestors came from .....			

29. Were you ever enrolled in an English language/language assistance program, that is, a program for students whose native language is not English?

(MARK ONE)

- Yes ..... → GO TO Question 30
- No ..... → Please SKIP TO Question 31 on Page 15

30. In which grade(s) were you enrolled in this type of program? ←

(MARK ALL THAT APPLY)

- 1st grade .....
- 2nd grade .....
- 3rd grade .....
- 4th grade .....
- 5th grade .....
- 6th grade .....
- 7th grade .....
- 8th grade .....

PLEASE CONTINUE WITH THE REST OF THIS QUESTIONNAIRE

# PART 3 — YOUR FAMILY

31. Next we would like to ask you some background information.

31A. Which best describes you?

(MARK ONE)

- Asian or Pacific Islander . . . . . → GO TO 31B below
  - Hispanic, regardless of race . . . . . → GO TO 31C below
  - Black, not of Hispanic origin.     ]     ↓
  - White, not of Hispanic origin.    ]     ↓
  - American Indian or                   ]     ↓
  - Alaskan Native . . . . .             ]     ↓
- SKIP TO  
Question 32,  
Page 16

31C. Which of these best categorizes your background?

HISPANIC

(MARK ONE)

- Mexican, Mexican-American, Chicano . . . . .
- Cuban . . . . .
- Puerto Rican . . . . .
- Other Hispanic . . . . .

31B. Which of these best categorizes your background?

ASIAN OR PACIFIC ISLANDER

(MARK ONE)

- Chinese . . . . .
- Filipino . . . . .
- Japanese . . . . .
- Korean . . . . .
- Southeast Asian (Vietnamese, Laotian,  
Cambodian/Kampuchean, Thai, etc.) . . . . .
- Pacific Islander (Samoan,  
Guamanian, etc.) . . . . .
- South Asian (Asian Indian, Pakistani,  
Bangladeshi, Sri Lankan, etc.) . . . . .
- West Asian (Iranian, Afghan,  
Turkish, etc.) . . . . .
- Middle Eastern (Iraqi, Israeli,  
Lebanese, etc.) . . . . .
- Other Asian . . . . .

NOW GO ON TO QUESTION 32, PAGE 16

31D. What is your race?

(MARK ONE)

- Black Hispanic . . . . .
- White Hispanic . . . . .
- Other Hispanic . . . . .

NOW GO ON TO QUESTION 32, PAGE 16

32. How many brothers and sisters do you have? Please include any stepbrothers and/or stepsisters if they live or have lived in your home.

(MARK ONE)

- None .....
- One .....
- Two .....
- Three .....
- Four .....
- Five .....
- Six or more .....

33. How many of your brothers and sisters are older than you are? Please include any stepbrothers and stepsisters if they live or have lived in your home.

(MARK ONE)

- None .....
- One .....
- Two .....
- Three .....
- Four .....
- Five .....
- Six or more .....

34. How far in school did your parents go?  
ANSWER FOR BOTH A AND B BELOW.

(MARK ONE) (MARK ONE)

A  
Father  
(or male guardian)

B  
Mother  
(or female guardian)

- Did not finish high school .....
- Graduated from high school or equivalent (GED) .....
- After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school .....
- After graduating from high school, went to college but did not complete a four-year degree .....
- Graduated from college .....
- Master's degree or equivalent .....
- Ph.D., M.D., or other advanced professional degree .....
- Don't know .....

35. Which of the following does your family have in your home?

(MARK ONE ON EACH LINE)

- |                                      | Have  | Do Not Have |
|--------------------------------------|-------|-------------|
| a. A specific place for study .....  | ..... | .....       |
| b. A daily newspaper .....           | ..... | .....       |
| c. Regularly received magazine ..... | ..... | .....       |
| d. An encyclopedia .....             | ..... | .....       |
| e. An atlas .....                    | ..... | .....       |
| f. A dictionary .....                | ..... | .....       |
| g. Typewriter .....                  | ..... | .....       |
| h. Computer .....                    | ..... | .....       |
| i. Electric dishwasher .....         | ..... | .....       |
| j. Clothes dryer .....               | ..... | .....       |
| k. Washing machine .....             | ..... | .....       |
| l. Microwave oven .....              | ..... | .....       |
| m. More than 50 books .....          | ..... | .....       |
| n. VCR .....                         | ..... | .....       |
| o. Pocket calculator .....           | ..... | .....       |
| p. A room of your own .....          | ..... | .....       |

36. Since the beginning of the school year, how often have you discussed the following with either or both of your parents or guardians?

(MARK ONE ON EACH LINE)

- |  | Not at all | Once or twice | Three or more times |
|--|------------|---------------|---------------------|
| a. Selecting courses or programs at school .....                   | .....      | .....         | .....               |
| b. School activities or events of particular interest to you ..... | .....      | .....         | .....               |
| c. Things you've studied in class .....                            | .....      | .....         | .....               |

37. Since the beginning of this school year, has either of your parents or guardians done any of the following?

(MARK ONE ON EACH LINE)

- |  | Yes   | No    | I don't know |
|--|-------|-------|--------------|
| a. Attended a school meeting .....   | ..... | ..... | .....        |
| b. Phoned or spoken to your teacher or counselor .....   | ..... | ..... | .....        |
| c. Visited your classes .....  | ..... | ..... | .....        |
| d. Attended a school event such as a play, concert, gym exhibit, sports competition, honor ceremony or science fair where YOU participated ..... | ..... | ..... | .....        |

38. How often do your parents or guardians do the following?

(MARK ONE ON EACH LINE)

Often      Some-  
times      Rarely      Never

- a. Check on whether you have done your homework .....
- b. Require you to do work or chores around the home .....
- c. Limit the amount of time you can spend watching TV .....
- d. Limit the amount of time for going out with friends on school nights .....

39. Are the following statements mostly true for you and your parents, or mostly false for you and your parents?

(MARK ONE ON EACH LINE)

True      False

- a. My parents trust me to do what they expect without checking up on me .....
- b. I often do not know WHY I am supposed to do what my parents tell me to do .....
- c. I often count on my parents to solve many of my problems for me .....

40. Are any of the following people at home when you return home from school?

(MARK ONE ON EACH LINE)

Usually      Some-  
times      Rarely      Never

- a. Your mother or female guardian .....
- b. Your father or male guardian .....
- c. Other adult relative .....
- d. A sitter .....
- e. An adult neighbor .....
- f. Older brother or sister .....
- g. Younger brother or sister .....
- h. No one is home .....

41. On average, how much time do you spend after school each day at home with no adult present?

(MARK ONE)

- None—never happens .....
- Less than 1 hour .....
- 1-2 hours .....
- 2-3 hours .....
- More than 3 hours .....

42. During the school year, how many hours a day do you USUALLY watch TV? ANSWER BOTH A AND B BELOW.

(MARK ONE)      (MARK ONE)

A      B  
On weekdays      On weekends

- Don't watch TV .....
- Less than one hour a day .....
- 1-2 hours .....
- 2-3 hours .....
- 3-4 hours .....
- 4-5 hours .....
- Over 5 hours a day .....

43. How many cigarettes do you usually smoke a day?

(MARK ONE)

- I don't smoke .....
- 1 to 5 cigarettes a day .....
- About 1/2 pack a day .....
- More than 1/2 pack but less than 2 packs a day .....
- Two packs a day or more .....

# PART 4 — YOUR OPINIONS ABOUT YOURSELF

44. How do you feel about each of the following statements?

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel good about myself .....				
b. I don't have enough control over the direction my life is taking .....				
c. In my life, good luck is more important than hard work for success .....				
d. I feel I am a person of worth, the equal of other people .....				
e. I am able to do things as well as most other people .....				
f. Every time I try to get ahead, something or somebody stops me .....				
g. My plans hardly ever work out, so planning only makes me unhappy .....				
h. On the whole, I am satisfied with myself .....				
i. I certainly feel useless at times .....				
j. At times I think I am no good at all .....				
k. When I make plans, I am almost certain I can make them work .....				
l. I feel I do not have much to be proud of .....				
m. Chance and luck are very important for what happens in my life .....				

# PART 5 — YOUR PLANS FOR THE FUTURE

45. As things stand now, how far in school do you think you will get? (MARK ONE)

- Won't finish high school .....
- Will graduate from high school, but won't go any further .....
- Will go to vocational, trade, or business school after high school .....
- Will attend college .....
- Will graduate from college .....
- Will attend a higher level of school after graduating from college .....

46. How sure are you that you will graduate from high school? (MARK ONE)

- Very sure I'll graduate .....
  - I'll probably graduate .....
  - I probably won't graduate .....
  - Very sure I won't graduate .....
- } GO TO Question 47  
 }  
 → SKIP TO Question 48

47. How sure are you that you will go on for further education after you leave high school? (MARK ONE)

- Very sure I'll go .....
- I'll probably go .....
- I probably won't go .....
- Very sure I won't go .....

48. How far in school do you think your father and your mother want you to get? **BE SURE TO ANSWER BOTH A AND B BELOW.**

	(MARK ONE)	(MARK ONE)
	A	B
	Father (or male guardian)	Mother (or female guardian)
Less than high school graduation .....		
Graduate from high school, but not go any further .....		
Go to vocational, trade, or business school after high school .....		
Attend college .....		
Graduate from college .....		
Attend a higher level of school after graduating from college .....		
Don't know .....		

49. In which program do you expect to enroll in high school? (MARK ONE)

- College prep, academic, or specialized academic (such as Science or Math) .....
- Vocational, technical, or business and career .....
- General high school program .....
- Other specialized high school (such as Fine Arts) .....
- Other .....
- I don't know .....

50. How often have you talked to the following people about planning your high school program? (MARK ONE ON EACH LINE)

	Not at all	Once or twice	Three or more times
a. Your father (or male guardian) ..	.....	.....	.....
b. Your mother (or female guardian) ..	.....	.....	.....
c. A guidance counselor .....	.....	.....	.....
d. Teachers .....	.....	.....	.....
e. Other adult relatives or friends .....	.....	.....	.....
f. Friends or relatives about your own age ...	.....	.....	.....

51. Since the beginning of this school year, have you talked to a counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parents), for any of the following reasons? (ANSWER "YES" OR "NO" TO EACH QUESTION FOR COLUMNS A, B, AND C.)

(FOR EACH COLUMN MARK ONE ON EACH LINE)

	A		B		C	
	Counselor		Teacher		Other Adult Relative or Adult Friend	
	Yes	No	Yes	No	Yes	No
a. To get information about high schools or high school programs .....						
b. To get information about jobs or careers that you might be interested in after finishing school .....						
c. To help improve your academic work in school right now .....						
d. To select courses or programs at school .....						
e. Things you've studied in class .....						
f. Because of discipline problems .....						
g. To get information or counseling on alcohol or drug abuse .....						
h. For counseling on personal problems .....						

MAKE SURE THAT YOU HAVE ANSWERED "YES" OR "NO" TO EACH QUESTION IN EACH COLUMN.

52. What kind of work do you expect to be doing when you are 30 years old? (MARK THE ANSWER THAT COMES CLOSEST TO WHAT YOU EXPECT TO BE DOING. IF YOU HAVE TWO OR THREE THINGS YOU THINK YOU MAY BE DOING, DO NOT CHOOSE MORE THAN ONE ANSWER. INSTEAD, MAKE ONE BEST GUESS.)

(MARK ONE)

- CRAFTSPERSON OR OPERATOR such as baker, mechanic, cook, machine operator, television repairer, telephone repairer, clothing presser, bus driver, taxi driver, truck driver .....
- FARMER OR FARM MANAGER .....
- HOUSEWIFE/HOMEMAKER .....
- LABORER OR FARM WORKER such as farm hand, garbage collector, car washer, construction worker .....
- MILITARY, POLICE, OR SECURITY OFFICER such as career officer or enlisted person in the armed forces, police officer, security guard, firefighter, detective .....
- PROFESSIONAL, BUSINESS, OR MANAGERIAL such as professor, teacher, librarian, nurse, doctor, dentist, restaurant manager, buyer, business executive .....
- OWNING a business or service establishment .....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer .....
- SALESPERSON, CLERICAL OR OFFICE WORKER such as sales clerk, real estate agent, newsstand operator, data entry clerk, secretary, bank teller .....
- SCIENCE OR ENGINEERING PROFESSIONAL such as engineer or scientist .....
- SERVICE WORKER such as waiter, hairdresser, worker in fast food establishment, cook, janitor, beautician, childcare worker .....
- OTHER .....
- NOT WORKING .....
- DON'T KNOW .....

## PART 6 — YOUR JOBS AND CHORES

53. Not counting chores around the house, how many hours do/did you work a week for pay on your present or most recent job?

(MARK ONE)

None, never worked for pay .....

Up to 4 hours a week .....

5-10 hours a week .....

11-20 hours a week .....

21 or more hours a week .....

54. Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (Do not include work around the house. If more than one kind of work, choose the one that paid you the most per hour.)

(MARK ONE)

Have not worked for pay .....

Lawn work .....

Waiter or waitress .....

Newspaper route .....

Babysitting or child care .....

Farm or agricultural work .....

Other manual labor .....

Store clerk, salesperson .....

Office or clerical .....

Odd jobs .....

Other .....

# PART 7 — YOUR SCHOOL LIFE

55. During the first semester of the current school year, has any of the following things happened to you?

(MARK ONE ON EACH LINE)

Never            Once or        More than  
                         twice            twice

- a. I was sent to the office because I was misbehaving .....
- b. I was sent to the office because of problems with my school work .....
- c. My parents received a warning about my attendance .....
- d. My parents received a warning about my grades .....
- e. My parents received a warning about my behavior .....
- f. I got into a physical fight with another student .....

56. How do you think other students in your classes see you?

(MARK ONE ON EACH LINE)

Other students in class see you ...            Very            Some-what            Not at all

- a. As popular .....
- b. As athletic .....
- c. As a good student .....
- d. As important .....
- e. As a trouble-maker .....

57. During the first semester of the current school year, how many times have any of the following things happened to you?

(MARK ONE ON EACH LINE)

Never            Once or        More than  
                         twice            twice

- a. I had something stolen from me at school .....
- b. Someone offered to sell me drugs at school .....
- c. Someone threatened to hurt me at school .....

58. Indicate the degree to which each of the following matters are a problem in your school.

(MARK ONE ON EACH LINE)

Serious     
 Moderate     
 Minor     
 Not a problem

- a. Student tardiness .....
- b. Student absenteeism .....
- c. Students cutting class .....
- d. Physical conflicts among students .....
- e. Robbery or theft .....
- f. Vandalism of school property .....
- g. Student use of alcohol .....
- h. Student use of illegal drugs .....
- i. Student possession of weapons .....
- j. Physical abuse of teachers .....
- k. Verbal abuse of teachers .....

59. How much do you agree with each of the following statements about your school and teachers?

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Students get along well with teachers .....	.....	.....	.....	.....
b. There is real school spirit .....	.....	.....	.....	.....
c. Rules for behavior are strict .....	.....	.....	.....	.....
d. Discipline is fair .....	.....	.....	.....	.....
e. Other students often disrupt class .....	.....	.....	.....	.....
f. The teaching is good .....	.....	.....	.....	.....
g. Teachers are interested in students .....	.....	.....	.....	.....
h. When I work hard on schoolwork, my teachers praise my effort .....	.....	.....	.....	.....
i. In class I often feel "put down" by my teachers .....	.....	.....	.....	.....
j. Most of my teachers really listen to what I have to say .....	.....	.....	.....	.....
k. I don't feel safe at this school .....	.....	.....	.....	.....
l. Disruptions by other students get in the way of my learning .....	.....	.....	.....	.....
m. Misbehaving students often get away with it .....	.....	.....	.....	.....



# PART 8 — YOUR SCHOOLWORK

Sometimes students are put in different groups, so that they are with other students of similar ability. The next questions are about ability groups in certain school subjects.

60. What ability group are you in for the following classes?

(MARK ONE ON EACH LINE)

	High	Middle	Low	We aren't grouped	I don't know
a. Mathematics .....	.....	.....	.....	.....	.....
b. Science .....	.....	.....	.....	.....	.....
c. English .....	.....	.....	.....	.....	.....
d. Social Studies .....	.....	.....	.....	.....	.....

Students often take certain classes for different reasons. Questions 61 through 65 ask about the people who may have helped you decide to take or not take algebra.

61. Did a teacher or counselor talk to you about taking an algebra course this year?

(MARK ONE)

- Yes .....
- No .....
- Algebra not offered .....

62. Did your parents/guardians want you to take an algebra course this year?

(MARK ONE)

- Yes .....
- No .....
- I don't know .....

63. Did your friends encourage you or discourage you from taking algebra this year?

(MARK ONE)

- Encouraged me .....
- Discouraged me .....
- Neither encouraged nor discouraged me .....
- Algebra not offered .....

64. Were you asked by the principal or another school staff member if you wanted to take an algebra course?

(MARK ONE)

- Yes .....
- No .....
- Algebra not offered .....

65. Who do you think had the most to say about whether you took algebra?

(MARK ONE)

- I did .....
- My parents/guardians .....
- Teachers .....
- Counselors .....
- My friends .....
- Algebra not offered .....

66. Are you enrolled in advanced, enriched, or accelerated courses in any of the following areas?

(MARK ONE ON EACH LINE)

- |                                  | Yes   | No    |
|----------------------------------|-------|-------|
| a. English (language arts) ..... | ..... | ..... |
| b. Social studies .....          | ..... | ..... |
| c. Science .....                 | ..... | ..... |
| d. Mathematics .....             | ..... | ..... |

67. Which of the following math classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

- |   | Attend | Do Not Attend |
|---|--------|---------------|
| a. REMEDIAL MATH .....                    | .....  | .....         |
| b. REGULAR MATH .....                     | .....  | .....         |
| c. ALGEBRA (or other advanced math) ..... | .....  | .....         |

67A. Which of the following science classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

- |  | Attend | Do Not Attend |
|--|--------|---------------|
| a. A SCIENCE COURSE in which you have a LABORATORY ..... | .....  | .....         |
| b. SCIENCE (general science) .....                       | .....  | .....         |
| c. BIOLOGY (life science) .....                          | .....  | .....         |
| d. EARTH SCIENCE .....                                   | .....  | .....         |

67B. Which of the following classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

- |  | Attend | Do Not Attend |
|--|--------|---------------|
| a. ENGLISH (including literature, composition, language arts) .....                            | .....  | .....         |
| b. REMEDIAL ENGLISH .....  | .....  | .....         |
| c. HISTORY .....   | .....  | .....         |
| d. SOCIAL STUDIES (including government or civics, economics, geography, current events) ..... | .....  | .....         |
| e. FOREIGN LANGUAGE .....  | .....  | .....         |
| f. ART .....   | .....  | .....         |
| g. MUSIC .....   | .....  | .....         |
| h. COMPUTER EDUCATION .....  | .....  | .....         |

67. Continued

67C. Which of the following classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

- |                                 | Attend | Do Not Attend |
|---------------------------------|--------|---------------|
| a. HOME ECONOMICS .....         | .....  | .....         |
| b. SHOP (industrial arts) ..... | .....  | .....         |
| c. TYPING .....                 | .....  | .....         |
| d. CONSUMER EDUCATION .....     | .....  | .....         |
| e. AGRICULTURE .....            | .....  | .....         |

67D. Which of the following classes do you attend at least once a week this school year?

(MARK ONE ON EACH LINE)

- |                                   | Attend | Do Not Attend |
|-----------------------------------|--------|---------------|
| a. DRAMA OR SPEECH .....          | .....  | .....         |
| b. RELIGIOUS EDUCATION .....      | .....  | .....         |
| c. PHYSICAL EDUCATION (gym) ..... | .....  | .....         |
| d. SEX EDUCATION .....            | .....  | .....         |

68. Are you enrolled in any of the following special programs/services?

(MARK ONE ON EACH LINE)

- |   | Yes   | No    |
|---|-------|-------|
| a. Classes for gifted or talented students .....  | ..... | ..... |
| b. Special instruction for those whose first language is not English — for example, bilingual education or English as a second language (not regular English classes) ..... | ..... | ..... |

Questions 69-72

For each of the eighth grade subjects listed below, mark the statement that best expresses your opinion.

69. MATHEMATICS

(MARK ONE ON EACH LINE)

- |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| a. I usually look forward to mathematics class .....             | .....          | ..... | .....    | .....             |
| b. I often am afraid to ask questions in mathematics class ..... | .....          | ..... | .....    | .....             |
| c. Math will be useful in my future .....                        | .....          | ..... | .....    | .....             |

70. ENGLISH

(MARK ONE ON EACH LINE)

- |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| a. I usually look forward to English class .....             | .....          | ..... | .....    | .....             |
| b. I often am afraid to ask questions in English class ..... | .....          | ..... | .....    | .....             |
| c. English will be useful in my future .....                 | .....          | ..... | .....    | .....             |

71. SOCIAL STUDIES

(MARK ONE ON EACH LINE)

- |   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| a. I usually look forward to social studies class .....             | .....          | ..... | .....    | .....             |
| b. I often am afraid to ask questions in social studies class ..... | .....          | ..... | .....    | .....             |
| c. Social studies will be useful in my future .....                 | .....          | ..... | .....    | .....             |

72. SCIENCE

(MARK ONE ON EACH LINE)

- |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| a. I usually look forward to science class .....             | .....          | ..... | .....    | .....             |
| b. I often am afraid to ask questions in science class ..... | .....          | ..... | .....    | .....             |
| c. Science will be useful in my future .....                 | .....          | ..... | .....    | .....             |

73. Do you ever feel bored when you are at school?

(MARK ONE)

- Never .....
- Once in a while .....
- About half of the time .....
- Most of the time .....

74. Were you ever held back (made to repeat) a grade in school?

(MARK ONE)

No ..... → GO TO Question 75

Yes ..... → I repeated grade(s):

GRADES REPEATED:

(MARK ALL THAT APPLY)

- a. Kindergarten .....
- b. Grade 1 .....
- c. Grade 2 .....
- d. Grade 3 .....
- e. Grade 4 .....
- f. Grade 5 .....
- g. Grade 6 .....
- h. Grade 7 .....
- i. Grade 8 .....

75. How many days of school did you miss over the past four weeks?

(MARK ONE)

- None .....
- 1 or 2 days .....
- 3 or 4 days .....
- 5 to 10 days .....
- More than 10 days .....

76. How often do you cut or skip classes?

(MARK ONE)

- Never or almost never .....
- Sometimes, but less than once a week .....
- Not every day, but at least once a week .....
- Daily .....

77. How many times were you late for school over the past four weeks?

(MARK ONE)

- None .....
- 1 or 2 days .....
- 3 or 4 days .....
- 5 to 10 days .....
- More than 10 days .....

78. How often do you come to class and find yourself WITHOUT these things?

(MARK ONE ON EACH LINE)

Usually      Often      Seldom      Never

- a. Pencil or paper (when needed) .....
- b. Books (when needed) .....
- c. Your homework done (when assigned) .....

79. In the following subjects, about how much time do you spend on homework EACH WEEK?

HOURS PER WEEK:

(MARK ONE ON EACH LINE)

	None	Less than 1 hour	1 hour	2 hours	3 hours	4-6 hours	7-9 hours	10 or more
a. Mathematics homework .....	.....	.....	.....	.....	.....	.....	.....	.....
b. Science homework .....	.....	.....	.....	.....	.....	.....	.....	.....
c. English homework .....	.....	.....	.....	.....	.....	.....	.....	.....
d. Social Studies homework .....	.....	.....	.....	.....	.....	.....	.....	.....
e. Homework for all other subjects .....	.....	.....	.....	.....	.....	.....	.....	.....

80. How much additional reading do you do each week on your own outside school — not in connection with schoolwork? (Do not count any reading done for any school purpose.)

(MARK ONE)

None .....

1 hour or less per week .....

2 hours .....

3 hours .....

4-5 hours .....

6 hours or more per week .....

81. For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now.

(MARK ONE FOR EACH SUBJECT BELOW)

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES
Mostly As (a numerical average of 90-100) .....	.....	.....	.....	.....
Mostly Bs (80-89) .....	.....	.....	.....	.....
Mostly Cs (70-79) .....	.....	.....	.....	.....
Mostly Ds (60-69) .....	.....	.....	.....	.....
Mostly below D (below 60) .....	.....	.....	.....	.....
Does not apply to me — my classes are not graded .....	.....	.....	.....	.....

MAKE SURE THAT YOU HAVE GIVEN ONE ANSWER FOR EACH SUBJECT.



# PART 9 — YOUR ACTIVITIES

82. Have you or will you have participated in any of the following school activities during the current school year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)?

(MARK ONE ON EACH LINE)

	Did not participate	Participated as a member	Participated as an officer
a. Science fairs .....	.....	.....	.....
b. School varsity sports (playing against teams from other schools) .....	.....	.....	.....
c. Intramural sports (playing against teams from your own school) .....	.....	.....	.....
d. Cheerleading .....	.....	.....	.....
e. Band or Orchestra .....	.....	.....	.....
f. Chorus or choir .....	.....	.....	.....
g. Dance .....	.....	.....	.....
h. History club .....	.....	.....	.....
i. Science club .....	.....	.....	.....
j. Math club .....	.....	.....	.....
k. Foreign language club .....	.....	.....	.....
l. Other subject matter club .....	.....	.....	.....
m. Debate or speech team .....	.....	.....	.....
n. Drama club .....	.....	.....	.....
o. Academic Honors Society .....	.....	.....	.....
p. Student newspaper .....	.....	.....	.....
q. Student yearbook .....	.....	.....	.....
r. Student council .....	.....	.....	.....
s. Computer club .....	.....	.....	.....
t. Religious organization .....	.....	.....	.....
u. Vocational education club .....	.....	.....	.....

83. Have you or will you have participated in any of the following outside-school activities this year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)?

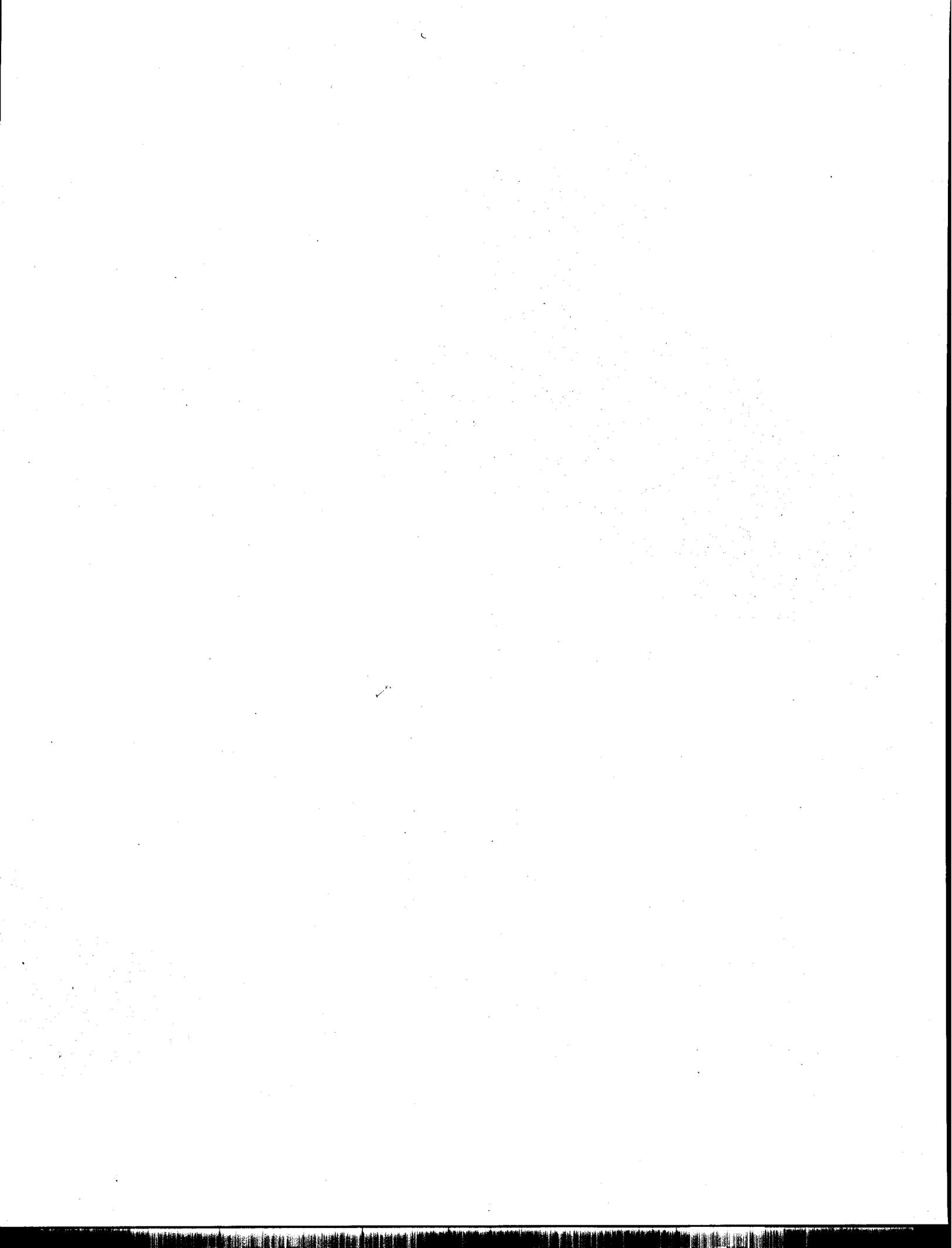
(MARK ONE ON EACH LINE)

	Did not participate	Participated as a member	Participated as an officer
a. Scouting .....	.....	.....	.....
b. Religious youth groups .....	.....	.....	.....
c. Hobby clubs .....	.....	.....	.....
d. Neighborhood clubs or programs .....	.....	.....	.....
e. Boys' clubs or girls' clubs .....	.....	.....	.....
f. Non-school team sports .....	.....	.....	.....
g. 4-H .....	.....	.....	.....
h. Y or other youth groups .....	.....	.....	.....
i. Summer programs, such as workshops or institutes in science, language, drama, and so on .....	.....	.....	.....
j. Other .....	.....	.....	.....

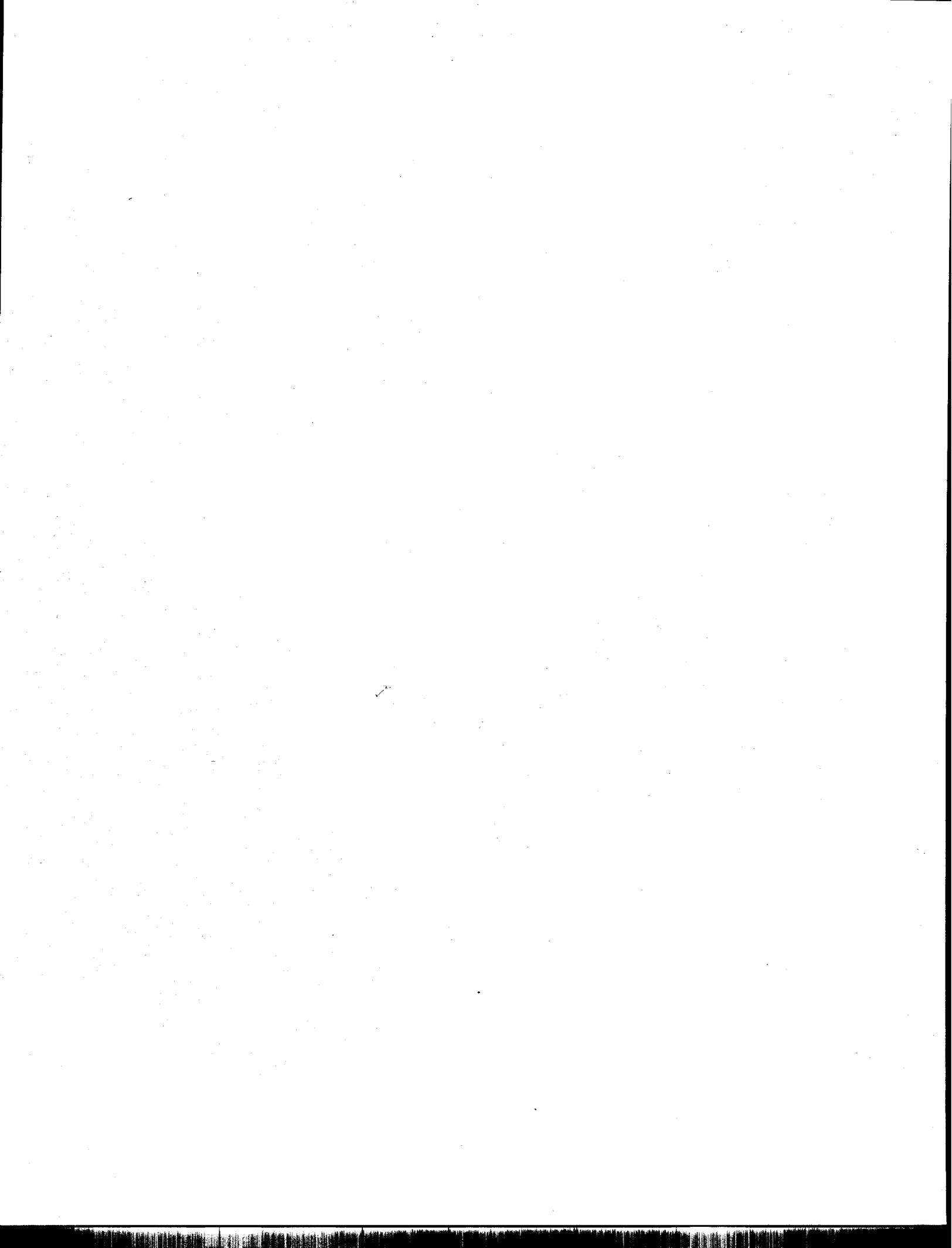
## THANK YOU

## **Appendix B**

### **Critical Items: Student Questionnaire**

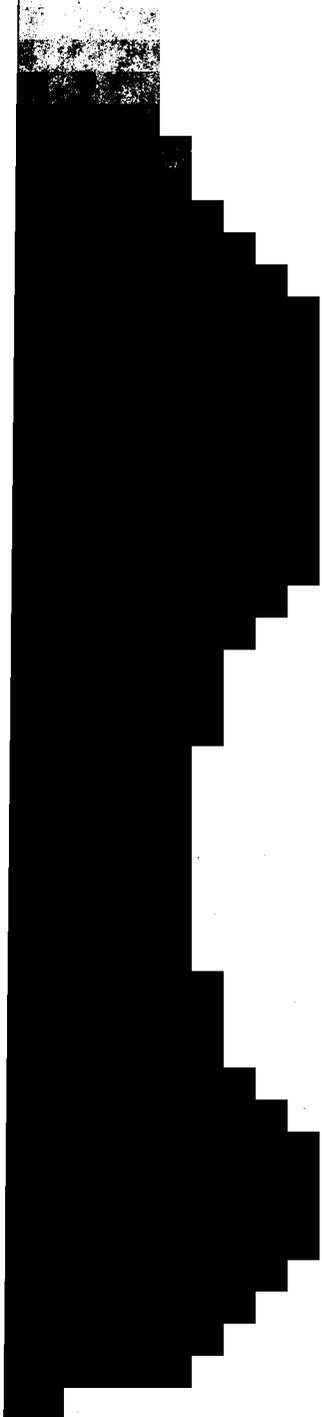


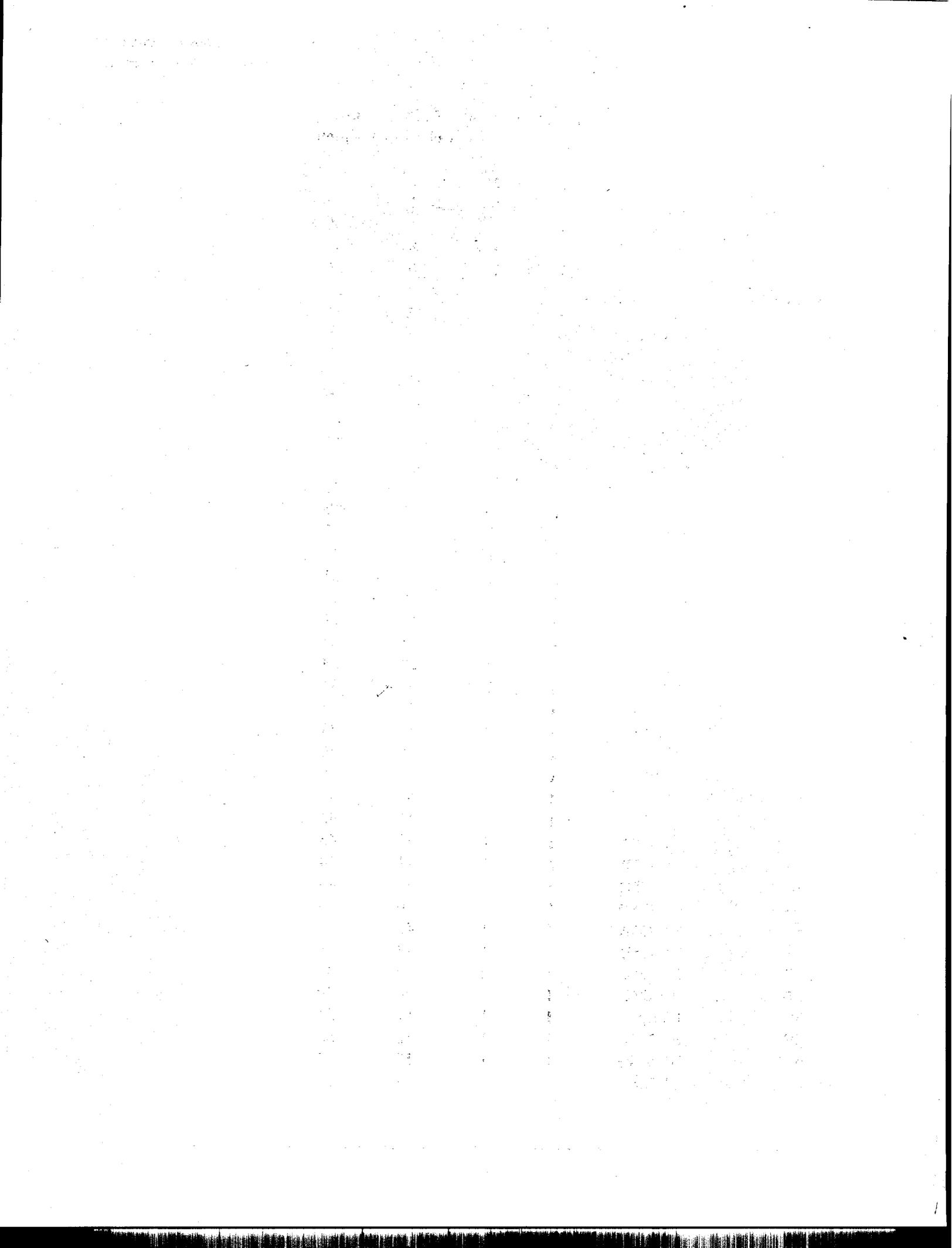
BYS1	Name and address
BYS1A	Has a phone number
BYS1B	Student phone number
BYS2	Mother/female guardian's name
BYS2A	Is mother/female guardian alive
BYS3	Mother and student at same address
BYS3A	Mother/female guardian's address
BYS3B	Mother/female guardian has a phone number
BYS3C	Mother/female guardian's phone number
BYS4A	Mother/female guardian's employment status
BYS4B	Mother/female guardian's occupation
BYS4C	Mother/female guardian's job duties
BYS4D	Mother/female guardian's place of work
BYS4E	Mother/female guardian's employer's product
BYS5	Father/male guardian's name
BYS5A	Is mother/female guardian alive
BYS6	Father and student at same address
BYS6A	Father/male guardian's address
BYS6B	Father/male guardian has a phone number
BYS6C	Father/male guardian's phone number
BYS7A	Father/male guardian's employment status
BYS7B	Father/male guardian's occupation
BYS7C	Father/male guardian's job duties
BYS7D	Father/male guardian's place of work
BYS7E	Father/male guardian's employer's product
BYS8	Who lives in household with student
BYS9	Family friend/relative's name and address
BYS9A	Family friend/relative has a phone number
BYS9B	Family friend/relative's phone number
BYS9C	Family friend or relative
BYS11	Month, day, and year of birth
BYS12	Sex of student
BYS13	Expected tenth grade school
BYS21	Any language other than English spoken in home
BYS22	Language usually spoken in home
BYS31A	Student's racial/ethnic background
BYS31B	Asian/Pacific Islander subdivision
BYS31C	Hispanic subdivision
BYS31D	Hispanic race
BYS34	Parent levels of education
BYS51	Talked to counselor, teacher, other adult
BYS81	Course grades since sixth grade



## **Appendix C**

### **Record Layout for NELS:88 Eighth Grade Student Questionnaire**





Question Number	Variable Name	Format	Length	Start Column	End Column
STU_ID	STU_ID	I	7	1	7
SCH_ID	SCH_ID	I	5	1	5
STRAT_ID	STRAT_ID	I	2	1	2
2A	BYS2A	I	1	8	8
4A	BYS4A	I	1	9	9
4OCCUPTN	BYS4OCC	I	2	10	11
5A	BYS5A	I	1	12	12
7A	BYS7A	I	1	13	13
7OCCUPTN	BYS7OCC	I	2	14	15
8A	BYS8A	I	1	16	16
8B	BYS8B	I	1	17	17
8C	BYS8C	I	1	18	18
8D	BYS8D	I	1	19	19
8E	BYS8E	I	1	20	20
8F	BYS8F	I	1	21	21
8G	BYS8G	I	1	22	22
8H	BYS8H	I	1	23	23
8I	BYS8I	I	1	24	24
12	BYS12	I	1	25	25
14	BYS14	I	1	26	26
15	BYS15	I	1	27	27
16	BYS16	I	1	28	28
17	BYS17	I	1	29	29
18	BYS18	I	2	30	31
19	BYS19	I	2	32	33
20	BYS20	I	2	34	35
21	BYS21	I	1	36	36
22	BYS22	I	2	37	38
23	BYS23	I	2	39	40
24	BYS24	I	2	41	42
25A	BYS25A	I	1	43	43
25B	BYS25B	I	1	44	44
25C	BYS25C	I	1	45	45
25D	BYS25D	I	1	46	46
26A	BYS26A	I	1	47	47
26B	BYS26B	I	1	48	48
26C	BYS26C	I	1	49	49
26D	BYS26D	I	1	50	50
26E	BYS26E	I	1	51	51
26F	BYS26F	I	1	52	52
26G	BYS26G	I	1	53	53
26H	BYS26H	I	1	54	54

26I	BYS26I	I	1	55	55
27A	BYS27A	I	1	56	56
27B	BYS27B	I	1	57	57
27C	BYS27C	I	1	58	58
27D	BYS27D	I	1	59	59
28A.1	BYS28A1	I	1	60	60
28A.2	BYS28A2	I	1	61	61
28A.3	BYS28A3	I	1	62	62
28B.1	BYS28B1	I	1	63	63
28B.2	BYS28B2	I	1	64	64
28B.3	BYS28B3	I	1	65	65
28C.1	BYS28C1	I	1	66	66
28C.2	BYS28C2	I	1	67	67
28C.3	BYS28C3	I	1	68	68
28D.1	BYS28D1	I	1	69	69
28D.2	BYS28D2	I	1	70	70
28D.3	BYS28D3	I	1	71	71
28E.1	BYS28E1	I	1	72	72
28E.2	BYS28E2	I	1	73	73
28E.3	BYS28E3	I	1	74	74
28F.1	BYS28F1	I	1	75	75
28F.2	BYS28F2	I	1	76	76
28F.3	BYS28F3	I	1	77	77
29	BYS29	I	1	78	78
30A	BYS30A	I	1	79	79
30B	BYS30B	I	1	80	80
30C	BYS30C	I	1	81	81
30D	BYS30D	I	1	82	82
30E	BYS30E	I	1	83	83
30F	BYS30F	I	1	84	84
30G	BYS30G	I	1	85	85
30H	BYS30H	I	1	86	86
31A	BYS31A	I	1	87	87
31B	BYS31B	I	2	88	89
31C	BYS31C	I	1	90	90
31D	BYS31D	I	1	91	91
32	BYS32	I	2	92	93
33	BYS33	I	2	94	95
34A	BYS34A	I	2	96	97
34B	BYS34B	I	2	98	99
35A	BYS35A	I	1	100	100
35B	BYS35B	I	1	101	101
35C	BYS35C	I	1	102	102
35D	BYS35D	I	1	103	103
35E	BYS35E	I	1	104	104

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35F	BYS35F	I	1	105	105
35G	BYS35G	I	1	106	106
35H	BYS35H	I	1	107	107
35I	BYS35I	I	1	108	108
35J	BYS35J	I	1	109	109
35K	BYS35K	I	1	110	110
35L	BYS35L	I	1	111	111
35M	BYS35M	I	1	112	112
35N	BYS35N	I	1	113	113
35O	BYS35O	I	1	114	114
35P	BYS35P	I	1	115	115
36A	BYS36A	I	1	116	116
36B	BYS36B	I	1	117	117
36C	BYS36C	I	1	118	118
37A	BYS37A	I	1	119	119
37B	BYS37B	I	1	120	120
37C	BYS37C	I	1	121	121
37D	BYS37D	I	1	122	122
38A	BYS38A	I	1	123	123
38B	BYS38B	I	1	124	124
38C	BYS38C	I	1	125	125
38D	BYS38D	I	1	126	126
39A	BYS39A	I	1	127	127
39B	BYS39B	I	1	128	128
39C	BYS39C	I	1	129	129
40A	BYS40A	I	1	130	130
40B	BYS40B	I	1	131	131
40C	BYS40C	I	1	132	132
40D	BYS40D	I	1	133	133
40E	BYS40E	I	1	134	134
40F	BYS40F	I	1	135	135
40G	BYS40G	I	1	136	136
40H	BYS40H	I	1	137	137
41	BYS41	I	1	138	138
42A	BYS42A	I	2	139	140
42B	BYS42B	I	2	141	142
43	BYS43	I	1	143	143
44A	BYS44A	I	1	144	144
44B	BYS44B	I	1	145	145
44C	BYS44C	I	1	146	146
44D	BYS44D	I	1	147	147
44E	BYS44E	I	1	148	148
44F	BYS44F	I	1	149	149
44G	BYS44G	I	1	150	150
44H	BYS44H	I	1	151	151

*Base Year: Student Component  
Data File User's Manual*

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44I	BYS44I	I	1	152	152
44J	BYS44J	I	1	153	153
44K	BYS44K	I	1	154	154
44L	BYS44L	I	1	155	155
44M	BYS44M	I	1	156	156
45	BYS45	I	2	157	158
46	BYS46	I	1	159	159
47	BYS47	I	1	160	160
48A	BYS48A	I	2	161	162
48B	BYS48B	I	2	163	164
49	BYS49	I	2	165	166
50A	BYS50A	I	1	167	167
50B	BYS50B	I	1	168	168
50C	BYS50C	I	1	169	169
50D	BYS50D	I	1	170	170
50E	BYS50E	I	1	171	171
50F	BYS50F	I	1	172	172
51A.A	BYS51AA	I	1	173	173
51A.B	BYS51AB	I	1	174	174
51A.C	BYS51AC	I	1	175	175
51B.A	BYS51BA	I	1	176	176
51B.B	BYS51BB	I	1	177	177
51B.C	BYS51BC	I	1	178	178
51C.A	BYS51CA	I	1	179	179
51C.B	BYS51CB	I	1	180	180
51C.C	BYS51CC	I	1	181	181
51D.A	BYS51DA	I	1	182	182
51D.B	BYS51DB	I	1	183	183
51D.C	BYS51DC	I	1	184	184
51E.A	BYS51EA	I	1	185	185
51E.B	BYS51EB	I	1	186	186
51E.C	BYS51EC	I	1	187	187
51F.A	BYS51FA	I	1	188	188
51F.B	BYS51FB	I	1	189	189
51F.C	BYS51FC	I	1	190	190
51G.A	BYS51GA	I	1	191	191
51G.B	BYS51GB	I	1	192	192
51G.C	BYS51GC	I	1	193	193
51H.A	BYS51HA	I	1	194	194
51H.B	BYS51HB	I	1	195	195
51H.C	BYS51HC	I	1	196	196
52	BYS52	I	2	197	198
53	BYS53	I	1	199	199
54	BYS54	I	2	200	201
55A	BYS55A	I	1	202	202

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55B	BYS55B	I	1	203	203
55C	BYS55C	I	1	204	204
55D	BYS55D	I	1	205	205
55E	BYS55E	I	1	206	206
55F	BYS55F	I	1	207	207
56A	BYS56A	I	1	208	208
56B	BYS56B	I	1	209	209
56C	BYS56C	I	1	210	210
56D	BYS56D	I	1	211	211
56E	BYS56E	I	1	212	212
57A	BYS57A	I	1	213	213
57B	BYS57B	I	1	214	214
57C	BYS57C	I	1	215	215
58A	BYS58A	I	1	216	216
58B	BYS58B	I	1	217	217
58C	BYS58C	I	1	218	218
58D	BYS58D	I	1	219	219
58E	BYS58E	I	1	220	220
58F	BYS58F	I	1	221	221
58G	BYS58G	I	1	222	222
58H	BYS58H	I	1	223	223
58I	BYS58I	I	1	224	224
58J	BYS58J	I	1	225	225
58K	BYS58K	I	1	226	226
59A	BYS59A	I	1	227	227
59B	BYS59B	I	1	228	228
59C	BYS59C	I	1	229	229
59D	BYS59D	I	1	230	230
59E	BYS59E	I	1	231	231
59F	BYS59F	I	1	232	232
59G	BYS59G	I	1	233	233
59H	BYS59H	I	1	234	234
59I	BYS59I	I	1	235	235
59J	BYS59J	I	1	236	236
59K	BYS59K	I	1	237	237
59L	BYS59L	I	1	238	238
59M	BYS59M	I	1	239	239
60A	BYS60A	I	1	240	240
60B	BYS60B	I	1	241	241
60C	BYS60C	I	1	242	242
60D	BYS60D	I	1	243	243
61	BYS61	I	1	244	244
62	BYS62	I	1	245	245
63	BYS63	I	1	246	246
64	BYS64	I	1	247	247

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65	BYS65	I	2	248	249
66A	BYS66A	I	1	250	250
66B	BYS66B	I	1	251	251
66C	BYS66C	I	1	252	252
66D	BYS66D	I	1	253	253
67A	BYS67A	I	1	254	254
67B	BYS67B	I	1	255	255
67C	BYS67C	I	1	256	256
67A.A	BYS67AA	I	1	257	257
67A.B	BYS67AB	I	1	258	258
67A.C	BYS67AC	I	1	259	259
67A.D	BYS67AD	I	1	260	260
67B.A	BYS67BA	I	1	261	261
67B.B	BYS67BB	I	1	262	262
67B.C	BYS67BC	I	1	263	263
67B.D	BYS67BD	I	1	264	264
67B.E	BYS67BE	I	1	265	265
67B.F	BYS67BF	I	1	266	266
67B.G	BYS67BG	I	1	267	267
67B.H	BYS67BH	I	1	268	268
67C.A	BYS67CA	I	1	269	269
67C.B	BYS67CB	I	1	270	270
67C.C	BYS67CC	I	1	271	271
67C.D	BYS67CD	I	1	272	272
67C.E	BYS67CE	I	1	273	273
67D.A	BYS67DA	I	1	274	274
67D.B	BYS67DB	I	1	275	275
67D.C	BYS67DC	I	1	276	276
67D.D	BYS67DD	I	1	277	277
68A	BYS68A	I	1	278	278
68B	BYS68B	I	1	279	279
69A	BYS69A	I	1	280	280
69B	BYS69B	I	1	281	281
69C	BYS69C	I	1	282	282
70A	BYS70A	I	1	283	283
70B	BYS70B	I	1	284	284
70C	BYS70C	I	1	285	285
71A	BYS71A	I	1	286	286
71B	BYS71B	I	1	287	287
71C	BYS71C	I	1	288	288
72A	BYS72A	I	1	289	289
72B	BYS72B	I	1	290	290
72C	BYS72C	I	1	291	291
73	BYS73	I	1	292	292
74	BYS74	I	1	293	293

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74A	BYS74A	I	1	294	294
74B	BYS74B	I	1	295	295
74C	BYS74C	I	1	296	296
74D	BYS74D	I	1	297	297
74E	BYS74E	I	1	298	298
74F	BYS74F	I	1	299	299
74G	BYS74G	I	1	300	300
74H	BYS74H	I	1	301	301
74I	BYS74I	I	1	302	302
75	BYS75	I	1	303	303
76	BYS76	I	1	304	304
77	BYS77	I	1	305	305
78A	BYS78A	I	1	306	306
78B	BYS78B	I	1	307	307
78C	BYS78C	I	1	308	308
79A	BYS79A	I	2	309	310
79B	BYS79B	I	2	311	312
79C	BYS79C	I	2	313	314
79D	BYS79D	I	2	315	316
79E	BYS79E	I	2	317	318
80	BYS80	I	1	319	319
81A	BYS81A	I	2	320	321
81B	BYS81B	I	2	322	323
81C	BYS81C	I	2	324	325
81D	BYS81D	I	2	326	327
82A	BYS82A	I	1	328	328
82B	BYS82B	I	1	329	329
82C	BYS82C	I	1	330	330
82D	BYS82D	I	1	331	331
82E	BYS82E	I	1	332	332
82F	BYS82F	I	1	333	333
82G	BYS82G	I	1	334	334
82H	BYS82H	I	1	335	335
82I	BYS82I	I	1	336	336
82J	BYS82J	I	1	337	337
82K	BYS82K	I	1	338	338
82L	BYS82L	I	1	339	339
82M	BYS82M	I	1	340	340
82N	BYS82N	I	1	341	341
82O	BYS82O	I	1	342	342
82P	BYS82P	I	1	343	343
82Q	BYS82Q	I	1	344	344
82R	BYS82R	I	1	345	345
82S	BYS82S	I	1	346	346
82T	BYS82T	I	1	347	347

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82U	BYS82U	I	1	348	348
83A	BYS83A	I	1	349	349
83B	BYS83B	I	1	350	350
83C	BYS83C	I	1	351	351
83D	BYS83D	I	1	352	352
83E	BYS83E	I	1	353	353
83F	BYS83F	I	1	354	354
83G	BYS83G	I	1	355	355
83H	BYS83H	I	1	356	356
83I	BYS83I	I	1	357	357
83J	BYS83J	I	1	358	358
WEIGHT	BYQWT	R	8.3	359	366
FLAG	BYTEQFLG	I	1	367	367
FLAG	BYPAQFLG	I	1	368	368
FLAG	BYTXPAFG	I	1	369	369
FLAG	BYTEPAFG	I	1	370	370
FLAG	BYTXFLG	I	1	371	371
FLAG	BYADMFLG	I	1	372	372
FLAG	BYIEPFLG	I	1	373	373
COMPOSITE	G8TYPE	I	1	374	374
COMPOSITE	G8CTRL	I	1	375	375
COMPOSITE	BYSCENRL	I	1	376	376
COMPOSITE	G8ENROL	I	1	377	377
COMPOSITE	G8URBAN	I	1	378	378
COMPOSITE	G8REGON	I	1	379	379
COMPOSITE	G8MINOR	I	1	380	380
COMPOSITE	G8LUNCH	I	1	381	381
COMPOSITE	NOMSECT	I	1	382	382
COMPOSITE	SEX	I	1	383	383
COMPOSITE	RACE	I	1	384	384
COMPOSITE	HISP	I	1	385	385
COMPOSITE	API	I	2	386	387
COMPOSITE	HEARIMP	I	1	388	388
COMPOSITE	HANDPAST	I	1	389	389
COMPOSITE	BYHANDPR	I	1	390	390
COMPOSITE	BYHANDTR	I	1	391	391
COMPOSITE	BIRTHMO	I	2	392	393
COMPOSITE	BIRTHYR	I	2	394	395
COMPOSITE	BYLOCUS1	R	4.2	396	399
COMPOSITE	BYLOCU1T	I	1	400	400
COMPOSITE	BYLOCUS2	R	4.2	401	404
COMPOSITE	BYLOCU2T	I	1	405	405
COMPOSITE	BYCNCPT1	R	4.2	406	409
COMPOSITE	BYCNCPT1T	I	1	410	410
COMPOSITE	BYCNCPT2	R	4.2	411	414

COMPOSITE	BYCNCP2T	I	1	415	415
COMPOSITE	BYSES	R	5.3	416	420
COMPOSITE	BYSESQ	I	1	421	421
COMPOSITE	BYPARED	I	1	422	422
COMPOSITE	BYFAMSIZ	I	2	423	424
COMPOSITE	BYFCOMP	I	1	425	425
COMPOSITE	BYPARMAR	I	2	426	427
COMPOSITE	BYFAMINC	I	2	428	429
COMPOSITE	BYHMLANG	I	1	430	430
COMPOSITE	BYPSEPLN	I	2	431	432
COMPOSITE	BYHOMEWK	I	2	433	434
COMPOSITE	BYLEP	I	1	435	435
COMPOSITE	BYLM	I	1	436	436
COMPOSITE	BYGRADS	R	2.1	437	438
COMPOSITE	BYGRADSQ	I	1	439	439
TST RSLTS	BYTXRNR	I	2	440	441
TST RSLTS	BYTXRNW	I	2	442	443
TST RSLTS	BYTXRNNA	I	2	444	445
TST RSLTS	BYTXRFS	R	6.3	446	451
TST RSLTS	BYTXRSTD	R	6.3	452	457
TST RSLTS	BYTXRIRR	R	6.3	458	463
TST RSLTS	BYTXRIRS	R	6.3	464	469
TST RSLTS	BYTXRQ	I	1	470	470
TST RSLTS	BYTXMNR	I	2	471	472
TST RSLTS	BYTXMNW	I	2	473	474
TST RSLTS	BYTXMNNA	I	2	475	476
TST RSLTS	BYTXMFS	R	6.3	477	482
TST RSLTS	BYTXMSTD	R	6.3	483	488
TST RSLTS	BYTXMIRR	R	6.3	489	494
TST RSLTS	BYTXMIRS	R	6.3	495	500
TST RSLTS	BYTXMQ	I	1	501	501
TST RSLTS	BYTXSNR	I	2	502	503
TST RSLTS	BYTXSNW	I	2	504	505
TST RSLTS	BYTXSNNA	I	2	506	507
TST RSLTS	BYTXSFS	R	6.3	508	513
TST RSLTS	BYTXSSTD	R	6.3	514	519
TST RSLTS	BYTXSIRR	R	6.3	520	525
TST RSLTS	BYTXSIRS	R	6.3	526	531
TST RSLTS	BYTXSQ	I	1	532	532
TST RSLTS	BYTXHNR	I	2	533	534
TST RSLTS	BYTXHNW	I	2	535	536
TST RSLTS	BYTXHNNA	I	2	537	538
TST RSLTS	BYTXHFS	R	6.3	539	544
TST RSLTS	BYTXHSTD	R	6.3	545	550
TST RSLTS	BYTXHIRR	R	6.3	551	556

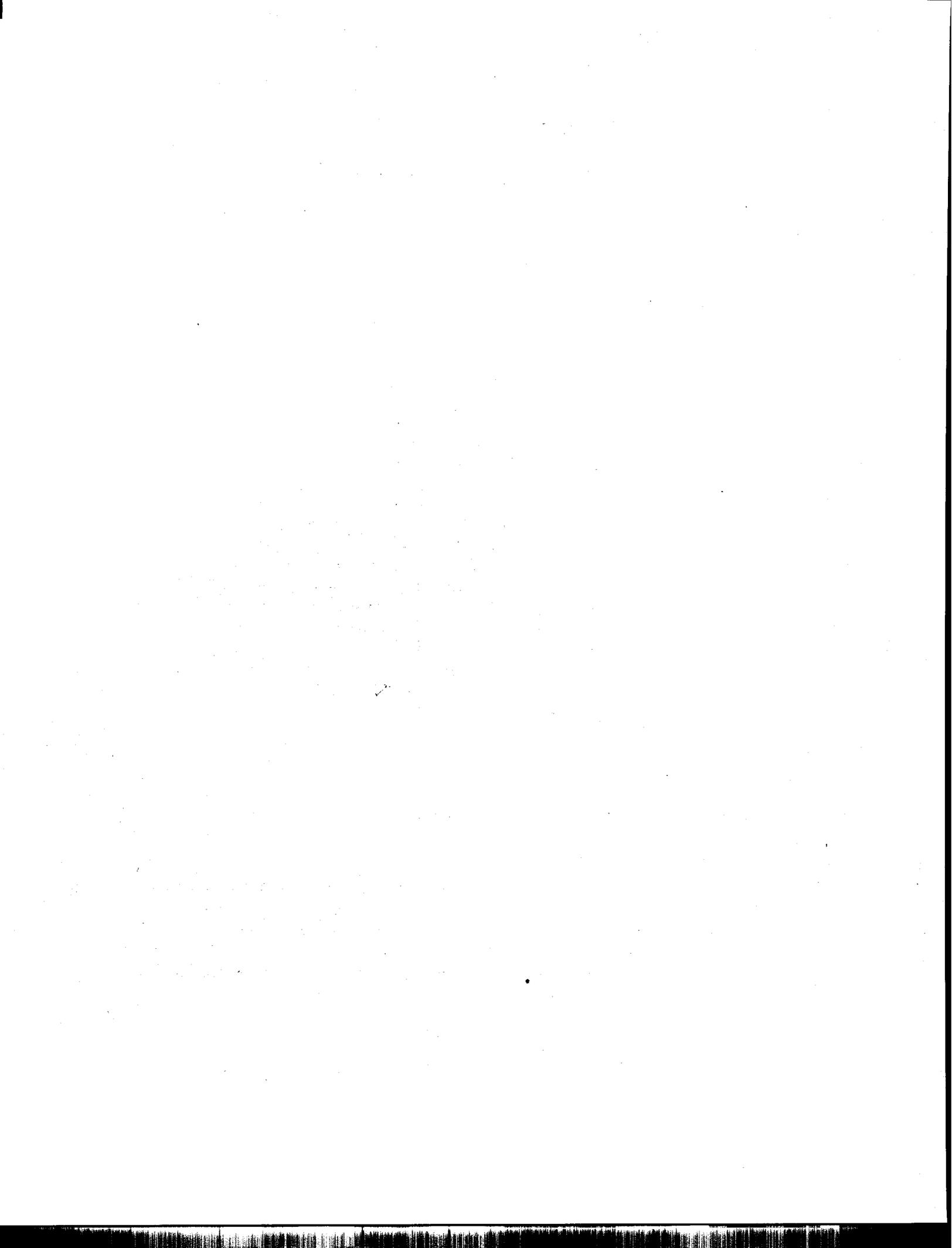
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TST RSLTS	BYTXHIRS	R	6.3	557	562
TST RSLTS	BYTXHQ	I	1	563	563
TST RSLTS	BYTXCOMP	R	6.3	564	569
TST RSLTS	BYTXQURT	I	1	570	570
TST RSLTS	BYTXRPRO	I	1	571	571
TST RSLTS	BYTXMPRO	I	1	572	572

## **Appendix D**

### **NELS:88 Base Year Student Data Weight, Flags, and Composite Variables**



Each weight, flag, and composite variable is defined below and shown in the order in which it appears on the data tape. See Chapter III for a detailed discussion of weights and Chapter VII for a brief discussion of flags and composite variables. Composites have been constructed using all four components of NELS:88. Variable names indicate from which file values were taken: **BYS** for base year student, **BYP** for base year parent, **BYT** for base year teacher, and **BYSC** for base year school.

## Weight

**BYQWT** is calculated from the design weight (**RAWWT**) for the student questionnaire adjusted for the fact that some of the selected students did not complete the questionnaire. **RAWWT** is the reciprocal of the conditional selection probability for the student, given that the school was selected into the base year sample, multiplied by his or her school's design weight.

## Flags

The following flags indicate the completion or not of specified instruments for students who completed the student questionnaire. A value of 1 specifies that the instrument was completed, 0 that it was not.

- BYTEQFLG** 1 = At least one teacher questionnaire completed  
0 = Did not have either teacher questionnaire completed
- BYPAQFLG** 1 = A parent questionnaire completed  
0 = Did not have parent questionnaire completed
- BYTXPAFG** 1 = Student completed the tests and had a parent questionnaire completed  
0 = Did not complete the test and have a parent questionnaire completed
- BYTEPAFG** 1 = Had a parent questionnaire completed and at least one teacher questionnaire completed  
0 = Did not have a parent questionnaire completed and at least one teacher questionnaire completed
- BYTXFLG** 1 = Student completed the tests  
0 = Did not complete the tests
- BYADMFLG** 1 = The administrator completed a school questionnaire  
0 = A school questionnaire was not completed

**BYIEPFLG** indicates if the student is in an Individualized Education Program.

The values for **BYIEPFLG** are:

- 1 = The student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard of hearing, deaf-blind, or multiple handicap (only if hard of hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes
- 0 = Did not satisfy the above criteria

## Composites

**G8TYPE** classifies the type of school by the grades spanned. It was coded using school data first. After the unique patterns of grade spans were determined, they were collapsed, creating the following categories. For example, G8TYPE = 1 includes schools that start with either pre-kindergarten, kindergarten, or grade 1 and that end with grade 8.

The responses to BYSC1A-N were compared to established patterns to determine the appropriate grade span category. If G8TYPE was missing, then it was coded using the QED (Quality Education Data) file as a second source.

The values for G8TYPE are:

- 1 = P or K or 1 through 8
- 2 = P or K or 1 through 12
- 3 = 6 or 7 or 8 through 12
- 4 = 3 or 4 or 5 through 8
- 5 = 6 through 8
- 6 = 7 through 8
- 7 = 7 through 9/8 through 9
- 8 = Missing

**G8CTRL** classifies the type of school into public, Catholic, or other private as reported by the school. The classification was collapsed from BYSC4. A few non-Catholic private schools were contacted to confirm their designation.

The values for G8CTRL are:

- 1 = Public school
- 2 = Catholic school
- 3 = Private school, other religious affiliation
- 4 = Private school, no religious affiliation

**BYSCENRL** categorizes the entire school enrollment as reported by the school. The values were created by collapsing the data from BYSC2 into categories. Missing data were then imputed from the actual enrollment reported on the QED file.

The values for BYSCENRL are:

- 1 = 1-199 students
- 2 = 200-399
- 3 = 400-599
- 4 = 600-799
- 5 = 800-999
- 6 = 1000-1199
- 7 = 1200+

**G8ENROL** categorizes the eighth grade enrollment as reported by the school. The values were created by collapsing the data from BYSC3 into categories. Missing data were then imputed from the QED file for eighth grade schools.

The values for G8ENROL are:

- 1 = 1-49 students
- 2 = 50-99
- 3 = 100-199
- 4 = 200-299
- 5 = 300-399
- 6 = 400+

**G8URBAN** classifies the urbanicity of the student's school. It was created directly from QED (Quality Education Data) data (position 199-199). The classifications are the Federal Information Processing Standards as used by the U.S. Census.

The values for G8URBAN are:

- 1 = Urban -- central city
- 2 = Suburban -- area surrounding a central city within a county constituting the MSA (Metropolitan Statistical Area)
- 3 = Rural -- outside MSA

**G8REGON** indicates in which of the four U.S. Census regions the school is located. It was created by recoding the sampled state of the eighth grade school into the four Census Bureau regions. For confidentiality reasons, this value was set to missing in rare instances.

The values for G8REGON are:

- 1 = Northeast -- New England and Middle Atlantic states
- 2 = North Central -- East North Central and West North Central states
- 3 = South -- South Atlantic, East South Central, and West South Central states
- 4 = West -- Mountain and Pacific states
- 8 = Missing

**G8MINOR** reflects the percentage of minority students in the eighth grade reported by the school. It was constructed by adding nonreserve code values of BYSC13A-D and categorizing the result. If the school questionnaire was missing or if BYSC13A-D was missing, G8MINOR was set to missing.

The values for G8MINOR are:

- 0 = None
- 1 = 1-5%
- 2 = 6-10%
- 3 = 11-20%
- 4 = 21-40%
- 5 = 41-60%
- 6 = 61-90%
- 7 = 91-100%
- 8 = Missing

**G8LUNCH** categorizes the percentage of free or reduced price lunch at the school calculated from the school questionnaire. It was constructed by dividing BYSC16A by BYSC2, multiplying by 100, rounding to the nearest whole number and coding the result. If the school questionnaire was missing or if BYSC16A was missing, G8LUNCH was set to missing.

The value for G8LUNCH are:

- 0 = None
- 1 = 1-5%
- 2 = 6-10%
- 3 = 11-20%
- 4 = 21-30%
- 5 = 31-50%
- 6 = 51-75%
- 7 = 76-100%
- 8 = Missing

**NOMSECT** is the classification of the school the student expects to attend for tenth grade. The student response to BYS13 was assigned a Permanent Identification Number from the QED (Quality Education Data) directory. This link to the QED data was then used to assign a value of public, Catholic, or other private to the first nominated tenth grade school.

The values for NOMSECT are:

- 1 = Public school
- 2 = Catholic school
- 3 = Other private school
- 8 = Missing, the student did not answer BYS13 or the school nominated could not be linked to data from QED

**SEX** was taken first from the "Your Background" (BYS12) section of the student questionnaire. If this source was missing or not available, then the value of the variable SEX assigned on the school roster was used. If SEX was still missing, it was imputed from the respondent's name. On any records for which this could not be done unambiguously, this variable had a value of 1 or 2 randomly assigned.

The values for SEX are:

- 1 = Male
- 2 = Female

**RACE** was constructed from BYS31A. In the data quality review, one correctable problem was found. Frequencies of students' reports of their ethnicity indicated that a number of students may have incorrectly used the American Indian/Alaskan Native category. Crosstabulations of students' self-categorization with parents' self-categorization indicated that roughly 60 percent of the 924 students who said they were American Indian or Alaskan Native had parents who classified themselves as "white, not Hispanic". While parent-student ethnicity reports logically need not match-the one parent or step-parent interviewed represents, after all, only a part of the child's racial-ethnic

background--empirically, one would not expect so large a discrepancy if the race-ethnicity item were working well.

One hypothesis was that students were confused by the "white, not of Hispanic origin" category and were drawn to the "American" in American Indian. This hypothesis was tested by calling a random sample of students' parents and asking the parents to verify the race/ethnicity of the child. The parent was not told how the child had actually responded. The parent was asked to use the eighth grader, rather than self, as the reference point.

One hundred parents were interviewed about the race and ethnic background of their child. Ninety-three of the parents said their child was "white, not of Hispanic origin." Six parents said that their child was "American Indian or Alaskan Native," and one parent indicated that the child was "black, not of Hispanic origin." In the base year field test, race/ethnicity and parent occupation were found to be among the most difficult questions for eighth graders to answer.

On the basis of these findings, it was decided to recode the 625 students who responded "American Indian or Alaskan Native" and whose parent responded "white, not Hispanic" to BYP10 to "white, not Hispanic" for this composite. BYS31A was left unchanged so that the analyst has access to the actual respondent data.

The values for RACE are:

- 1 = Asian or Pacific Islander
- 2 = Hispanic, regardless of race
- 3 = Black, not of Hispanic origin
- 4 = White, not of Hispanic origin
- 5 = American Indian or Alaskan Native
- 8 = Missing, BYS31A was not answered

HISP characterizes the Hispanic subgroup to which the student belongs. If BYS31A was equal to 1, 3, 4, or 5, then this variable was coded "0." If BYS31A was either 2 or a reserve code, then the value for BYS31C was checked. If BYS31C contained a valid value (not a reserve code) of 1-4, then that value was assigned to HISP; otherwise this variable was coded "8."

The values for HISP are:

- 0 = non-Hispanic
- 1 = Mexican, Mexican-American, Chicano
- 2 = Cuban
- 3 = Puerto Rican
- 4 = Other Hispanic
- 8 = Missing

API specifies to which Asian or Pacific Island group the student belongs. If BYS31A was equal to 2, 3, 4, or 5, then this variable was coded "00." If BYS31A was either 1 or a reserve code, then the value for BYS31B was checked. If BYS31B contained a valid value (not a reserve code) of 01-10, then that value was assigned to API; otherwise this variable was coded "98." Note that only groups 01-06 were oversampled for inclusion in the OBEMLA supplement.

The values for API are:

- 00 = non-API
- 01 = Chinese
- 02 = Filipino
- 03 = Japanese
- 04 = Korean
- 05 = Southeast Asian
- 06 = Pacific Islander
- 07 = South Asian
- 08 = West Asian
- 09 = Middle Eastern
- 10 = Other Asian
- 98 = Missing

**HEARIMP**<sup>1</sup> classifies the student as either hearing-impaired or not. It was constructed by initializing HEARIMP to 0 and then setting it to 1 if either of the following criteria were met:

1. If the student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard-of-hearing, deaf-blind, or multiple handicap (only if hard-of-hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes (BYIEPFLG=1).
2. If in the course of drawing up the roster of students for the school or in administering the instruments, project staff determined that any student satisfied only one of the requirements listed above, BYIEPFLG was set to 0 and that student was listed as part-eligible. This part-eligible list was used to set HEARIMP to 1.
3. If the parent reported a problem (BYP47B=1 or BYP47C=1 or BYP48B=1 or BYP48C=1). Please note that if HEARIMP is set to 1 because of satisfying criterion 3, the student may have been impaired in the past without necessarily being so in the present.

The values for HEARIMP are:

- 0 = Not reported as hearing-impaired
- 1 = Hearing-impaired

**HANDPAST**<sup>1</sup> was constructed from responses on the parent questionnaire and indicates whether the student has ever participated in a program for the handicapped.

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1 Note that the frequency of reported impairment or handicap is influenced by the eligibility criteria and participation patterns, which tended to eliminate more severely impaired or handicapped students. Please see section 3.1.1 for details.

The values for HANDPAST are:

- 0 = Not past handicap program recipient (BYP48A through BYP48J are 0)
- 1 = Past handicap program recipient (if any BYP48A through BYP48J = 1)
- 8 = Missing, no parent questionnaire, or BYP48A through BYP48J are missing

**BYHANDPR**<sup>2</sup> was constructed from responses on the parent questionnaire and indicates whether the student is currently participating in a program for the orthopedically handicapped or learning disabled.

The values for BYHANDPR are:

- 0 = Not current program participant (BYP49C and BYP49D are 0)
- 1 = Current program recipient for orthopedically handicapped or learning disabilities. (BYP49C or BYP49D = 1)
- 8 = Missing, no parent questionnaire or BYP49C and BYP49D are missing

**BYHANDTR**<sup>2</sup> was constructed from responses on the teacher questionnaire(s) and indicates whether at least one teacher reports a handicap that interferes with school performance.

The values for BYHANDTR are:

- 0 = Neither teacher reported any handicaps interfering with school performance (BYT1\_10 is 0)
- 1 = Either teacher reports a handicap (BYT1\_10 is 1)
- 8 = Missing, no teacher questionnaire or BYT1\_10 is missing

**BIRTHMO** was taken directly from BYS11 of the student questionnaire. Its range is 1-12, with 98 indicating missing.

**BIRTHYR** was coded from BYS11 of the student questionnaire. All values less than 72 were set to 72 and all values greater than 75 were set to 75.

- 72 = 1972 or before
- 73 = 1973
- 74 = 1974
- 75 = 1975 or after
- 98 = Missing

**BYLOCUS1** was designed to be as comparable as possible with HS&B and NLS-72 data. Locus of control items are all in student question 44. They are BYS44B, BYS44C, BYS44F, BYS44G, BYS44K, and BYS44M. Three of these items are comparable to HS&B and NLS-72 items. They are BYS44C, BYS44F, and BYS44G. It is important to note that while these are comparable, they are not always identical. For the user's convenience, the NELS:88 items appear below along with the HS&B and NLS-72 items, which appear in parentheses.

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2 See footnote 1.

**BYS44C:** In my life, good luck is more important than hard work for success.

(Good luck is more important than hard work for success.)

**BYS44F:** Every time I try to get ahead, something or somebody stops me.

(Text identical.)

**BYS44G:** My plans hardly ever work out, so planning only makes me unhappy.

(Planning only makes a person unhappy, since plans hardly ever work out anyway.)

**NO COMPARABLE NELS:88 ITEM.** (People who accept their condition in life are happier than those who try to change things.)

Each of the above three items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for BYLOCUS1 is -3.01 through 1.52, from low to high control; 99.98 indicates missing.

**BYLOCUIT** is the tertile into which BYLOCUS1 falls. It was constructed by recoding BYLOCUS1 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYLOCUIT are:

1 = Tertile 1 Low

2 = Tertile 2 Medium

3 = Tertile 3 High

8 = Missing

**BYLOCUS2** is the composite of the locus of control items in student question 44. They are **BYS44B**, **BYS44C**, **BYS44F**, **BYS44G**, **BYS44K**, and **BYS44M**. **BYS44K** is a reverse scoring item so the values were reversed before performing computations. Each of these six items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for BYLOCUS2 is -3.01 through 1.52, from low to high control; 99.98 indicates missing.

**BYLOCU2T** is the tertile into which BYLOCUS2 falls. It was constructed by recoding BYLOCUS2 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYLOCU2T are:

1 = Tertile 1 Low

2 = Tertile 2 Medium

3 = Tertile 3 High

4 = Missing

**BYCNCPT1** was designed to be as comparable as possible with HS&B and NLS-72 data. Self-concept items are all in student question 44. They are **BYS44A**, **BYS44D**, **BYS44E**, **BYS44H**, **BYS44I**, **BYS44J**, and **BYS44L**. Four of these items are comparable to HS&B and NLS-72 items. They are **BYS44A**, **BYS44D**, **BYS44E**, and **BYS44H**. These same four items are all reverse scoring items so the values were reversed before performing computations. It is important to note that while comparable, they are not always identical. For the user's convenience, the NELS:88 items appear below along with the HS&B and NLS-72 items which appear in parentheses.

**BYS44A**: I feel good about myself.

(I take a positive attitude toward myself.)

**BYS44D**: I feel I am a person of worth, the equal of other people.

(I feel I am a person of worth, on an equal plane with others.)

**BYS44E**: I am able to do things as well as most other people.

(Text identical.)

**BYS44H**: On the whole, I am satisfied with myself.

(Text identical.)

Each of the above four items was standardized separately to a mean of zero and a standard deviation of 1 using **BYQWT**. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for **BYCNCPT1** is -3.61 through 1.15, from low to high esteem; 99.98 indicates missing.

**BYCNCPT1T** is the tertile into which **BYCNCPT1** falls. It was constructed by recoding **BYCNCPT1** into three categories (low, medium, and high), based on the weighted, **BYQWT**, marginal distribution.

The values for **BYCNCPT1T** are:

1 = Tertile 1 Low

2 = Tertile 2 Medium

3 = Tertile 3 High

8 = Missing

**BYCNCPT2** is the composite of the self-concept items in student question 44. They are **BYS44A**, **BYS44D**, **BYS44E**, **BYS44H**, **BYS44I**, **BYS44J**, and **BYS44L**. **BYS44A**, **BYS44D**, **BYS44E**, and **BYS44H** are reverse scoring items so the values were reversed before performing computations. Each of the above seven items was standardized separately to a mean of zero and a standard deviation of 1 using **BYQWT**. All non-missing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for **BYCNCPT2** is -3.61 through 1.25, from low to high esteem; 99.98 indicates missing.

**BYCNCP2T** is the tertile into which **BYCNCPT2** falls. It was constructed by recoding **BYCNCPT2** into three categories (low, medium, and high), based on the weighted, **BYQWT**, marginal distribution.

The values for **BYCNCP2T** are:

- 1 = Tertile 1 Low
- 2 = Tertile 2 Medium
- 3 = Tertile 3 High
- 8 = Missing

**BYSES** was constructed using the following parent questionnaire data: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from **BYP30**, **BYP31**, **BYP34B**, **BYP37B**, and **BYP80**). Education-level data were recoded as for the composite **BYPARED** (with the exception of category "7," which was coded as missing for **BYSES** calculations; see **BYPARED**). Occupational data were recoded using the Duncan SEI scale as used in **HS&B**. Each nonmissing component (after any necessary recoding) was standardized to a mean of 0 and a standard deviation of 1. Nonmissing standardized components were averaged yielding the **BYSES** composite. The parent data were used to construct **BYSES** if at least one component was not missing.

For cases where all parent data components were missing (8.1 percent of the participants), student data were used to compute the **BYSES**. The first four components from the student data are the same as the components used from parent data (i.e., educational-level data, **BYS34A** and **BYS34B**, similarly recoded; occupational data, **BYS4B** and **BYS7B** of student questionnaire part one, also recoded). The fifth component for **BYSES** from the student data consisted of summing the non-missing household items listed at **BYS3A-P** (after recoding "Not Have Item" from "2" to "0"), calculating a simple mean of these items, and then standardizing this mean. If eight or more **BYS35A-P** were nonmissing this component was computed; otherwise it was set to missing. All components coming from student data were standardized. Nonmissing standardized components were averaged, yielding the **BYSES** composite for those cases where parent data were either missing or not available. The student data were used to construct **BYSES** if all components based on parent data were missing and at least one component based on student data was not missing. Otherwise **BYSES** was set to missing.

The actual range for **BYSES** is -2.97 through 2.56, with 99.998 indicating missing.

**BYSESQ** is the quartile into which **BYSES** falls. It was constructed by recoding **BYSES** into quartiles based on the weighted, **BYQWT**, marginal distribution.

The values for **BYSESQ** are:

- 1 = Quartile 1 Low
- 2 = Quartile 2
- 3 = Quartile 3
- 4 = Quartile 4 High
- 8 = Missing

**BYPARED** characterizes the level of education attained by either of the parents of the student. It was constructed using parent questionnaire data (BYP30 and BYP31). Student data (BYS34A and BYS34B) were used whenever parent data were either missing or not available. If both parent and student data were missing, **BYPARED** was assigned a value of missing. Highest valid value for a given source became **BYPARED**. The following table shows the relationships between what was reported on the parent and student questionnaires and the value assigned to the variable **BYPARED**.

<b>BYPARED</b>	<b>Parent Qx</b>	<b>Student Qx</b>	<b>Label</b>
1	1, 2	1	Did not finish high school
2	3, 4	2	High school grad or GED
3	5-10	3, 4	gt H.S. & lt 4 year degree
4	11	5	College graduate
5	12	6	M.A. or equivalent
6	13	7	Ph.D., M.D., other
7	-	8	Don't know
8			Missing

**BYFAMSIZ** reports estimated family size. It was computed using both the parent and student questionnaires. If all of **BYS8A-I** were reserved codes, then **BYFAMSIZ** was coded as missing. Otherwise the number was 1 for the respondent plus an estimate for the number of siblings (detailed below) plus the number of family members other than siblings as marked in items **BYS8A-D** and **BYS8G-I**. (This procedure counts only one person each for **BYS8G-I**, even if more than one person in each category lives in the household.) The first reference used for the number of siblings is **BYP3B**. If that is a reserve code, then **BYS32** is used instead. If neither **BYP3B** or **BYS32** listed any siblings, then one sibling is counted for each item marked in **BYS8E** and **BYS8F** as a final source. All values of **BYFAMSIZ** that are greater than nine were set to 10, creating the end value of 10, which means 10 or more.

The values for **BYFAMSIZ** are:

- 02-09 = Family size as computed above
- 10 = Family size computed above is ten or greater
- 98 = Missing or lives in an undefined situation

**BYFCOMP** characterizes the family or household composition. It is constructed from the student responses to **BYS8A-I**.

The values for **BYFCOMP** are:

- 1 = Mother and father
- 2 = Mother and male guardian
- 3 = Father and female guardian
- 4 = Mother only
- 5 = Father only
- 6 = Other relative or non-relative
- 8 = Missing, **BYS8A-I** were all missing

**BYPARMAR** characterizes the parent's marital status. It was taken directly from BYP7.

The values for BYPARMAR are:

- 01 = Divorced
- 02 = Widowed
- 03 = Separated
- 04 = Never married
- 05 = Not married but living in a marriage-like relationship
- 06 = Married
- 98 = Missing

**BYFAMINC** categorizes the family income. It is taken directly from BYP80.

The values for BYFAMINC are:

- 01 = None
- 02 = Less than \$1,000
- 03 = \$ 1,000-\$ 2,999
- 04 = \$ 3,000-\$ 4,999
- 05 = \$ 5,000-\$ 7,499
- 06 = \$ 7,500-\$ 9,999
- 07 = \$ 10,000-\$ 14,999
- 08 = \$ 15,000-\$ 19,999
- 09 = \$ 20,000-\$ 24,999
- 10 = \$ 25,000-\$ 34,999
- 11 = \$ 35,000-\$ 49,999
- 12 = \$ 50,000-\$ 74,999
- 13 = \$ 75,000-\$ 99,999
- 14 = \$100,000-\$199,999
- 15 = \$200,000 or more
- 98 = Missing

**BYHMLANG** characterizes primary language use in the home by differentiating between English or non-English languages, as well as indicating whether the primary language was the only language or the dominant one among several. The classification is made from the student questionnaire data. If no language other than English is spoken (BYS21=2), the student is English Only; if the language usually spoken is English (BYS22=1) but another language is used (BYS23=2 to 96), the student is English Dominant. If another language is usually used (BYS22=2 to 13), then the student is assigned to Non-English Only when no other language is spoken in the home (BYS23=0) or to Non-English Dominant if there is another language used in the home (BYS23=1 to 96).

When the language use cannot be determined from the student questionnaire, data from the parent questionnaire is used to construct the variable. If no language other than English is spoken (BYP22A = 2), the student is English Only; if the language usually spoken is English (BYP23 = 1) but another language is also used (BYP22A = 1), the student is English Dominant. If another language is usually used (BYP22A = 1 and BYP23A > 1), then the student is assigned to Non-English Only if English is not spoken in the home (BYP22B = 2) or to Non-English Dominant if English is

also spoken (BYP22B = 1). If language use cannot be determined from either the student or the parent questionnaire, the value is coded missing.

The values for BYHMLANG are:

- 1 = Non-English Only
- 2 = Non-English Dominant
- 3 = English Dominant
- 4 = English Only
- 8 = Missing

**BYPSEPLN** characterizes the postsecondary school plans of the student and was taken directly from **BYS45**.

The values for **BYPSEPLN** are:

- 01 = Won't finish high school
- 02 = Will graduate from high school but won't go further
- 03 = Will go to vocational, trade, or business school after high school
- 04 = Will attend college
- 05 = Will graduate from college
- 06 = Will attend a higher level of school after graduating from college
- 98 = Missing

**BYHOMEWK** categorizes the number of hours per week spent doing homework as reported by the respondent. It was computed as follows. **BYS79A** through **BYS79E** were recoded so that:

- None = 0
- Less than 1 hour = .5
- 1 = 1, 2 = 2, 3 = 3
- 4-6 = 5
- 7-9 = 8
- 10 or more = 10.

The nonmissing recoded values were summed across subjects and assigned to one of the categories below. If any subjects were missing, then **BYHOMEWK** was set to missing.

The values for **BYHOMEWK** are:

- 01 = None
- 02 = .50 to 1.99 hours
- 03 = 2.00 to 2.99
- 04 = 3.00 to 5.49
- 05 = 5.50 to 10.49
- 06 = 10.50 to 12.99
- 07 = 13.00 to 20.99
- 08 = 21.00 or more
- 98 = Missing

**BYLEP<sup>3</sup>** specifies whether the student has Limited English Proficiency. It was constructed from the student self-evaluation and the teacher evaluations for proficiency in using the English language. BYLEP was set to 1 if the student responded to any of BYS27A, BYS27B, BYS27C, or BYS27D with 4 ("Not very well"), or if either teacher marked yes to BYT1\_12, which asks if the student is a Limited English Proficiency student. If both the student responses to BYS27A-D and the teacher response to BYT1\_12 were missing, BYLEP was set to missing. It was 0 otherwise. Section 3.1.1 includes details of exclusions from the sample that must be considered when using this flag in analysis.

The values for BYLEP are:

- 0 = The student is not reported to be Limited English Proficiency
- 1 = The student is self-reported as Limited English Proficiency or so reported by one of his or her teachers
- 8 = Missing

**BYLM<sup>3</sup>** specifies whether the student is classified as Language Minority (from a home in which a language other than English is typically spoken). If either teacher answered yes to BYT1\_11, or if the student response to BYS22 indicates a language other than English is usually spoken in the home (values 2-13), the student is classified as Language Minority. If both the student response to BYS22 and his or her teachers' response to BYT1\_11 were missing, the value for BYLM was set to missing. It was 0 otherwise.

The values for BYLM are:

- 0 = The student is not classified Language Minority
- 1 = The student is classified Language Minority
- 8 = Missing

**BYGRADS** is an average, with all nonmissing elements equally weighted, of the self-reports for grades over the four subject areas (English, mathematics, science, and social studies). The source is student questionnaire item 81. It was computed by converting the response categories in BYS81A through BYS81D to a five point scale (mostly As = 4, Bs = 3, Cs = 2, Ds = 1, mostly below D = .5, else set 8) and taking the mean of all nonmissing values of these four variables equally weighted. The mean was rounded to one decimal place.

The range for BYGRADS is 0.5-4.0 with 9.8 indicating missing.

**BYGRADSQ** is the quartile distribution of BYGRADS. It was constructed by recoding BYGRADS into quartiles based on the weighted, using BYQWT, marginal distribution.

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3 Note that the frequency of reported English language limitations is influenced by the eligibility criteria and participation patterns which tended to eliminate those with more severe English deficiencies. Please see section 3.1.1 for more information.

The values for BYGRADSQ are:

- 1 = Quartile 1 Low
- 2 = Quartile 2
- 3 = Quartile 3
- 4 = Quartile 4 High
- 8 = Missing

## Test Results

The following composites (whose variable names begin with BYTX) are based upon the cognitive tests that were given to participating students.

Eight results for each of the base year tests in the four areas of reading, mathematics, science, and social science (history/government) are reported. The convention adopted for these thirty-two variables names is: BYTX (base year test) followed by R for reading, M for mathematics, S for science, and H for history (social science), ending with the results designator NR for number right, NW for number wrong, NNA for number not attempted, FS for formula score, STD for standardized score, IRR for IRT (Item Response Theory)-estimated number right, IRS for IRT-estimated formula score, and Q for quartile (1=low). For example, BYTXSNNA is the number not attempted on the science test. In addition, a standardized test composite for reading and math (BYTXCOMP) and its quartile (BYTXQURT) were constructed.

**BYTXRNR** Reading Number Right

**BYTXRNW** Reading Number Wrong

**BYTXRNNA** Reading Number Not Attempted

**BYTXRFS** Reading Formula Score

**BYTXRSTD** Reading Standardized Score

**BYTXRIRR** Reading IRT-estimated Number Right

**BYTXRIRS** Reading IRT-Estimated Formula Score

**BYTXRQ** Reading Quartile (1=low)

**BYTXMNR** Mathematics Number Right

**BYTXMNW** Mathematics Number Wrong

**BYTXMNNA** Mathematics Number Not Attempted

**BYTXMFS** Mathematics Formula Score

**BYTXMSTD** Mathematics Standardized Score

**BYTXMIRR** Mathematics IRT-Estimated Number Right

**BYTXMIRS** Mathematics IRT-Estimated Formula Score  
**BYTXMQ** Mathematics Quartile (1=low)  
**BYTXSNR** Science Number Right  
**BYTXSNW** Science Number Wrong  
**BYTXSNA** Science Number Not Attempted  
**BYTXSFS** Science Formula Score  
**BYTXSTD** Science Standardized Score  
**BYXSIRR** Science IRT-Estimated Number Right  
**BYXSIRS** Science IRT-Estimated Formula Score  
**BYXSQ** Science Quartile (1=low)  
**BYXHNR** History/Government Number Right  
**BYXHNW** History/Government Number Wrong  
**BYXHNA** History/Government Number Not Attempted  
**BYXHFS** History/Government Formula Score  
**BYXHSTD** History/Government Standardized Score  
**BYXHIRR** History/Government IRT-Estimated Number Right  
**BYXHIRS** History/Government IRT-Estimated Formula Score  
**BYXHQ** History/Government Quartile (1=low)  
**BYXCOMP** Standardized Test Composite (Reading, Math)  
**BYXQURT** Standardized Test Quartile (1=low)

Two overall ratings are reported that characterize the student's proficiency in reading and mathematics. Proficiency calculations use a refinement of the student weight (BYQWT) that adjusts for the fact that not all students who completed the questionnaire completed the cognitive tests. These variable names begin with BYTX for base year test, followed by R for reading or M for mathematics. The variables and their values are as follows.

The values for **BYXRPRO**, overall reading proficiency, are:

- 1 = Below Level 1
- 2 = At Level 1, but below Level 2
- 3 = Level 2
- 8 = Missing data

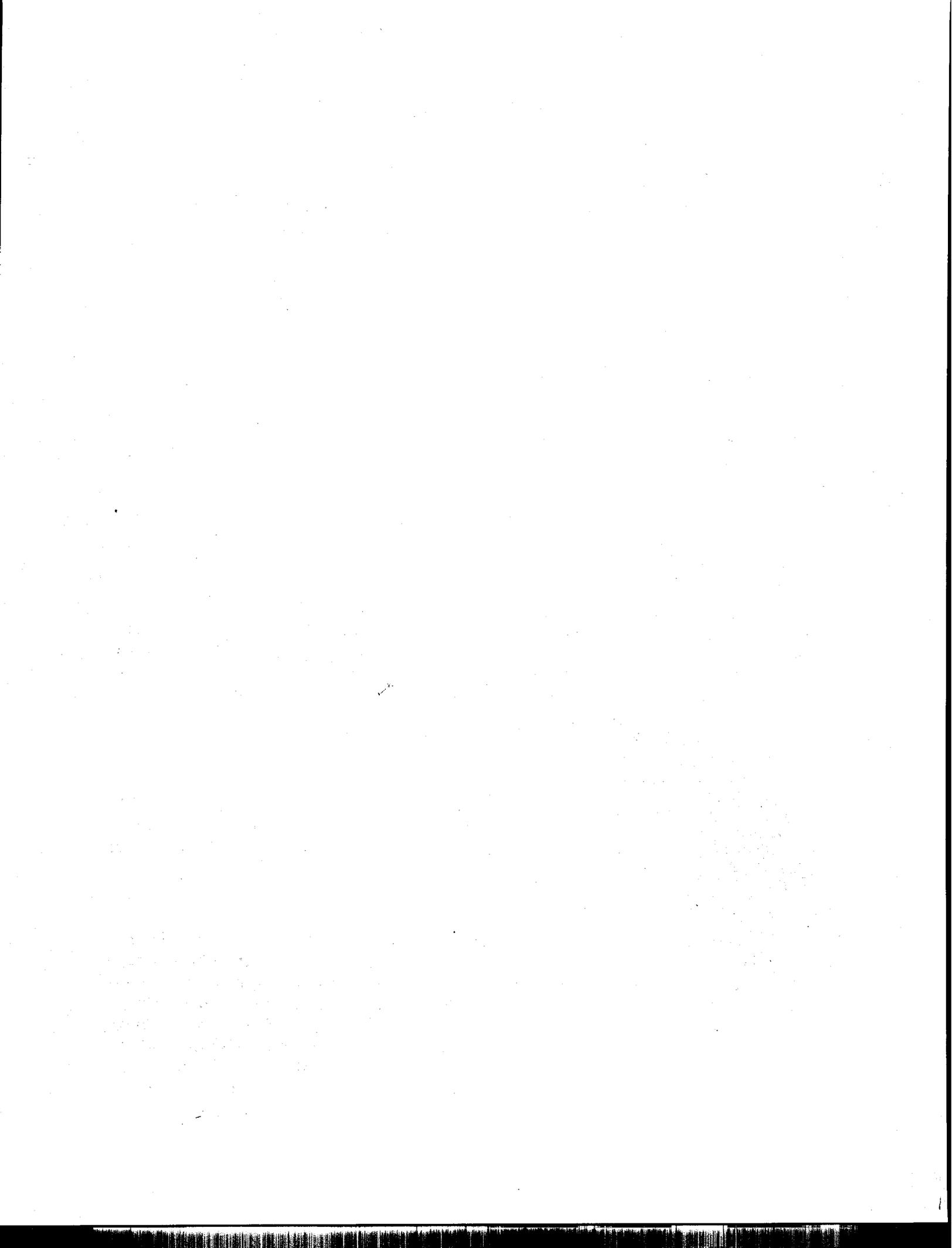
The values for **BYTXMPRO**, overall mathematics proficiency, are:

- 1 = Below Level 1
- 2 = At Level 1, but below Level 2 and 3
- 3 = At Level 1 and 2, but below Level 3
- 4 = Proficient at all three levels
- 8 = Missing data



## **Appendix E**

### **NELS:88 Related Data Files and Data Files Available from the National Center for Education Statistics**



## **Studies and Files Related to NELS:88**

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of the NELS:88 base year study. These include: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Christian schools that are members of the Christian Schools International organization, funded by the Barnabas Foundation; the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Elementary and Middle Schools (CREMS); the collection of transcripts for the base year teacher sample, sponsored by the National Science Foundation; and the production of a modularized version of the NELS:88 data in IBM-compatible format on floppy diskettes, sponsored by a grant from the National Science Foundation and the U.S. Department of Education. These auxiliary data files greatly expand and enrich the analytic uses of the public use data sets.

The NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements.

Data for the state augmentations and all supplements discussed below do not appear on the NCES public release tapes for NELS:88.

### **Christian Schools Supplement**

A sample of Christian schools that are members of the Christian Schools International (CSI) organization was drawn to supplement NELS:88. The sample was selected from CSI schools with probability proportional to eighth grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the Survey Days held in their schools.

### **State Augmentations and Supplements**

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

### **Survey of NELS:88 Base Year Dropouts**

Seven months after completion of in-school data collection (in January 1989), the small number of dropouts from the base year core sample were surveyed. These were students who were eligible to participate at the time that the school roster was annotated to indicate eligibility by the school coordinator. They were drawn into the sample but then dropped out between the time of sampling and their school's Survey Day. Students who drop out of school subsequent to their base year Survey Day will be captured in the NELS:88 First Follow-up. A student was designated a "dropout" when several conditions were met: the student had been absent from the school for at least twenty consecutive days, the absence was not excused, and it was the opinion of the school coordinator that the

child would not return to school. According to this definition, chronic truants who had not taken legal action to leave school (or could not take such action owing to their age) could also be designated dropouts.

In identifying the dropouts, significant definitional problems were encountered as plans for the dropout survey progressed. On Survey Day, school coordinators identified 96 absent sample members as dropouts. However, the following autumn, it was learned that most of these students were not dropouts at all, but had transferred to other schools. Thus, during the five to seven month period following the Survey Day, when NORC staff were engaged in locating and interviewing the dropouts in the sample, it was frequently the case that students who had been originally classified as 1987-1988 school year dropouts had to be reclassified based on new information that became available. For the purposes of this survey, we attempted to collect data from all students who were dropouts or truants as of their base year Survey Day.

The sample of eligible base year dropouts, whose status was verified, contained 29 dropouts and one parent of each child. The locating task was made more difficult by the fact that, unlike those who had completed the questionnaires on Survey Day, these children had not provided any locating information. The locating information was first sought at the child's former school. If the school was not able to provide a valid current address, calls were made to directory assistance and to selected former classmates of the child. Field interviewers were able to locate 26 of the 29 students. Of the 26 locatable children, 25 participated; of the 26 locatable parents, all 26 participated. The response rate was 86 percent for the dropouts and 90 percent for their parents. Although the sample is small, it is a national probability sample of eighth grade dropouts. In the NELS:88 First Follow-up, these dropouts will be surveyed again in spring 1990.

The instruments for the dropouts differed only slightly from those used for the core sample of students. Both the base year student and base year parent questionnaires were modified in order to reflect the later administration date and changed school status of the children. Certain questions were reworded to reflect the appropriate point of reference. For example, "since the beginning of this school year" was changed to "when you were in eighth grade." Questions about school situation were deleted as no longer directly relevant to the situation of the dropout when they referred to such things as high school attendance plans and courses in which the student was currently enrolled. Student cognitive tests were not administered. Nor was teacher information collected for the dropouts.

The data collection procedures also differed from those used in the main study. Both student/dropout and parent questionnaires were completed by telephone interviews or, for the significant number of respondents without telephones, in personal interviews by NORC field staff. Locating and data collection was conducted between November, 1988 and January, 1989.

#### **CREMS NELS:88 Enhancement Survey of Middle Grades Practices**

The Survey of Middle Grades Practices enhances the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Elementary and Middle Schools (CREMS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augments the information in the base

year school questionnaire with details on school and classroom characteristics and practices, including school organization, guidance and advisory practices, rewards for and evaluations of student performance, curriculum and instructional practices, transition to high school, middle grade programs, parent involvement, and team teaching.

Included in the enhancement survey is an alternative version of an item on classroom organization. This item from the CREMS data has been appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see school codebook, BYSC18) was asked during the 1987-1988 school year, while the correction item was asked during and references the 1988-1989 school year.

The completion rate for the enhancement survey was 98.63 percent.

### **Collection of NELS:88 Teacher Transcripts**

In order to assess teacher qualifications in science and mathematics, NELS:88 participating teachers were asked for permission to obtain copies of their college transcript records. The NSF will use the transcripts to conduct research on college coursetaking patterns of teachers in order to assess and improve teacher education and training programs.

Under a grant from the NSF, Westat began collecting the college transcripts in the fall of 1988. Based on the NELS:88 design, a total of 1,881 mathematics and science teachers (or the total number of those who gave permission to obtain their college transcripts) are participating in the Transcript Study, requiring transcript collection and follow-up efforts at registrars' offices at approximately 1,200 postsecondary institutions. Two data files will be developed to facilitate the analysis of the relationship between transcript-based measures of teacher qualifications and teacher characteristics and practices. One file will link the teacher transcript measures with applicable teacher and school survey data sets from NELS:88. The second file will link the teacher transcript measures to NELS:88 student questionnaire and cognitive test data.

### **Modularized Version of NELS:88 Data for Floppy Diskettes**

An education longitudinal analysis group at the University of Chicago, sponsored by the National Science Foundation and the U.S. Department of Education, will produce a modularized version of the NELS:88 base year data for floppy diskettes. The modularized version of the data will be appropriate for modern IBM-compatible computing environments and it will make the data easily and more economically accessible for research and policy-related use by a wider audience. The modularized NELS:88 data will be made available by NCES.

### **Past Studies and Data Files Related to NELS:88 Available from NCES**

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of some interest to users of the NELS:88 data. These data sets will be of special interest in later waves of NELS:88, when cross-cohort comparisons will be possible (for example, comparisons of the NELS:88 1990 sophomores and the HS&B 1980 sophomores; comparison of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972).

In addition to the core surveys for HS&B and NLS-72, briefly described earlier, records studies have been undertaken, including the collection of the high school transcripts of the sophomore cohort and the collection of postsecondary education transcripts and financial aid data for the seniors.

Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

### **HS&B Base Year Files**

The **Language File** contains information on each student who during the base year reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

### **Merged HS&B Base Year, First, Second and Third Follow-Up Files**

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecond-

ary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

#### **Other HS&B Files**

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The **Offerings and Enrollments File** contains school information, course offerings, and enrollment data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

#### **NLS-72 Files**

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

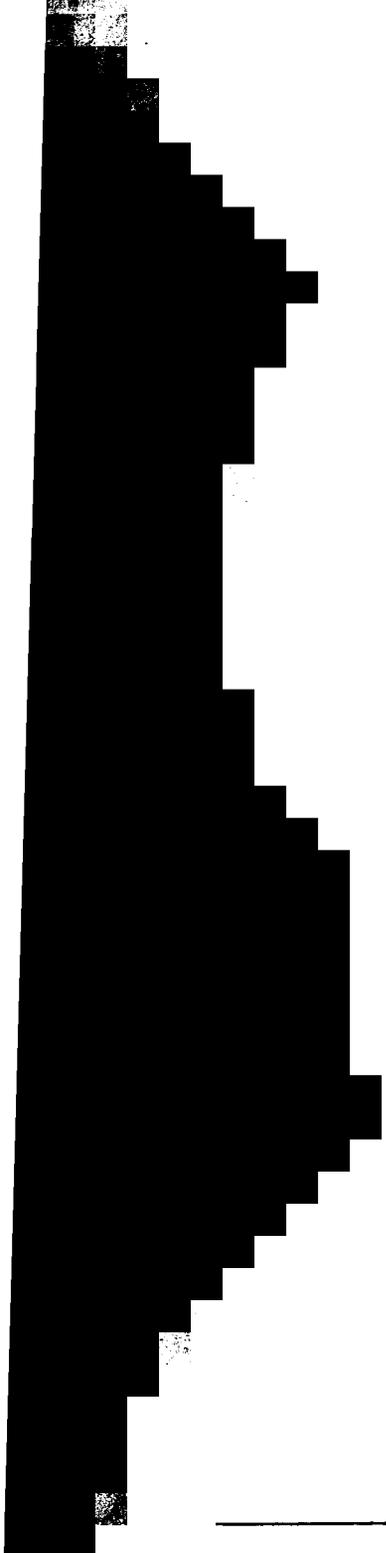
The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the *NLS-72 Base Year Through Fourth Follow-Up (1979)*.

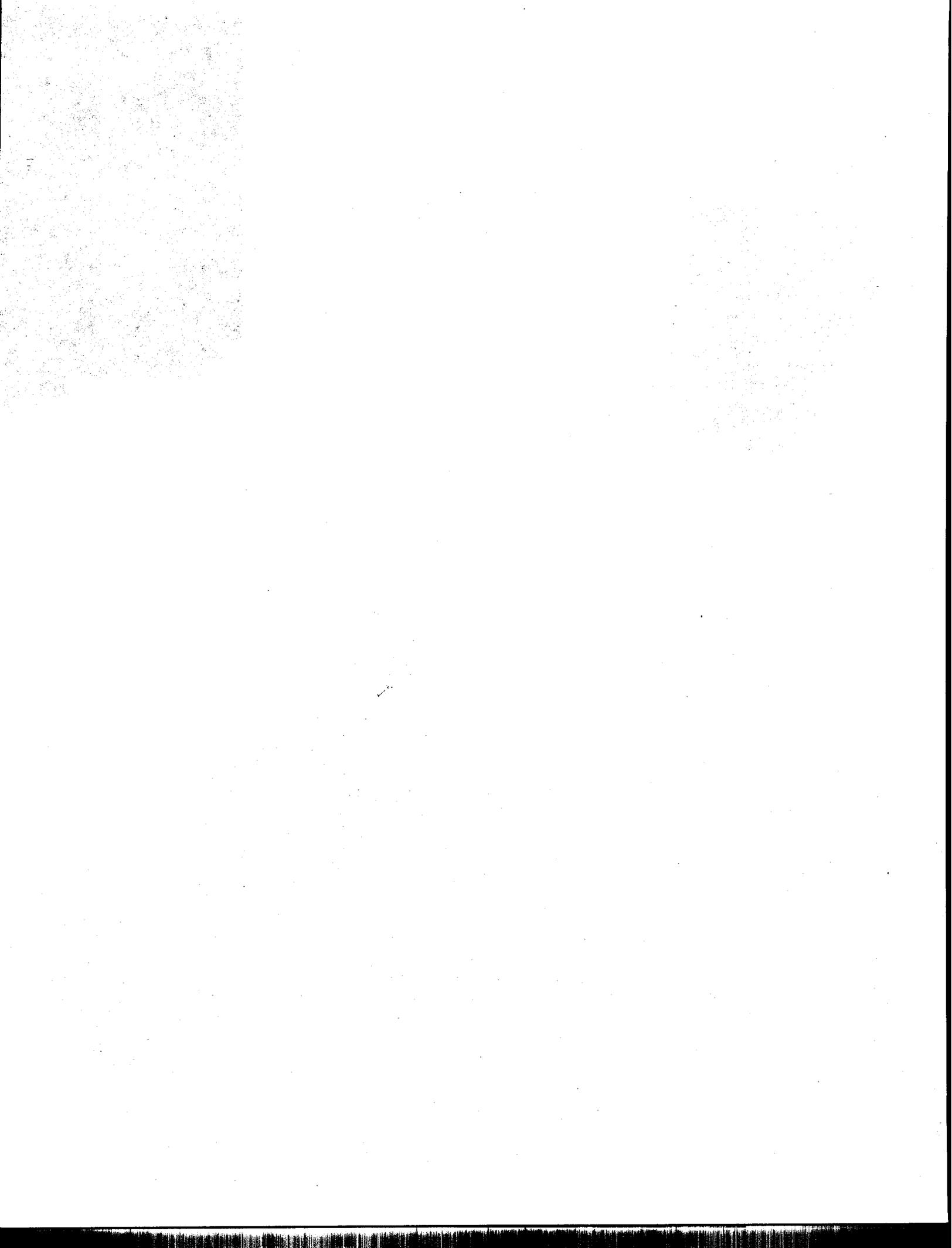
The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the *NLS-72 Fifth Follow-Up File* and to the *NLS-72 Base Year Through Fourth Follow-Up File*.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance).

## **Appendix F**

### **Guidelines for Using SAS with NELS:88 Student Data**





The files provided on the public release tape include SAS cards and a SAS system file.

The SAS system file includes:

- 1) Base Year Questionnaire Data
- 2) Base Year Flags, Weight, and Composites

NCES and NORC strongly suggest that all SAS users be aware of the potential problem areas when using student data files via SAS.

1. SAS users should use the '(KEEP=...)' and '(DROP=...)' options in the 'SET...;' statement and/or in the 'DATA...;' statement when creating working data files so that unwanted variables are not included in the files. It is faster (but not essential) for variables in the '(KEEP=...)' statement to be listed in the same order as they occur in the main system file. Remember also that the '(KEEP=...)' option does not reorder the variables in the new data set.

2. You may have to delete at least one third of the label cards given in this file because of SAS system limitations, which are present at many computer installations.

3. The large number of VALUE cards in the PROC FORMAT section requires that a special DD statement be placed just after the //EXEC SAS card to increase the capacity of the format library during a SAS run:

```
//LIBRARY DD SPACE=(TRK,(25,25,60))
```

This may not be possible at some computer installations, so it may be necessary to delete some values.

4. When working with large files, it may be necessary to override the default work space with the following DD card:

```
//WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
```

Place the //WORK DD card just after the //EXEC SAS card (or after the //LIBRARY DD card, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure that will use them, as shown in the following example:

```
//EXEC SAS,OPTIONS='NOGRAPHICS',REGION=1280K  
//LIBRARY DD SPACE=(TRK,(25,25,60))  
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))  
//IN01 DD DSN=ACT.STUDENT.SASLIB,  
//      UNIT=SYSDA,  
//      DISP=SHR  
//SYSIN DD *
```

OPTIONS DQUOTE;

PROC FORMAT;

```
VALUE FSEXV 1 = "MALE"  
            2 = "FEMALE"  
            6 = "MULTIPLE RESPONSE"  
            7 = "REFUSAL"  
            8 = "MISSING"  
            9 = "LEGITIMATE SKIP";  
VALUE FBYS46V 1 = "VERY SURE WILL GRAD"  
              2 = "PROBABLY GRADUATE"  
              3 = "PROBABLY WON'T GRADUATE"  
              4 = "VERY SURE WON'T GRADUATE"  
              6 = "MULTIPLE RESPONSE"  
              7 = "REFUSAL"  
              8 = "MISSING"  
              9 = "LEGITIMATE SKIP";
```

```
PROC FREQ DATA=IN01.STQ;  
FORMAT SEX FSEXV.  
        BYS46 FBYS46V.;
```

```
TABLES SEX*BYS46;  
TITLE "SEX OF RESPONDENT BY CERTAINTY OF HIGH SCHOOL GRADUATION";
```

At the end of the formats given in this file, there is a frequency procedure and a means procedure (in comment form), which together contain **FORMAT...;** statements for every variable for which there is a format. These **FORMAT...;** statements will save users a lot of time because they can be used in any SAS procedure.

When users create their own formats they should keep in mind that a format for a character variable must have a format name beginning with '\$', and that format names must not end in a digit.

6. For very large files, the user may encounter problems when sorting. Various options may be added to the **//EXEC SAS** card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='MODYNALLOC',REGION=1280K, SORT=30
```

7. It is suggested that the user include the **LENGTH** statement when creating new variables, in order to save space and computer memory.

8. For many tabulations, **PROC TABULATE** produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

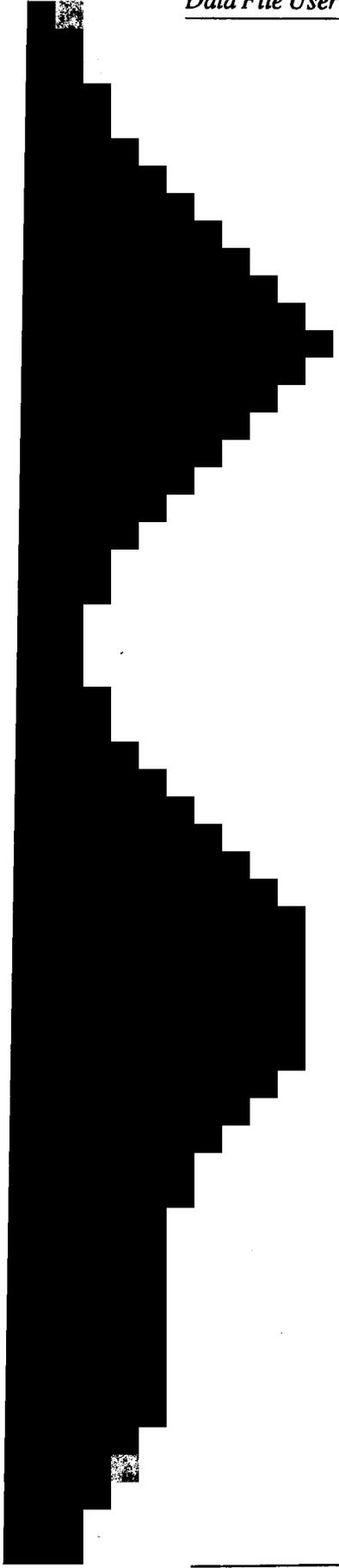
9. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

10. Use the NCES- and NORC- defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for many of them, sources of data from outside the student questionnaire were merged into the student data to construct the variables.

11. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

## **Appendix G**

### **Codebook**





NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question STU\_ID

STU\_ID = STUDENT PUBLIC RELEASE ID

Tape Pos. 1-7  
Format: I7

Now answer questions 4B-E.

Question SCH\_ID

SCH\_ID = SCHOOL PUBLIC RELEASE ID

Tape Pos. 1-5  
Format: I5

Question 40CC

Tape Pos. 10-11  
Format: I2

BYS40CC MOTHER/FEMALE GUARDIAN'S OCCUPATION

- 4B. What kind of work does she normally do? That is, what is the job called?
- 4C. What does she actually do in that job? What are some of her main duties?
- 4D. Describe the place that she works. (for example, factory or fast-food restaurant):
- 4E. What does the company make or do?

Question SSTRATID

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

Tape Pos. 1-2  
Format: I2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent, data entry, receptionist.....	1	4985	20.3%	21.6%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter....	2	470	1.9%	2.0%
FARMER, FARM MANAGER.....	3	60	.2%	.3%
HOMEMAKER OR HOUSEWIFE ONLY...	4	4307	17.5%	16.8%
LABORER such as construction worker, car washer, sanitary worker, farm laborer.....	5	388	1.6%	1.7%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....	6	967	3.9%	3.7%
MILITARY such as career officer, enlisted man or woman in the Armed Forces....	7	26	.1%	.1%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.....	8	1703	6.9%	7.4%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher.....	9	1438	5.8%	5.4%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher, veterinarian.....	10	254	1.0%	.6%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner..	11	385	1.6%	1.4%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter..	12	57	.2%	.3%
SALES such as salesperson, advertising or insurance agent, real estate broker, stockbroker.....	13	928	3.8%	3.9%
SCHOOL TEACHER such as elementary or secondary.....	14	1306	5.3%	5.2%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, babysitter, day care or preschool worker, cook, dental assistant, busboy, waitress, hostess....	15	5059	20.6%	22.1%
TECHNICAL such as draftsman, medical or dental technician, computer programmer, computer engineer, data processor.....	16	458	1.9%	1.9%
Never worked.....	17	111	.5%	.5%
Don't know.....	18	1214	4.9%	4.8%
Student.....	19	80	.3%	.3%
RESERVED CODES:				
REFUSAL.....	97	3	.0% (MISS)	
MISSING.....	98	240	1.0% (MISS)	
LEGITIMATE SKIP.....	99	160	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 2A

BYS2A IS MOTHER/FEMALE GUARDIAN LIVING

Is your mother or female guardian living? (MARK ONE)

Tape Pos. 8-8  
Format: I1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	23967	97.4%	99.4%
No.....	2	160	.7%	.6%
RESERVED CODES:				
MISSING.....	8	472	1.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 4

Please describe the present or most recent job of your mother or female guardian. (If you have both a mother and a female guardian, answer for the one with whom you are currently living.)

Question 4A

BYS4A MOTHER/FEMALE GUARDIAN EMPLOYMENT STATUS

Is she currently working, unemployed, retired, or disabled? (MARK ONE)

Tape Pos. 9-9  
Format: I1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Currently working (including homemaker).....	1	21123	85.9%	87.8%
Unemployed.....	2	2291	9.3%	9.4%
Retired.....	3	250	1.0%	1.0%
Disabled.....	4	404	1.6%	1.8%
RESERVED CODES:				
REFUSAL.....	7	74	.3% (MISS)	
MISSING.....	8	297	1.2% (MISS)	
LEGITIMATE SKIP.....	9	160	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 5A

Tape Pos. 12-12  
Format: I1

BYS5A IS FATHER/MALE GUARDIAN LIVING

Is your father or male guardian living? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	23255	94.5%	96.5%
No.....	2	830	3.4%	3.5%
RESERVED CODES:				
MISSING.....	8	514	2.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 7

Please describe the present or most recent job of your father or male guardian. (If you have both a father and a male guardian, answer for the one with whom you are currently living.)

Question 7A

Tape Pos. 13-13  
Format: I1

BYS7A FATHER/MALE GUARDIAN EMPLOYMENT STATUS

Is he currently working, unemployed, retired, or disabled? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Currently working (including homemaker).....	1	20863	84.8%	91.5%
Unemployed.....	2	931	3.8%	4.0%
Retired.....	3	441	1.8%	2.0%
Disabled.....	4	541	2.2%	2.4%
RESERVED CODES:				
REFUSAL.....	7	445	1.8% (MISS)	
MISSING.....	8	548	2.2% (MISS)	
LEGITIMATE SKIP.....	9	830	3.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

Now answer questions 7B-E.

-- If your father or male guardian is UNEMPLOYED, RETIRED, OR DISABLED, answer the following questions for his most recent job.

-- Also, if your father or male guardian works MORE THAN ONE JOB, please answer for the job you consider to be his major activity.

Question 70CC

Tape Pos. 14-15  
Format: I2

BYS70CC FATHER/MALE GUARDIAN'S OCCUPATION

7B. What kind of work does he normally do? That is, what is the job called?

7C. What does he actually do in that job? What are some of his main duties?

7D. Describe the place that he works. (for example, factory or fast-food restaurant):

7E. What does the company make or do?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent, data entry, receptionist.....	1	963	3.9%	4.3%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter....	2	3317	13.5%	15.1%
FARMER FARM MANAGER.....	3	359	1.5%	1.8%
HOMEMAKER.....	4	39	.2%	.2%
LABORER such as construction worker, car washer, sanitary worker, farm laborer.....	5	1410	5.7%	6.4%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....	6	2261	9.2%	9.2%
MILITARY such as career officer, enlisted man or woman in the Armed Forces.....	7	431	1.8%	1.8%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.....	8	4478	18.2%	20.7%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher.....	9	1639	6.7%	6.1%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher, veterinarian.....	10	1295	5.3%	3.8%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner..	11	918	3.7%	3.5%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter..	12	551	2.2%	2.5%
SALES such as salesperson, advertising or insurance agent, real estate broker, stockbroker.....	13	1527	6.2%	6.4%
SCHOOL TEACHER such as elementary or secondary.....	14	415	1.7%	1.9%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, babysitter, day care, preschool, cook, dental assistant, busboy, waitress, hostess.....	15	1060	4.3%	4.3%
TECHNICAL such as draftsman, medical or dental technician, computer programmer, computer engineer, data processor.....	16	594	2.4%	2.6%
Never worked.....	17	117	.5%	.5%
Don't know.....	18	2070	8.4%	8.8%
Student.....	19	18	.1%	.1%
RESERVED CODES:				
MISSING.....	98	307	1.2% (MISS)	
LEGITIMATE SKIP.....	99	830	3.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 8

Which of the following people live in the same household with you? (MARK ALL THAT APPLY)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 8A

Tape Pos. 16-16  
Format: I1

BYS8A R LIVES IN HOUSEHOLD WITH FATHER

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	17004	68.1%	68.8%
No.....	2	7259	29.5%	31.2%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8E

Tape Pos. 20-20  
Format: I1

BYS8E R LIVES IN HOUSEHOLD WITH BROTHER(S)

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	13930	56.6%	57.0%
No.....	2	10333	42.0%	43.0%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8B

Tape Pos. 17-17  
Format: I1

BYS8B R LIVES IN HH WITH OTHER MALE GUARDIAN

Other male guardian (stepfather or foster father)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	2865	11.6%	12.8%
No.....	2	21398	87.0%	87.2%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8F

Tape Pos. 21-21  
Format: I1

BYS8F R LIVES IN HOUSEHOLD WITH SISTER(S)

Sister(s) (including step- or half-)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	12814	52.1%	52.7%
No.....	2	11449	46.5%	47.3%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8C

Tape Pos. 18-18  
Format: I1

BYS8C R LIVES IN HOUSEHOLD WITH MOTHER

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	22311	90.7%	91.6%
No.....	2	1952	7.9%	8.4%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8G

Tape Pos. 22-22  
Format: I1

BYS8G R LIVES IN HOUSEHOLD WITH GRANDPARENT(S)

Grandparent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	1704	6.9%	6.9%
No.....	2	22559	91.7%	93.1%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8D

Tape Pos. 19-19  
Format: I1

BYS8D R LIVES IN HH WITH OTHER FEMALE GUARDIAN

Other female guardian (stepmother or foster mother)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	1233	5.0%	5.3%
No.....	2	23030	93.6%	94.7%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 8H

Tape Pos. 23-23  
Format: I1

BYS8H R LIVES IN HOUSEHOLD W/OTHER RELATIVE(S)

Other relative(s) (children or adults)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	1730	7.0%	6.9%
No.....	2	22533	91.6%	93.1%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

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Question 81

Tape Pos. 24-24  
Format: I1

BYS81 R LIVES IN HOUSEHOLD W/ NON-RELATIVE(S)

Non-relative(s) (children or adults)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	751	3.1%	2.9%
No.....	2	23512	95.6%	97.1%
RESERVED CODES:				
REFUSAL.....	7	21	.1% (MISS)	
MISSING.....	8	315	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 8)

Question 16

Tape Pos. 28-28  
Format: I1

BYS16 SECTOR OF 2ND CHOICE HIGH SCHOOL

Is this a public school, a private religious school, or a private non-religious school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public.....	1	4181	17.0%	76.2%
Private religious.....	2	759	3.1%	11.8%
Private non-religious.....	3	407	1.7%	4.5%
Don't know.....	4	424	1.7%	7.4%
RESERVED CODES:				
MISSING.....	8	915	3.7% (MISS)	
LEGITIMATE SKIP.....	9	17913	72.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

PART 2 - YOUR LANGUAGE USE

The following questions are about the language or languages spoken by you and your family.

Question 12

Tape Pos. 25-25  
Format: I1

BYS12 SEX OF RESPONDENT

What is your sex? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Male.....	1	12111	49.2%	50.1%
Female.....	2	12244	49.8%	49.9%
RESERVED CODES:				
REFUSAL.....	7	8	.0% (MISS)	
MISSING.....	8	236	1.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 17

Tape Pos. 29-29  
Format: I1

BYS17 R SPEAK ANY LANG OTH THN ENGLISH BFR SCH

Before you started going to school, did you speak any language other than English? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	3971	16.1%	12.5%
No.....	2	20450	83.1%	87.5%
RESERVED CODES:				
MISSING.....	8	178	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 14

Tape Pos. 28-28  
Format: I1

BYS14 SECTOR OF HIGH SCHOOL R PLANS TO ATTEND

Is the high school that you expect to be attending in tenth grade a public school, a private religious school, or a private non-religious school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public.....	1	19623	79.8%	88.1%
Private religious.....	2	2522	10.3%	7.5%
Private non-religious.....	3	1360	5.5%	1.8%
Don't know.....	4	652	2.7%	2.5%
RESERVED CODES:				
MISSING.....	8	442	1.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 18

Tape Pos. 30-31  
Format: I2

BYS18 1ST LANG R LEARNED TO SPEAK AS A CHILD

What was the first language you learned to speak when you were a child? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English.....	1	809	3.3%	22.5%
Spanish.....	2	1718	7.0%	48.2%
Chinese.....	3	232	.9%	3.7%
Japanese.....	4	44	.2%	.9%
Korean.....	5	120	.5%	2.3%
A Filipino language.....	6	132	.5%	2.7%
Italian.....	7	47	.2%	1.6%
French.....	8	104	.4%	3.0%
German.....	9	60	.2%	1.9%
Greek.....	10	22	.1%	.8%
Polish.....	11	15	.1%	.4%
Portuguese.....	12	35	.1%	1.1%
Other (specify).....	13	444	1.8%	10.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	53	.2% (MISS)	
MISSING.....	98	314	1.3% (MISS)	
LEGITIMATE SKIP.....	99	20450	83.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 15

Tape Pos. 27-27  
Format: I1

BYS15 IS THERE ANOTHER H.S. R MAY ATTEND INSTD

Is there another high school that you may go to instead? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No.....	1	17913	72.8%	77.1%
Yes.....	2	5709	23.2%	22.9%
RESERVED CODES:				
MISSING.....	8	977	4.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 19

Tape Pos. 32-33  
Format: I2

BYS19 OTHER LANG R SPOKE BEFORE STARTING SCHL

What OTHER language did you begin to speak before you started going to school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I spoke no other language.....	0	1141	4.6%	30.5%
I also spoke:				
English.....	1	1336	5.4%	35.4%
Spanish.....	2	670	2.7%	18.6%
Chinese.....	3	85	.3%	1.4%
Japanese.....	4	18	.1%	.3%
Korean.....	5	38	.2%	.8%
A Filipino language.....	6	54	.2%	1.2%
Italian.....	7	50	.2%	1.5%
French.....	8	94	.4%	2.8%
German.....	9	66	.3%	2.0%
Greek.....	10	12	.0%	.4%
Polish.....	11	13	.1%	.4%
Portuguese.....	12	17	.1%	.5%
Other (specify).....	13	170	.7%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	101	.4%	(MISS)
REFUSAL.....	97	284	1.2%	(MISS)
MISSING.....	98	20450	83.1%	(MISS)
LEGITIMATE SKIP.....	99			
TOTALS:		24599	100.0%	100.0%

Question 22

Tape Pos. 37-38  
Format: I2

BYS22 LANG USUALLY SPOKN BY PEOPLE IN R'S HOME

What language do the people in your home USUALLY speak? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English.....	1	2335	9.5%	44.3%
Spanish.....	2	1819	7.4%	35.5%
Chinese.....	3	195	.8%	2.0%
Japanese.....	4	31	.1%	.4%
Korean.....	5	93	.4%	1.1%
A Filipino language.....	6	176	.7%	2.5%
Italian.....	7	90	.4%	1.8%
French.....	8	125	.5%	2.8%
German.....	9	51	.2%	1.3%
Greek.....	10	23	.1%	.6%
Polish.....	11	21	.1%	.5%
Portuguese.....	12	28	.1%	.7%
Other (specify).....	13	405	1.6%	6.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	67	.3%	(MISS)
REFUSAL.....	97	3	.0%	(MISS)
MISSING.....	98	193	.8%	(MISS)
LEGITIMATE SKIP.....	99	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 20

Tape Pos. 34-35  
Format: I2

BYS20 LANGUAGE R USUALLY SPEAKS NOW

What language do you USUALLY speak NOW? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English.....	1	23304	94.7%	97.8%
Spanish.....	2	327	1.3%	1.5%
Chinese.....	3	30	.1%	.1%
Japanese.....	4	9	.0%	.0%
Korean.....	5	14	.1%	.1%
A Filipino language.....	6	25	.0%	.3%
Italian.....	7	7	.0%	.0%
French.....	8	52	.2%	.2%
German.....	9	7	.0%	.0%
Greek.....	10	2	.0%	.0%
Polish.....	11	3	.0%	.0%
Portuguese.....	12	4	.0%	.0%
Other (specify).....	13	87	.4%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	268	1.1%	(MISS)
MISSING.....	98	460	1.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 23

Tape Pos. 39-40  
Format: I2

BYS23 OTHER LANGUAGE SPOKEN IN R'S HOME

What OTHER language is spoken in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I spoke no other language.....	0	996	4.0%	20.0%
The other language spoken is:				
English.....	1	1700	6.9%	30.9%
Spanish.....	2	1310	5.3%	24.9%
Chinese.....	3	98	.4%	1.2%
Japanese.....	4	40	.2%	.5%
Korean.....	5	74	.3%	1.0%
A Filipino language.....	6	118	.5%	1.6%
Italian.....	7	92	.4%	2.3%
French.....	8	271	1.1%	5.9%
German.....	9	161	.7%	4.1%
Greek.....	10	26	.1%	.6%
Polish.....	11	33	.1%	.7%
Portuguese.....	12	28	.1%	.6%
Other (specify).....	13	322	1.3%	5.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	136	.6%	(MISS)
MISSING.....	98	250	1.0%	(MISS)
LEGITIMATE SKIP.....	99	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 21

Tape Pos. 36-36  
Format: I1

BYS21 ANY OTHER LANGUAGE SPOKEN IN R'S HOME

Is any language other than English spoken in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	5598	22.8%	17.8%
No.....	2	18944	77.0%	82.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
REFUSAL.....	7	2	.0%	(MISS)
MISSING.....	8	54	.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 24

Tape Pos. 41-42  
Format: I2

BYS24 LANG OTHER THN ENGLISH R USES MOST OFTEN

What language, OTHER THAN ENGLISH, do you currently use most often? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Spanish.....	2	2439	9.9%	51.8%
Chinese.....	3	242	1.0%	3.0%
Japanese.....	4	51	.2%	.8%
Korean.....	5	127	.5%	1.8%
A Filipino language.....	6	170	.7%	2.7%
Italian.....	7	99	.4%	2.5%
French.....	8	287	1.2%	6.3%
German.....	9	121	.5%	3.2%
Greek.....	10	34	.1%	1.0%
Polish.....	11	25	.1%	.7%
Portuguese.....	12	33	.1%	.9%
Not applicable: I use only English.....	13	467	1.9%	8.0%
Other (specify).....	14	788	3.2%	17.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	14	.1%	(MISS)
MISSING.....	98	758	3.1%	(MISS)
LEGITIMATE SKIP.....	99	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

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QUESTIONS 25 AND 26 ARE ABOUT THE USE OF THE LANGUAGE YOU ANSWERED IN QUESTION 24.

Question 25

With regard to THAT LANGUAGE, how well do you do the following? (MARK ONE FOR EACH)

Question 25A

Tape Pos. 43-43  
Format: I1

BYS25A HOW WELL R UNDERSTANDS THAT LANGUAGE

How well do you understand that language when people speak it?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well.....	1	2141	8.7%	37.7%
Pretty well.....	2	1420	5.8%	24.3%
Well.....	3	917	3.7%	17.3%
Not very well.....	4	827	3.4%	16.5%
Not at all.....	5	186	.8%	4.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	159	.6% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 25)

Question 25B

Tape Pos. 44-44  
Format: I1

BYS25B HOW WELL R SPEAKS THAT LANGUAGE

How well do you speak that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well.....	1	1511	6.1%	27.2%
Pretty well.....	2	1392	5.7%	25.0%
Well.....	3	1035	4.2%	18.6%
Not very well.....	4	1203	4.9%	22.6%
Not at all.....	5	325	1.3%	6.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	184	.7% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 25)

Question 26C

Tape Pos. 46-46  
Format: I1

BYS25C HOW WELL R READS THAT LANGUAGE

How well do you read that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well.....	1	1061	4.3%	20.0%
Pretty well.....	2	883	3.6%	15.9%
Well.....	3	840	3.4%	15.8%
Not very well.....	4	1228	5.0%	22.0%
Not at all.....	5	1439	5.8%	26.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	202	.8% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 25)

Question 26D

Tape Pos. 46-46  
Format: I1

BYS25D HOW WELL R WRITES THAT LANGUAGE

How well do you write that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well.....	1	902	3.7%	17.2%
Pretty well.....	2	772	3.1%	14.1%
Well.....	3	731	3.0%	13.9%
Not very well.....	4	1175	4.8%	20.5%
Not at all.....	5	1879	7.6%	34.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	194	.8% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 25)

Question 26

How often is THAT LANGUAGE spoken in each situation listed below? (IF YOU DO NOT SEE THAT PERSON OFTEN, PLEASE MARK 'Does Not Apply') (MARK ONE EACH)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	1696	6.9%	30.1%
About half the time.....	2	672	2.7%	11.4%
Sometimes.....	3	1860	7.6%	34.5%
Never.....	4	1094	4.4%	21.1%
Does not apply.....	5	129	.5%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	201	.8% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 25)

Question 26A

Tape Pos. 47-47  
Format: I1

BYS26A HOW OFTEN R SPEAKS LANGUAGE TO MOTHER

How often do YOU speak that language to your mother (or female guardian)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	1696	6.9%	30.1%
About half the time.....	2	672	2.7%	11.4%
Sometimes.....	3	1860	7.6%	34.5%
Never.....	4	1094	4.4%	21.1%
Does not apply.....	5	129	.5%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	201	.8% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

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Question 26B

Tape Pos. 48-48  
Format: I1

BYS26B HOW OFTEN R'S MOTHER SPEAKS LANG TO R  
How often does your MOTHER (or female guardian) speak that language to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	2139	8.7%	37.3%
About half the time.....	2	911	3.7%	15.4%
Sometimes.....	3	1482	6.0%	27.8%
Never.....	4	788	3.2%	16.7%
Does not apply.....	5	130	.5%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	198	.8%	(MISS)
LEGITIMATE SKIP.....	9	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 26)

Question 26E

Tape Pos. 51-51  
Format: I1

BYS26E HOW OFTEN PARENTS SPEAK LANG TO EACH OTH  
How often do your PARENTS (or guardians) speak that language to each other?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	2583	10.5%	44.1%
About half the time.....	2	676	2.7%	11.8%
Sometimes.....	3	705	2.9%	13.9%
Never.....	4	1096	4.5%	23.2%
Does not apply.....	5	343	1.4%	7.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0%	(MISS)
MISSING.....	8	244	1.0%	(MISS)
LEGITIMATE SKIP.....	9	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 26)

Question 26C

Tape Pos. 49-49  
Format: I1

BYS26C HOW OFTEN R SPEAKS LANGUAGE TO FATHER  
How often do YOU speak that language to your father (or male guardian)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	1409	5.7%	24.9%
About half the time.....	2	669	2.7%	12.0%
Sometimes.....	3	1458	5.9%	26.7%
Never.....	4	1482	6.0%	28.6%
Does not apply.....	5	386	1.6%	7.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	247	1.0%	(MISS)
LEGITIMATE SKIP.....	9	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 26)

Question 26F

Tape Pos. 52-52  
Format: I1

BYS26F HOW OFTEN GRANDPARENTS SPEAK LANG TO R  
How often do your GRANDPARENTS speak that language to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	2563	10.4%	45.5%
About half the time.....	2	524	2.1%	9.7%
Sometimes.....	3	666	2.7%	13.0%
Never.....	4	838	3.4%	17.5%
Does not apply.....	5	790	3.2%	14.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0%	(MISS)
MISSING.....	8	262	1.1%	(MISS)
LEGITIMATE SKIP.....	9	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 26)

Question 26D

Tape Pos. 50-50  
Format: I1

BYS26D HOW OFTEN R'S FATHER SPEAKS LANG TO R  
How often does your FATHER (or male guardian) speak that language to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	1774	7.2%	31.1%
About half the time.....	2	824	3.3%	14.3%
Sometimes.....	3	1312	5.3%	24.7%
Never.....	4	1072	4.4%	22.0%
Does not apply.....	5	389	1.6%	7.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	278	1.1%	(MISS)
LEGITIMATE SKIP.....	9	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 26)

Question 26G

Tape Pos. 53-53  
Format: I1

BYS26G HOW OFTEN SIBLINGS SPEAK LANGUAGE TO R  
How often do your BROTHERS or SISTERS speak that language to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Always or most of the time....	1	710	2.9%	14.3%
About half the time.....	2	741	3.0%	13.9%
Sometimes.....	3	1633	6.6%	29.1%
Never.....	4	1935	7.9%	35.3%
Does not apply.....	5	391	1.6%	7.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	239	1.0%	(MISS)
LEGITIMATE SKIP.....	9	18944	77.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 26)



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Question 28A1

Tape Pos. 80-80  
Format: I1

BYS28A1 MATH TAUGHT IN ENGLISH: 1ST 2YRS IN U.S.

Math taught in English during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4117	16.7%	88.7%
No.....	2	534	2.2%	11.3%
RESERVED CODES:				
MISSING.....	8	1004	4.1% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28B1

Tape Pos. 83-83  
Format: I1

BYS28B1 SCIENCE TAUGHT IN ENG: 1ST 2YRS IN U.S.

Science taught in English during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	3672	14.9%	80.0%
No.....	2	953	3.9%	20.0%
RESERVED CODES:				
MISSING.....	8	1030	4.2% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28A2

Tape Pos. 81-81  
Format: I1

BYS28A2 MATH TAUGHT IN OTH LANG: 1ST 2YRS IN U.S.

Math taught in other language during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	286	1.2%	5.9%
No.....	2	4365	17.7%	94.1%
RESERVED CODES:				
MISSING.....	8	1004	4.1% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28B2

Tape Pos. 84-84  
Format: I1

BYS28B2 SCIENCE TAUGHT OTH LANG: 1ST 2YRS IN U.S.

Science taught in other language during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	177	.7%	3.7%
No.....	2	4448	18.1%	96.3%
RESERVED CODES:				
MISSING.....	8	1030	4.2% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28A3

Tape Pos. 82-82  
Format: I1

BYS28A3 MATH NOT TAUGHT: 1ST 2 YRS IN U.S.

Math not taught during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	287	1.2%	6.2%
No.....	2	4364	17.7%	93.8%
RESERVED CODES:				
MISSING.....	8	1004	4.1% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28B3

Tape Pos. 85-85  
Format: I1

BYS28B3 SCIENCE NOT TAUGHT: 1ST 2 YRS IN U.S.

Science not taught during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	795	3.2%	16.9%
No.....	2	3830	15.6%	83.1%
RESERVED CODES:				
MISSING.....	8	1030	4.2% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 28C1

Tape Pos. 66-66  
Format: I1

BYS28C1 U.S. LIT TAUGHT IN ENG:1ST 2YRS IN U.S.

United States literature or language such as reading or writing taught in English during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4040	16.4%	86.9%
No.....	2	592	2.4%	13.1%
RESERVED CODES:				
MISSING.....	8	1023	4.2% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28D1

Tape Pos. 69-69  
Format: I1

BYS28D1 U.S. HIS,GOV,S.S. TAUGHT IN ENG:1ST 2YRS

United States history, government or social studies taught in English during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	3547	14.4%	77.5%
No.....	2	1058	4.3%	22.5%
RESERVED CODES:				
MISSING.....	8	1050	4.3% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28C2

Tape Pos. 67-67  
Format: I1

BYS28C2 U.S. LIT TAUGHT OTH LANG:1ST 2YRS U.S.

United States literature or language such as reading or writing taught in other language during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	277	1.1%	6.3%
No.....	2	4355	17.7%	93.7%
RESERVED CODES:				
MISSING.....	8	1023	4.2% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28D2

Tape Pos. 70-70  
Format: I1

BYS28D2 U.S. HIS,GOV,S.S. IN OTHER LANG:1ST 2YRS

United States history, government or social studies taught in other language during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	158	.6%	3.7%
No.....	2	4447	18.1%	96.3%
RESERVED CODES:				
MISSING.....	8	1050	4.3% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28C3

Tape Pos. 68-68  
Format: I1

BYS28C3 U.S. LIT NOT TAUGHT: 1ST 2YRS IN U.S.

United States literature or language such as reading or writing not taught during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	349	1.4%	7.4%
No.....	2	4283	17.4%	92.6%
RESERVED CODES:				
MISSING.....	8	1023	4.2% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28D3

Tape Pos. 71-71  
Format: I1

BYS28D3 U.S. HIS,GOV,S.S. NOT TAUGHT: 1ST 2YRS

United States history, government or social studies not taught during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	918	3.7%	19.2%
No.....	2	3687	15.0%	80.8%
RESERVED CODES:				
MISSING.....	8	1050	4.3% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28E1

Tape Pos. 72-72  
Format: I1

BYS28E1 OWN LIT/LANG ARTS TAUGHT IN ENG:1ST 2YRS

Literature or language arts from the society your ancestors came from taught in English during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	2682	10.9%	59.4%
No.....	2	1899	7.7%	40.6%
RESERVED CODES:				
MISSING.....	8	1074	4.4% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28F1

Tape Pos. 75-75  
Format: I1

BYS28F1 OWN HIS,GOV,S.S. TAUGHT IN ENG:1ST 2YRS

History, government, or social studies from the society your ancestors came from taught in English during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	2747	11.2%	60.9%
No.....	2	1858	7.6%	39.1%
RESERVED CODES:				
MISSING.....	8	1050	4.3% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28E2

Tape Pos. 73-73  
Format: I1

BYS28E2 OWN LIT/LANG ARTS IN OTHER LANG:1ST 2YRS

Literature or language arts from the society your ancestors came from taught in other language during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	434	1.8%	9.5%
No.....	2	4147	16.9%	90.5%
RESERVED CODES:				
MISSING.....	8	1074	4.4% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28F2

Tape Pos. 76-76  
Format: I1

BYS28F2 OWN HIS,GOV,S.S. IN OTHER LANG:1ST 2YRS

History, government, or social studies from the society your ancestors came from taught in other language during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	399	1.6%	8.3%
No.....	2	4206	17.1%	91.7%
RESERVED CODES:				
MISSING.....	8	1050	4.3% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28E3

Tape Pos. 74-74  
Format: I1

BYS28E3 OWN LIT/LANG ARTS NOT TAUGHT: 1ST 2YRS

Literature or language arts from the society your ancestors came from not taught during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	1494	6.1%	31.7%
No.....	2	3087	12.5%	68.3%
RESERVED CODES:				
MISSING.....	8	1074	4.4% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

Question 28F3

Tape Pos. 77-77  
Format: I1

BYS28F3 OWN HIS,GOV,S.S. NOT TAUGHT:1ST 2YRS

History, government, or social studies from the society your ancestors came from not taught during first two years in school in the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	1481	6.0%	31.4%
No.....	2	3124	12.7%	68.6%
RESERVED CODES:				
MISSING.....	8	1050	4.3% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 28)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 29

Tape Pos. 78-78  
Format: I1

BYS29 R EVER IN A LANGUAGE ASSISTANCE PROGRAM

Were you ever enrolled in an English language/language assistance program, that is, a program for students whose native language is not English? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	877	3.8%	15.7%
No.....	2	4139	16.8%	84.3%
RESERVED CODES:				
MISSING.....	8	639	2.6% (MISS)	
LEGITIMATE SKIP.....	9	18944	77.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 30C

Tape Pos. 81-81  
Format: I1

BYS30C ENROLLED IN LANG ASSISTANCE PGM 3RD GRD  
3rd grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	304	1.2%	31.5%
No.....	2	589	2.4%	68.5%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30

In which grade(s) were you enrolled in this type of program? (MARK ALL THAT APPLY)

Question 30A

Tape Pos. 79-79  
Format: I1

BYS30A ENROLLED IN LANG ASSISTANCE PGM 1ST GRD  
1st grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	381	1.5%	38.6%
No.....	2	512	2.1%	61.4%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30D

Tape Pos. 82-82  
Format: I1

BYS30D ENROLLED IN LANG ASSISTANCE PGM 4TH GRD  
4th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	229	.9%	24.6%
No.....	2	664	2.7%	75.4%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30E

Tape Pos. 83-83  
Format: I1

BYS30E ENROLLED IN LANG ASSISTANCE PGM 5TH GRD  
5th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	199	.8%	23.0%
No.....	2	694	2.8%	77.0%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30B

Tape Pos. 80-80  
Format: I1

BYS30B ENROLLED IN LANG ASSISTANCE PGM 2ND GRD  
2nd grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	349	1.4%	36.2%
No.....	2	544	2.2%	63.8%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30F

Tape Pos. 84-84  
Format: I1

BYS30F ENROLLED IN LANG ASSISTANCE PGM 6TH GRD  
6th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	170	.7%	20.6%
No.....	2	723	2.9%	79.4%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30G

Tape Pos. 85-85  
Format: I1

BYS30G ENROLLED IN LANG ASSISTANCE PGM 7TH GRD  
7th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	135	.5%	15.6%
No.....	2	758	3.1%	84.4%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

Question 30H

Tape Pos. 86-86  
Format: I1

BYS30H ENROLLED IN LANG ASSISTANCE PGM 8TH GRD  
8th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	124	.5%	15.9%
No.....	2	769	3.1%	84.1%
RESERVED CODES:				
MISSING.....	8	623	2.5% (MISS)	
LEGITIMATE SKIP.....	9	23083	93.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 30)

PART 3 -- YOUR FAMILY

Question 31

Next, we would like to ask you some background information.

Question 31A

Tape Pos. 87-87  
Format: I1

BYS31A R'S RACE/ETHNIC BACKGROUND  
Which best describes you? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Asian or Pacific Islander.....	1	1527	6.2%	3.5%
Hispanic, regardless of race..	2	3171	12.9%	10.4%
Black, not of Hispanic origin..	3	3009	12.2%	13.2%
White, not of Hispanic origin..	4	15692	63.8%	68.6%
American Indian or Alaskan Native.....	5	924	3.8%	4.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	49	.2% (MISS)	
REFUSAL.....	7	49	.2% (MISS)	
MISSING.....	8	178	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 31B

Tape Pos. 88-89  
Format: I2

BYS31B ASIAN OR PACIFIC ISLANDER SUBDIVISION  
Which of these best categorizes your background? (MARK ONE)  
ASIAN OR PACIFIC ISLANDER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Chinese.....	1	313	1.3%	17.2%
Filipino.....	2	290	1.2%	19.8%
Japanese.....	3	95	.4%	6.2%
Korean.....	4	191	.8%	10.9%
Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.).....	5	242	1.0%	12.6%
Pacific Islander (Samoan, Guamanian, etc.).....	6	101	.4%	8.7%
South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.).....	7	127	.5%	8.7%
West Asian (Iranian, Afghan, Turkish, etc.).....	8	35	.1%	3.3%
Middle Eastern (Iraqi, Israeli, Lebanese, etc.).....	9	45	.2%	4.2%
Other Asian.....	10	92	.4%	8.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	14	.1% (MISS)	
REFUSAL.....	97	56	.2% (MISS)	
MISSING.....	98	202	.8% (MISS)	
LEGITIMATE SKIP.....	99	22796	92.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 31C

Tape Pos. 90-90  
Format: I1

BYS31C HISPANIC SUBDIVISION  
Which of these best categorizes your background? (MARK ONE)  
HISPANIC

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mexican, Mexican-American, Chicano.....	1	1952	7.9%	61.8%
Cuban.....	2	136	.6%	3.8%
Puerto Rican.....	3	375	1.5%	11.2%
Other Hispanic.....	4	691	2.8%	23.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
REFUSAL.....	7	66	.3% (MISS)	
MISSING.....	8	221	.9% (MISS)	
LEGITIMATE SKIP.....	9	21152	86.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 31D

Tape Pos. 91-91  
Format: I1

BYS31D HISPANIC RACE  
What is your race? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Black Hispanic.....	1	177	.7%	7.0%
White Hispanic.....	2	1899	7.7%	60.9%
Other Hispanic.....	3	1080	4.4%	32.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
REFUSAL.....	7	80	.2% (MISS)	
MISSING.....	8	229	.9% (MISS)	
LEGITIMATE SKIP.....	9	21152	86.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 32

Tape Pos. 92-93  
Format: I2

BYS32 NUMBER OF SIBLINGS R HAS

How many brothers and sisters do you have? Please include any stepbrothers and/or stepsisters if they live or have lived in your home. (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	1627	6.6%	6.4%
One.....	1	7685	31.2%	31.3%
Two.....	2	6462	26.3%	26.8%
Three.....	3	3690	15.0%	15.1%
Four.....	4	1981	8.1%	8.2%
Five.....	5	1134	4.6%	4.7%
Six or more.....	6	1839	7.5%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	31	.1% (MISS)	
MISSING.....	98	150	.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 33

Tape Pos. 94-95  
Format: I2

BYS33 NUMBER OF SIBLINGS OLDER THAN R

How many of your brothers and sisters ARE OLDER THAN you are? Please include any stepbrothers and stepsisters if they live or have lived in your home. (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	9260	37.6%	37.8%
One.....	1	7341	29.8%	30.5%
Two.....	2	3630	14.8%	14.8%
Three.....	3	1767	7.2%	7.4%
Four.....	4	950	3.9%	4.0%
Five.....	5	568	2.3%	2.4%
Six or more.....	6	779	3.2%	3.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	5	.0% (MISS)	
MISSING.....	98	299	1.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 34

How far in school did your parents go? ANSWER FOR BOTH A AND B BELOW.

Question 34A

Tape Pos. 96-97  
Format: I2

BYS34A FATHER'S HIGHEST LEVEL OF EDUCATION

Father (or male guardian) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not finish high school....	1	3475	14.1%	14.9%
Graduated from high school or equivalent (GED).....	2	6215	25.3%	28.1%
After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school.....	3	2156	8.8%	9.7%
After graduating from high school, went to college but did not complete a four-year degree.....	4	1758	7.1%	7.4%
Graduated from college.....	5	3382	13.7%	13.2%
Master's degree or equivalent. Ph.D., M.D., or other advanced professional degree.....	6	1988	8.1%	7.4%
Don't know.....	7	1476	6.0%	4.4%
RESERVED CODES:				
REFUSAL.....	97	148	.6% (MISS)	
MISSING.....	98	359	1.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 34)

Question 34B

Tape Pos. 98-99  
Format: I2

BYS34B MOTHER'S HIGHEST LEVEL OF EDUCATION

Mother (or female guardian) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not finish high school....	1	3565	14.5%	14.9%
Graduated from high school or equivalent (GED).....	2	7577	30.8%	33.8%
After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school.....	3	2593	10.5%	11.3%
After graduating from high school, went to college but did not complete a four-year degree.....	4	2063	8.4%	8.4%
Graduated from college.....	5	3317	13.5%	12.3%
Master's degree or equivalent. Ph.D., M.D., or other advanced professional degree.....	6	1739	7.1%	6.1%
Don't know.....	7	650	2.6%	2.1%
RESERVED CODES:				
REFUSAL.....	97	73	.3% (MISS)	
MISSING.....	98	203	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 34)

Question 35

Which of the following does your family have in your home? (MARK ONE EACH)

-----  
**Question 35A** Tape Pos. 100-100  
Format: I1

BYS35A R'S FAMILY HAS SPECIFIC PLACE FOR STUDY  
 A specific place for study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	10194	41.4%	41.3%
Do not have.....	2	13596	55.3%	58.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	808	3.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
**Question 35E** Tape Pos. 104-104  
Format: I1

BYS35E R'S FAMILY HAS AN ATLAS  
 An atlas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	16464	66.9%	68.5%
Do not have.....	2	7262	29.5%	31.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	871	3.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
**Question 35B** Tape Pos. 101-101  
Format: I1

BYS35B R'S FAMILY HAS A DAILY NEWSPAPER  
 A daily newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	17656	71.8%	73.0%
Do not have.....	2	6310	25.7%	27.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	628	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

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**Question 35F** Tape Pos. 105-105  
Format: I1

BYS35F R'S FAMILY HAS A DICTIONARY  
 A dictionary

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	23578	95.8%	97.6%
Do not have.....	2	549	2.2%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	463	1.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
**Question 35C** Tape Pos. 102-102  
Format: I1

BYS35C R'S FAMILY HAS REGULARLY REC'D MAGAZINE  
 Regularly received magazine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	17884	72.7%	74.8%
Do not have.....	2	6026	24.5%	25.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	684	2.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
**Question 35G** Tape Pos. 106-106  
Format: I1

BYS35G R'S FAMILY HAS A TYPEWRITER  
 Typewriter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	17455	71.0%	72.0%
Do not have.....	2	6414	26.1%	28.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	724	2.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
**Question 35D** Tape Pos. 103-103  
Format: I1

BYS35D R'S FAMILY HAS AN ENCYCLOPEDIA  
 An encyclopedia

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	18989	77.2%	79.7%
Do not have.....	2	4957	20.2%	20.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
MISSING.....	8	646	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
**Question 35H** Tape Pos. 107-107  
Format: I1

BYS35H R'S FAMILY HAS A COMPUTER  
 Computer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	10367	42.1%	42.2%
Do not have.....	2	13173	53.6%	57.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1055	4.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 35I Tape Pos. 108-108 Format: I1

BYS35I R'S FAMILY HAS AN ELECTRIC DISHWASHER

An electric dishwasher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	13810	56.1%	57.5%
Do not have.....	2	9871	40.1%	42.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	916	3.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35M Tape Pos. 112-112 Format: I1

BYS35M R'S FAMILY HAS MORE THAN 50 BOOKS

More than 50 books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	21327	86.7%	88.9%
Do not have.....	2	2605	10.6%	11.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	663	2.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35J Tape Pos. 109-109 Format: I1

BYS35J R'S FAMILY HAS A CLOTHES DRYER

Clothes dryer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	20563	83.6%	86.4%
Do not have.....	2	3411	13.9%	13.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	622	2.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35N Tape Pos. 113-113 Format: I1

BYS35N R'S FAMILY HAS A VCR

VCR

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	20283	82.5%	83.7%
Do not have.....	2	3729	15.2%	16.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	581	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35K Tape Pos. 110-110 Format: I1

BYS35K R'S FAMILY HAS A WASHING MACHINE

Washing machine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	22585	91.8%	94.3%
Do not have.....	2	1487	6.0%	5.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	522	2.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35O Tape Pos. 114-114 Format: I1

BYS35O R'S FAMILY HAS A POCKET CALCULATOR

Pocket calculator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	22792	92.7%	94.8%
Do not have.....	2	1229	5.0%	5.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	573	2.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35L Tape Pos. 111-111 Format: I1

BYS35L R'S FAMILY HAS A MICROWAVE OVEN

Microwave oven

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	19462	79.1%	82.1%
Do not have.....	2	4444	18.1%	17.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	688	2.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

Question 35P Tape Pos. 115-115 Format: I1

BYS35P R HAS OWN BEDROOM

A room of your own

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have.....	1	19642	79.8%	81.9%
Do not have.....	2	4452	18.1%	18.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
MISSING.....	8	498	2.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 35)

-----  
Question 36  
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Since the beginning of the school year, how often have you discussed the following with either or both of your parents/or guardians? (MARK ONE EACH)

-----  
Question 36A  
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Tape Pos. 116-118  
Format: I1

BYS36A DISCUSS PROGRAMS AT SCHOOL WITH PARENTS

Selecting courses or programs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	1	3597	14.6%	14.6%
Once or twice.....	2	11115	45.2%	46.5%
Three or more times.....	3	9421	38.3%	38.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	462	1.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 36)

-----  
Question 36B  
-----

Tape Pos. 117-117  
Format: I1

BYS36B DISCUSS SCHOOL ACTIVITIES WITH PARENTS

School activities or events of particular interest to you

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	1	2147	8.7%	9.1%
Once or twice.....	2	8195	33.3%	34.1%
Three or more times.....	3	13840	56.3%	56.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	412	1.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 36)

-----  
Question 36C  
-----

Tape Pos. 118-118  
Format: I1

BYS36C DISCUSS THNGS STUDIED IN CLASS WTH PRNTS

Things you've studied in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	1	2730	11.1%	11.6%
Once or twice.....	2	8651	35.2%	36.4%
Three or more times.....	3	12793	52.0%	52.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	422	1.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 36)

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Question 37  
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Since the beginning of this school year, has either of your parents or guardians done any of the following? (MARK ONE EACH)

-----  
Question 37A  
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Tape Pos. 119-119  
Format: I1

BYS37A R'S PARENTS ATTENDED A SCHOOL MEETING

Attended a school meeting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	12404	50.4%	48.5%
No.....	2	8882	36.1%	39.0%
Don't know.....	3	2758	11.2%	11.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	550	2.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 37)

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Question 37B  
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Tape Pos. 120-120  
Format: I1

BYS37B R'S PARENTS SPOKE TO TEACHER/COUNSELOR

Phoned or spoken to your teacher or counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	14426	58.6%	59.8%
No.....	2	7007	28.5%	29.3%
Don't know.....	3	2696	11.0%	11.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	466	1.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 37)

-----  
Question 37C  
-----

Tape Pos. 121-121  
Format: I1

BYS37C R'S PARENTS VISITED R'S CLASSES

Visited your classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	7010	28.5%	28.5%
No.....	2	15537	63.2%	66.0%
Don't know.....	3	1320	5.4%	5.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	726	3.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 37)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 37D

Tape Pos. 122-122  
Format: I1

BYS37D R'S PARENTS ATTENDED A SCHOOL EVENT

Attended a school event such as a play, concert, gym exhibit, sports competition, honor ceremony or science fair where YOU participated

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	14926	60.7%	61.3%
No.....	2	8367	34.0%	35.5%
Don't know.....	3	815	3.3%	3.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	488	2.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 37)

Question 38

How often do your parents or guardians do the following?  
(MARK ONE EACH)

Question 38A

Tape Pos. 123-123  
Format: I1

BYS38A HOW OFTEN PARENTS CHECK ON R'S HOMEWORK

Check on whether you have done your homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Often.....	1	10707	43.5%	44.5%
Sometimes.....	2	7210	28.3%	29.5%
Rarely.....	3	4102	16.7%	16.4%
Never.....	4	2395	9.7%	9.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	183	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 38)

Question 38B

Tape Pos. 124-124  
Format: I1

BYS38B HOW OFTEN PARENTS REQUIRE CHORES DONE

Require you to do work or chores around the home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Often.....	1	16025	65.1%	67.2%
Sometimes.....	2	5837	23.7%	22.9%
Rarely.....	3	1919	7.8%	7.5%
Never.....	4	611	2.5%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	198	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 38)

Question 38C

Tape Pos. 125-125  
Format: I1

BYS38C HOW OFTEN PARENTS LIMIT TIME WATCHING TV

Limit the amount of time you can spend watching TV

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Often.....	1	3798	15.4%	14.2%
Sometimes.....	2	5768	23.4%	23.1%
Rarely.....	3	6209	25.2%	25.9%
Never.....	4	8573	34.9%	36.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	250	1.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 38)

Question 38D

Tape Pos. 126-126  
Format: I1

BYS38D HOW OFTEN PARENTS LIMIT GOING OUT WITH FRIENDS

Limit the amount of time for going out with friends on school nights

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Often.....	1	10367	42.1%	42.5%
Sometimes.....	2	7317	29.7%	30.3%
Rarely.....	3	3862	15.7%	15.9%
Never.....	4	2770	11.3%	11.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	281	1.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 38)

Question 39

Are the following statements mostly true for you and your parents, or mostly false for you and your parents?  
(MARK ONE EACH)

Question 39A

Tape Pos. 127-127  
Format: I1

BYS39A PARENTS TRUST R TO DO WHAT THEY EXPECT

My parents trust me to do what they expect without checking up on me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True.....	1	19042	77.4%	78.3%
False.....	2	5293	21.5%	21.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	255	1.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 39)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 39B

Tape Pos. 128-128  
Format: I1

BYS39B OFTEN DK WHY I AM TO DO WHAT PARENTS SAY

I often do not know WHY I am supposed to do what my parents tell me to do

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True.....	1	6994	28.4%	29.0%
False.....	2	17293	70.3%	71.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	309	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 39)

Question 40B

Tape Pos. 131-131  
Format: I1

BYS40B FATHER HOME WHEN R RETURNS FROM SCHOOL

Your father or male guardian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	3603	14.6%	15.1%
Sometimes.....	2	5350	21.7%	23.1%
Rarely.....	3	6847	27.8%	28.8%
Never.....	4	7740	31.5%	33.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0% (MISS)	
MISSING.....	8	1051	4.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 39C

Tape Pos. 129-129  
Format: I1

BYS39C OFTEN COUNT ON PARENTS TO SOLVE PROBLEMS

I often count on my parents to solve many of my problems for me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True.....	1	5461	22.2%	22.4%
False.....	2	18786	76.4%	77.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1% (MISS)	
MISSING.....	8	337	1.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 39)

Question 40C

Tape Pos. 132-132  
Format: I1

BYS40C OTHR ADULT REL HOME WHN R RETRNS FRM SCH

Other adult relative

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	2424	8.9%	10.5%
Sometimes.....	2	2519	10.2%	11.4%
Rarely.....	3	4240	17.2%	18.8%
Never.....	4	13310	54.1%	59.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	2097	8.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 40

Are any of the following people at home when you return home from school? (MARK ONE EACH)

Question 40A

Tape Pos. 130-130  
Format: I1

BYS40A MOTHER HOME WHEN R RETURNS FROM SCHOOL

Your mother or female guardian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	11828	48.1%	48.3%
Sometimes.....	2	4928	20.0%	20.8%
Rarely.....	3	3946	16.0%	16.8%
Never.....	4	3302	13.4%	14.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	586	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 40D

Tape Pos. 133-133  
Format: I1

BYS40D A SITTER HOME WHEN R RETURNS FROM SCHOOL

A sitter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	1115	4.5%	5.1%
Sometimes.....	2	544	2.2%	2.5%
Rarely.....	3	569	2.3%	2.4%
Never.....	4	20071	81.6%	90.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
MISSING.....	8	2293	9.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 40E Tape Pos. 134-134  
Format: I1  
BYS40E ADULT NEIGHBR HOME WHN R RETRNS FRM SCHL

An adult neighbor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	1251	5.1%	5.9%
Sometimes.....	2	1582	6.4%	7.4%
Rarely.....	3	2483	10.1%	11.3%
Never.....	4	17021	69.2%	75.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	2253	9.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 40H Tape Pos. 137-137  
Format: I1  
BYS40H NO ONE IS HOME WHEN R RETURNS FROM SCHL

No one is home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	3821	15.5%	17.6%
Sometimes.....	2	5068	20.6%	22.8%
Rarely.....	3	6956	28.3%	31.4%
Never.....	4	6545	26.6%	28.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	11	.0% (MISS)	
MISSING.....	8	2198	8.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 40F Tape Pos. 135-135  
Format: I1  
BYS40F OLDER SIBLING HOME WHEN R RETRNS FR SCHL

Older brother or sister

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	4534	18.4%	19.9%
Sometimes.....	2	3895	15.8%	16.9%
Rarely.....	3	2293	9.3%	10.1%
Never.....	4	12058	49.0%	53.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	1810	7.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 41 Tape Pos. 138-138  
Format: I1  
BYS41 TIME SPENT AFTER SCHL WTH NO ADULT PRSNT

On average, how much time do you spend after school each day at home with no adult present? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None-never happens.....	0	3420	13.9%	13.3%
Less than 1 hour.....	1	7821	31.8%	32.4%
1-2 hours.....	2	6557	26.7%	27.8%
2-3 hours.....	3	3038	12.4%	12.9%
More than 3 hours.....	4	3259	13.2%	13.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	16	.1% (MISS)	
MISSING.....	8	488	2.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 42A Tape Pos. 139-140  
Format: I2  
BYS42A NO. OF HOURS R WATCHES TV ON WEEKDAYS

During the school year, how many hours a day do you USUALLY watch TV on weekdays? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Don't watch TV.....	0	825	3.4%	3.0%
Less than one hour a day.....	1	2016	8.2%	8.2%
1-2 hours.....	2	5067	20.6%	22.4%
2-3 hours.....	3	4940	20.1%	23.0%
3-4 hours.....	4	3828	15.6%	18.0%
4-5 hours.....	5	2529	10.3%	11.8%
Over 5 hours a day.....	6	2837	11.5%	13.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	1786	7.3% (MISS)	
MISSING.....	98	771	3.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 40G Tape Pos. 136-136  
Format: I1  
BYS40G YOUNGR SIBLING HOME WHN R RETRNS FR SCHL

Younger brother or sister

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	7285	29.6%	31.5%
Sometimes.....	2	1881	7.6%	8.1%
Rarely.....	3	1317	5.4%	6.0%
Never.....	4	12228	49.7%	54.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	1885	7.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 40)

Question 42B

Tape Pos. 141-142  
Format: I2

BYS42B NO. OF HOURS R WATCHES TV ON WEEKENDS  
During the school year, how many hours a day do you  
USUALLY watch TV on weekends? (MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Don't watch TV.....	0	908	3.7%	4.2%
Less than one hour a day.....	1	1369	5.6%	6.5%
1-2 hours.....	2	2735	11.1%	12.4%
2-3 hours.....	3	3777	15.4%	17.2%
3-4 hours.....	4	3830	15.6%	17.6%
4-5 hours.....	5	3392	13.8%	15.9%
Over 5 hours a day.....	6	5528	22.5%	26.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	1776	7.2% (MISS)	
MISSING.....	98	1284	5.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 44B

Tape Pos. 145-146  
Format: I1

BYS44B I DON'T HAVE ENOUGH CONTROL OVER MY LIFE  
I don't have enough control over the direction my life is  
taking

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Strongly agree.....	1	1249	5.1%	5.1%
Agree.....	2	3670	14.9%	14.7%
Disagree.....	3	11464	46.6%	47.3%
Strongly disagree.....	4	7923	32.2%	32.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	37	.2% (MISS)	
MISSING.....	8	256	1.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 43

Tape Pos. 143-143  
Format: I1

BYS43 NO. OF CIGARETTES R SMOKES PER DAY  
How many cigarettes do you usually smoke a day? (MARK ONE)

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
I don't smoke.....	0	22547	91.7%	93.3%
1 to 5 cigarettes a day.....	1	916	3.7%	3.9%
About 1/2 pack a day.....	2	345	1.4%	1.6%
More than 1/2 pack but less than 2 packs a day.....	3	182	.7%	.8%
Two packs a day or more.....	4	90	.4%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	515	2.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 44C

Tape Pos. 145-146  
Format: I1

BYS44C GOOD LUCK MORE IMPORTANT THAN HARD WORK  
In my life, good luck is more important than hard work  
for success

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Strongly agree.....	1	803	3.3%	3.4%
Agree.....	2	2067	8.4%	8.5%
Disagree.....	3	11262	45.8%	46.5%
Strongly disagree.....	4	10113	41.1%	41.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	31	.1% (MISS)	
MISSING.....	8	323	1.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

PART 4 - YOUR OPINIONS ABOUT YOURSELF

Question 44

How do you feel about the following statements? (MARK ONE  
EACH)

Question 44A

Tape Pos. 144-144  
Format: I1

BYS44A I FEEL GOOD ABOUT MYSELF  
I feel good about myself

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Strongly agree.....	1	8945	36.4%	36.3%
Agree.....	2	13527	55.0%	55.9%
Disagree.....	3	1636	6.7%	6.7%
Strongly disagree.....	4	247	1.0%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1% (MISS)	
MISSING.....	8	227	.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44D

Tape Pos. 147-147  
Format: I1

BYS44D I'M A PERSON OF WORTH, EQUAL OF OTHERS  
I feel I am a person of worth, the equal of other people

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Strongly agree.....	1	9953	40.5%	40.7%
Agree.....	2	12118	49.3%	50.9%
Disagree.....	3	1619	6.6%	6.9%
Strongly disagree.....	4	370	1.5%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	533	2.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 44E Tape Pos. 148-148  
Format: I1

BYS44E I AM ABLE TO DO THINGS AS WELL AS OTHERS  
I am able to do things as well as most other people

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	9695	39.4%	39.8%
Agree.....	2	12496	50.8%	51.9%
Disagree.....	3	1712	7.0%	7.2%
Strongly disagree.....	4	258	1.0%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	30	.1%	(MISS)
MISSING.....	8	408	1.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44H Tape Pos. 151-151  
Format: I1

BYS44H ON THE WHOLE, I AM SATISFIED WITH MYSELF  
On the whole, I am satisfied with myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	8399	34.1%	34.3%
Agree.....	2	12813	52.1%	53.5%
Disagree.....	3	2449	10.0%	10.2%
Strongly disagree.....	4	475	1.9%	2.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	33	.1%	(MISS)
MISSING.....	8	430	1.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44F Tape Pos. 149-149  
Format: I1

BYS44F EVERY TIME I GET AHEAD SOMETHING STOPS ME  
Every time I try to get ahead, something or somebody stops me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	1540	6.3%	6.5%
Agree.....	2	5234	21.3%	22.0%
Disagree.....	3	13425	54.6%	55.2%
Strongly disagree.....	4	4067	16.5%	16.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1%	(MISS)
MISSING.....	8	316	1.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44I Tape Pos. 152-152  
Format: I1

BYS44I I CERTAINLY FEEL USELESS AT TIMES  
I certainly feel useless at times

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	2131	8.7%	9.0%
Agree.....	2	10065	40.9%	41.9%
Disagree.....	3	8479	34.5%	35.0%
Strongly disagree.....	4	3427	13.9%	14.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0%	(MISS)
MISSING.....	8	485	2.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44G Tape Pos. 150-150  
Format: I1

BYS44G PLANS HARDLY WORK OUT, MAKES ME UNHAPPY  
My plans hardly ever work out, so planning only makes me unhappy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	1362	5.5%	5.7%
Agree.....	2	3464	14.1%	14.4%
Disagree.....	3	12608	51.3%	52.3%
Strongly disagree.....	4	6824	27.7%	27.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1%	(MISS)
MISSING.....	8	324	1.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44J Tape Pos. 153-153  
Format: I1

BYS44J AT TIMES I THINK I AM NO GOOD AT ALL  
At times I think I am no good at all

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	1964	8.0%	8.2%
Agree.....	2	7935	32.3%	33.1%
Disagree.....	3	8467	34.4%	34.8%
Strongly disagree.....	4	5790	23.5%	23.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	42	.2%	(MISS)
MISSING.....	8	401	1.6%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44K

Tape Pos. 154-154  
Format: I1

BYS44K WHN I MAKE PLANS I CAN MAKE THEM WORK

When I make plans, I am almost certain I can make them work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	5127	20.8%	20.9%
Agree.....	2	14147	57.5%	58.6%
Disagree.....	3	4257	17.3%	17.8%
Strongly disagree.....	4	640	2.6%	2.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	35	.1% (MISS)	
MISSING.....	8	393	1.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44L

Tape Pos. 155-155  
Format: I1

BYS44L I FEEL I DO NOT HAVE MUCH TO BE PROUD OF

I feel I do not have much to be proud of

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	928	3.8%	3.9%
Agree.....	2	2525	10.3%	10.4%
Disagree.....	3	9952	40.5%	41.4%
Strongly disagree.....	4	10785	43.8%	44.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
MISSING.....	8	389	1.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

Question 44M

Tape Pos. 155-155  
Format: I1

BYS44M CHANCE AND LUCK IMPORTANT IN MY LIFE

Chance and luck are very important for what happens in my life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	2501	10.2%	10.3%
Agree.....	2	7001	28.5%	28.6%
Disagree.....	3	9711	39.5%	40.1%
Strongly disagree.....	4	5067	20.6%	20.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1% (MISS)	
MISSING.....	8	304	1.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 44)

PART 5 - YOUR PLANS FOR THE FUTURE

Question 45

Tape Pos. 157-158  
Format: I2

BYS45 HOW FAR IN SCH DO YOU THINK YOU WILL GET

As things stand now, how far in school do you think you will get? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Won't finish high school.....	1	346	1.4%	1.5%
Will graduate from high school but won't go any further.....	2	2339	9.5%	10.5%
Will go to vocational, trade, or business school after high school.....	3	2102	8.5%	9.4%
Will attend college.....	4	3078	12.5%	13.1%
Will graduate from college....	5	10251	41.7%	42.8%
Will attend a higher level of school after graduating from college.....	6	6268	25.5%	22.7%
RESERVED CODES:				
MISSING.....	98	215	.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 46

Tape Pos. 159-159  
Format: I1

BYS46 HOW SURE THAT YOU WILL GRADUATE FROM H.S

How sure are you that you will graduate from high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very sure I'll graduate.....	1	20065	81.6%	82.5%
I'll probably graduate.....	2	3844	15.6%	15.7%
I probably won't graduate.....	3	255	1.0%	1.1%
Very sure I won't graduate....	4	168	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	264	1.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 47

Tape Pos. 160-160  
Format: I1

BYS47 HOW SURE R IS TO GO FURTHER THAN H.S.

How sure are you that you will go on for further education after you leave high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very sure I'll go.....	1	15170	61.7%	61.4%
I'll probably go.....	2	6812	27.7%	29.1%
I probably won't go.....	3	1470	6.0%	6.8%
Very sure I won't go.....	4	590	2.4%	2.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	387	1.6% (MISS)	
LEGITIMATE SKIP.....	9	168	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 48

How far in school do you think your father and your mother want you to get?

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 48A

Tape Pos. 161-162  
Format: I2

BYS48A HOW FAR IN SCHL R'S FATHER WANTS R TO GO

Father (or male guardian) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Less than high school graduation.....	1	207	.8%	1.0%
Graduate from high school, but not go any further.....	2	1099	4.5%	5.4%
Go to vocational, trade or business school after high school.....	3	1260	5.1%	6.1%
Attend college.....	4	2084	8.5%	9.8%
Graduate from college.....	5	9665	39.3%	43.3%
Attend a higher level of school after graduating from college.....	6	6226	25.3%	24.8%
Don't know.....	7	2070	8.4%	9.5%
RESERVED CODES: MISSING.....	98	1988	8.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 48)

Question 50

How often have you talked to the following people about planning your high school program? (MARK ONE EACH)

Question 50A

Tape Pos. 167-167  
Format: I1

BYS50A TALK TO FATHER ABOUT PLANNING H.S. PROG

Your father (or male guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	0	6062	24.6%	26.0%
Once or twice.....	1	10048	40.8%	42.7%
Three or more times.....	2	7685	31.2%	31.3%
RESERVED CODES: MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	803	3.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 50)

Question 48B

Tape Pos. 163-164  
Format: I2

BYS48B HOW FAR IN SCHL R'S MOTHER WANTS R TO GO

Mother (or female guardian) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Less than high school graduation.....	1	184	.7%	.9%
Graduate from high school, but not go any further.....	2	1093	4.4%	5.4%
Go to vocational, trade or business school after high school.....	3	1232	5.0%	5.9%
Attend college.....	4	2193	8.9%	10.1%
Graduate from college.....	5	10239	41.6%	45.3%
Attend a higher level of school after graduating from college.....	6	6489	26.4%	25.8%
Don't know.....	7	1512	6.1%	6.7%
RESERVED CODES: MISSING.....	98	1657	6.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 48)

Question 50B

Tape Pos. 168-168  
Format: I1

BYS50B TALK TO MOTHER ABOUT PLANNING H.S. PROG

Your mother (or female guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	0	2632	10.7%	11.0%
Once or twice.....	1	8855	36.0%	36.9%
Three or more times.....	2	12588	51.2%	52.1%
RESERVED CODES: MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	520	2.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 50)

Question 49

Tape Pos. 165-166  
Format: I2

BYS49 WHICH PROGRAM R EXPECTS TO ENROLL IN H.S

In which program do you expect to enroll in high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
College prep, academic, or specialized academic (such as Science or Math).....	1	7298	29.7%	29.2%
Vocational, technical, or business and career.....	2	4161	16.9%	18.0%
General high school program... Other specialized high school (such as Fine Arts).....	3	3369	13.7%	14.2%
Other.....	4	1321	5.4%	5.4%
Don't know.....	5	1906	7.7%	8.1%
Don't know.....	6	6026	24.5%	25.1%
RESERVED CODES: MULTIPLE RESPONSE.....	96	142	.6% (MISS)	
MISSING.....	98	376	1.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 50C

Tape Pos. 169-169  
Format: I1

BYS50C TALK TO COUNSLR ABOUT PLANNING H.S. PROG

A guidance counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	0	15015	61.0%	64.1%
Once or twice.....	1	6771	27.5%	29.9%
Three or more times.....	2	1366	5.6%	6.0%
RESERVED CODES: MULTIPLE RESPONSE.....	6	11	.0% (MISS)	
MISSING.....	8	1436	5.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 50)

Question 50D Tape Pos. 170-170  
Format: I1

BY550D TALK TO TEACHERS ABOUT PLANNING H.S. PROG

Teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	0	12317	50.1%	53.4%
Once or twice.....	1	9142	37.2%	38.9%
Three or more times.....	2	1855	7.5%	7.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0%	(MISS)
MISSING.....	8	1277	5.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 50)

Question 51AA Tape Pos. 173-173  
Format: I1

BY551AA TALK TO COUNSELOR ABOUT H.S. PROGRAMS

To get information about high schools or high school programs

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	9030	36.7%	38.1%
No.....	2	15200	61.8%	61.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
REFUSAL.....	7	35	.1%	(MISS)
MISSING.....	8	331	1.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 50E Tape Pos. 171-171  
Format: I1

BY550E TALK TO RELATVS ABOUT PLANNING H.S. PROG

Other adult relatives or friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	0	8270	33.6%	34.9%
Once or twice.....	1	10502	42.7%	44.5%
Three or more times.....	2	4864	19.8%	20.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	958	3.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 50)

Question 51AB Tape Pos. 174-174  
Format: I1

BY551AB TALK TO TEACHER ABOUT H.S. PROGRAMS

To get information about high schools or high school programs

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	10301	41.9%	41.8%
No.....	2	13824	56.2%	58.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
REFUSAL.....	7	46	.2%	(MISS)
MISSING.....	8	421	1.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 50F Tape Pos. 172-172  
Format: I1

BY550F TALK TO FRIENDS ABOUT PLANNING H.S. PROG

Friends or relatives about your own age

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all.....	0	3182	12.9%	13.4%
Once or twice.....	1	10193	41.4%	43.0%
Three or more times.....	2	10518	42.8%	43.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	703	2.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 50)

Question 51AC Tape Pos. 175-175  
Format: I1

BY551AC TALK TO OTHER ADULT ABOUT H.S. PROGRAMS

To get information about high schools or high school programs

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	13086	53.2%	54.3%
No.....	2	11039	44.9%	45.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
REFUSAL.....	7	53	.2%	(MISS)
MISSING.....	8	416	1.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51

Since the beginning of this school year, have you talked to a counselor at your school, a teacher at your school, or another adult relative or adult friend (other than your parents), for any of the following reasons? (ANSWER 'YES' OR 'NO' TO EACH QUESTION FOR A, B AND C)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 51BA

Tape Pos. 176-176  
Format: I1

BYS51BA TALK TO COUNSELOR ABT JOBS/CAREER AFT HS

To get information about jobs or careers that you might be interested in after finishing school:

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4700	19.1%	20.6%
No.....	2	19363	78.7%	79.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
REFUSAL.....	7	47	.2% (MISS)	
MISSING.....	8	487	2.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51CA

Tape Pos. 179-179  
Format: I1

BYS51CA TALK TO COUNSELOR ABT IMPROVING SCH WORK

To help improve your academic work in school right now

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	5498	22.4%	22.8%
No.....	2	18446	75.0%	77.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
REFUSAL.....	7	53	.2% (MISS)	
MISSING.....	8	596	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51BB

Tape Pos. 177-177  
Format: I1

BYS51BB TALK TO TEACHER ABOUT JOBS/CAREER AFT HS

To get information about jobs or careers that you might be interested in after finishing school:

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	5695	23.2%	24.4%
No.....	2	18268	74.3%	75.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
REFUSAL.....	7	55	.2% (MISS)	
MISSING.....	8	575	2.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51CB

Tape Pos. 180-180  
Format: I1

BYS51CB TALK TO TEACHER ABOUT IMPROVING SCH WORK

To help improve your academic work in school right now

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	14991	60.9%	61.0%
No.....	2	9169	37.3%	39.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
REFUSAL.....	7	44	.2% (MISS)	
MISSING.....	8	385	1.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51BC

Tape Pos. 178-178  
Format: I1

BYS51BC TALK TO OTH ADULT ABT JOBS/CAREER AFT HS

To get information about jobs or careers that you might be interested in after finishing school:

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	15012	61.0%	63.1%
No.....	2	9146	37.2%	36.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1% (MISS)	
REFUSAL.....	7	44	.2% (MISS)	
MISSING.....	8	384	1.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51CC

Tape Pos. 181-181  
Format: I1

BYS51CC TALK TO OTHR ADULT ABT IMPROVING SCH WRK

To help improve your academic work in school right now

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	11643	47.3%	48.7%
No.....	2	12311	50.0%	51.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
REFUSAL.....	7	55	.2% (MISS)	
MISSING.....	8	584	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 51DA

Tapo Pos. 182-182  
Format: 11

BYS51DA TALK TO COUNSELOR ABOUT COURSES AT SCHL

To select courses or programs at school

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	9489	38.6%	40.5%
No.....	2	14495	58.9%	59.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
REFUSAL.....	7	47	.2% (MISS)	
MISSING.....	8	561	2.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51EA

Tapo Pos. 185-186  
Format: 11

BYS51EA TALK TO COUNSELOR ABOUT STUDIES IN CLASS

Things you've studied in class

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	2755	11.2%	11.2%
No.....	2	20878	84.9%	88.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
REFUSAL.....	7	60	.2% (MISS)	
MISSING.....	8	904	3.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51DB

Tapo Pos. 183-183  
Format: 11

BYS51DB TALK TO TEACHER ABOUT COURSES AT SCHOOL

To select courses or programs at school

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	10788	43.9%	45.0%
No.....	2	13089	53.2%	55.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
REFUSAL.....	7	50	.2% (MISS)	
MISSING.....	8	660	2.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51EB

Tapo Pos. 186-186  
Format: 11

BYS51EB TALK TO TEACHER ABOUT STUDIES IN CLASS

Things you've studied in class

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	15817	64.3%	65.5%
No.....	2	8100	32.9%	34.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
REFUSAL.....	7	46	.2% (MISS)	
MISSING.....	8	626	2.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51DC

Tapo Pos. 184-184  
Format: 11

BYS51DC TALK TO OTHER ADULT ABOUT COURSES AT SCH

To select courses or programs at school

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	13399	54.5%	56.8%
No.....	2	10472	42.6%	43.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0% (MISS)	
REFUSAL.....	7	60	.2% (MISS)	
MISSING.....	8	660	2.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51EC

Tapo Pos. 187-187  
Format: 11

BYS51EC TALK TO OTHER ADULT ABT STUDIES IN CLASS

Things you've studied in class

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	14616	59.4%	61.7%
No.....	2	9139	37.2%	38.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
REFUSAL.....	7	65	.3% (MISS)	
MISSING.....	8	772	3.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 51FA Tape Pos. 188-188 Format: I1

BYS51FA TALK TO COUNSELOR ABOUT DISCIPLINE PROBS

Because of discipline problems

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	3528	14.3%	15.4%
No.....	2	19991	81.3%	84.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
REFUSAL.....	7	51	.2% (MISS)	
MISSING.....	8	1027	4.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51GA Tape Pos. 191-191 Format: I1

BYS51GA TALK TO COUNSELOR ABT DRUG/ALCOHOL ABUSE

To get information or counseling on alcohol or drug abuse

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	2543	10.3%	10.7%
No.....	2	21469	87.3%	89.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
REFUSAL.....	7	53	.2% (MISS)	
MISSING.....	8	533	2.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51FB Tape Pos. 189-189 Format: I1

BYS51FB TALK TO TEACHER ABT DISCIPLINE PROBLEMS

Because of discipline problems

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	5231	21.3%	22.7%
No.....	2	18227	74.1%	77.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
REFUSAL.....	7	68	.3% (MISS)	
MISSING.....	8	1061	4.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51GB Tape Pos. 192-192 Format: I1

BYS51GB TALK TO TEACHER ABOUT DRUG/ALCOHOL ABUSE

To get information or counseling on alcohol or drug abuse

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	3035	12.3%	12.5%
No.....	2	20871	84.8%	87.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
REFUSAL.....	7	58	.2% (MISS)	
MISSING.....	8	632	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51FC Tape Pos. 190-190 Format: I1

BYS51FC TALK TO OTHER ADULT ABT DISCIPLINE PROBS

Because of discipline problems

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	6838	27.8%	29.8%
No.....	2	16682	67.8%	70.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
REFUSAL.....	7	64	.3% (MISS)	
MISSING.....	8	1006	4.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51GC Tape Pos. 193-193 Format: I1

BYS51GC TALK TO OTH ADULT ABT DRUG/ALCOHOL ABUSE

To get information or counseling on alcohol or drug abuse

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4207	17.1%	17.7%
No.....	2	19728	80.2%	82.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
REFUSAL.....	7	56	.2% (MISS)	
MISSING.....	8	601	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51HA

Tape Pos. 184-184  
Format: I1

BYS51HA TALK TO COUNSELOR ABT PERSONAL PROBLEMS

For counseling on personal problems

A. Counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4327	17.6%	18.7%
No.....	2	19618	79.8%	81.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
REFUSAL.....	7	50	.2% (MISS)	
MISSING.....	8	602	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51HB

Tape Pos. 185-185  
Format: I1

BYS51HB TALK TO TEACHER ABOUT PERSONAL PROBLEMS

For counseling on personal problems

B. Teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	2643	10.7%	10.9%
No.....	2	21144	86.0%	89.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
REFUSAL.....	7	81	.2% (MISS)	
MISSING.....	8	748	3.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 51HC

Tape Pos. 186-186  
Format: I1

BYS51HC TALK TO OTHR ADULT ABT PERSONAL PROBLEMS

For counseling on personal problems

C. Other Adult Relative or Adult Friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	8804	35.8%	36.9%
No.....	2	15184	61.7%	63.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1% (MISS)	
REFUSAL.....	7	49	.2% (MISS)	
MISSING.....	8	549	2.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 51)

Question 52

Tape Pos. 187-188  
Format: I2

BYS52 KIND OF WORK R EXPECTS TO DO AT AGE 30

What kind of work do you expect to be doing when you are 30 years old? (MARK THE ANSWER THAT COMES CLOSEST TO WHAT YOU EXPECT TO BE DOING. IF YOU HAVE TWO OR THREE THINGS YOU THINK YOU MAY BE DOING, DO NOT CHOOSE MORE THAN ONE ANSWER. INSTEAD, MAKE ONE BEST GUESS.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CRAFTSPERSON OR OPERATOR such as baker, mechanic, cook, machine operator, television repairer, telephone repairer, clothing presser, bus driver, taxi driver, truck driver.....	1	934	3.8%	4.2%
FARMER OR FARM MANAGER.....	2	198	.8%	1.0%
HOUSEWIFE/HOMEMAKER.....	3	535	2.2%	2.3%
LABORER OR FARM WORKER such as farm hand, garbage collector, car washer, construction worker.....	4	118	.5%	.6%
MILITARY, POLICE, OR SECURITY OFFICER such as career officer or enlisted person in the armed forces, police officer, security guard, firefighter, detective.....	5	2121	8.6%	9.6%
PROFESSIONAL, BUSINESS, OR MANAGERIAL such as professor, teacher, librarian, nurse, doctor, dentist, restaurant manager, buyer, business executive.....	6	7107	28.9%	28.6%
OWNING a business or service establishment.....	7	1507	6.1%	6.2%
TECHNICAL such as draftsman, medical or dental technician, computer programmer.....	8	1434	5.8%	6.2%
SALESPERSON, CLERICAL OR OFFICE WORKER such as sales clerk, real estate agent, newsstand operator, data entry clerk, secretary, bank teller.	9	650	2.6%	2.8%
SCIENCE OR ENGINEERING PROFESSIONAL such as engineer or scientist.....	10	1501	6.1%	5.9%
SERVICE WORKER such as waiter, hairdresser, worker in fast food establishment, cook, janitor, beautician, childcare worker.....	11	1099	4.5%	4.9%
OTHER.....	12	3928	16.0%	17.0%
NOT WORKING.....	13	48	.2%	.2%
DON'T KNOW.....	14	2506	10.2%	10.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	473	1.9% (MISS)	
MISSING.....	98	440	1.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

PART 6 - YOUR JOBS AND CHORES

Question 53

Tape Pos. 189-189  
Format: I1

BYS53 NO. OF HOURS R WORKS FOR PAY PER WEEK

Not counting chores around the house, how many hours do/did you work a week for pay on your present or most recent job? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None, never worked for pay....	0	7792	31.7%	30.7%
Up to 4 hours.....	1	8349	33.9%	35.0%
5-10 hours.....	2	4868	19.8%	20.5%
11-20 hours.....	3	1765	7.2%	7.7%
21 or more hours a week.....	4	1385	5.6%	6.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
MISSING.....	8	428	1.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

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Question 54

Tape Pos. 200-201  
Format: I2

BYS54 KIND OF WORK R DOES FOR PAY CURRENT JOB

Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (Do not include work around the house. If more than one kind of work, choose the one that paid you the most per hour.) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Have not worked for pay.....	0	4867	19.8%	19.6%
Lawn work.....	1	3217	13.1%	14.7%
Waiter or waitress.....	2	324	1.3%	1.4%
Newspaper route.....	3	1231	5.0%	5.4%
Babysitting or child care.....	4	7536	30.6%	32.5%
Farm or agricultural work.....	5	900	3.7%	4.5%
Other manual labor.....	6	914	3.7%	4.0%
Store clerk, salesperson.....	7	508	2.1%	2.1%
Office or clerical.....	8	285	1.2%	1.1%
Odd jobs.....	9	1183	4.8%	5.3%
Other.....	10	2190	8.9%	9.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	921	3.7% (MISS)	
MISSING.....	98	523	2.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

PART 7 - YOUR SCHOOL LIFE

Question 55

During the first semester of the current school year, has any of the following things happened to you? (MARK ONE EACH)

Question 55A

Tape Pos. 202-202  
Format: I1

BYS55A R SENT TO OFFICE FOR MISBEHAVING

I was sent to the office because I was misbehaving

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	16713	67.9%	67.7%
Once or twice.....	1	5220	21.2%	22.4%
More than twice.....	2	2257	9.2%	9.9%
RESERVED CODES:				
MISSING.....	8	409	1.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 55)

Question 55B

Tape Pos. 203-203  
Format: I1

BYS55B R SENT TO OFFICE WITH SCHL WORK PROBLEMS

I was sent to the office because of problems with my school work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	21547	87.6%	89.6%
Once or twice.....	1	2000	8.1%	8.0%
More than twice.....	2	560	2.3%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	491	2.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 55)

Question 55C

Tape Pos. 204-204  
Format: I1

BYS55C PARENTS RECEIVED WARNING ABT ATTENDANCE

My parents received a warning about my attendance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	21310	86.6%	88.0%
Once or twice.....	1	2145	8.7%	9.3%
More than twice.....	2	632	2.6%	2.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	508	2.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 55)

Question 55D

Tape Pos. 205-205  
Format: I1

BYS55D PARENTS RECEIVED WARNING ABOUT GRADES

My parents received a warning about my grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	15482	62.9%	63.2%
Once or twice.....	1	6908	28.1%	29.3%
More than twice.....	2	1741	7.1%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	466	1.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 55)

Question 55E

Tape Pos. 206-206  
Format: I1

BYS55E PARENTS RECEIVED WARNING ABOUT BEHAVIOR

My parents received a warning about my behavior

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	19010	77.3%	78.1%
Once or twice.....	1	3710	15.1%	15.8%
More than twice.....	2	1394	5.7%	6.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	484	2.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 55)

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Question 55F

Tape Pos. 207-207  
Format: I1

BYS55F R GOT INTO FIGHT WITH ANOTHER STUDENT

I got into a physical fight with another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	18844	76.6%	77.5%
Once or twice.....	1	4051	16.5%	17.1%
More than twice.....	2	1229	5.0%	5.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	473	1.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 55)

Question 56C

Tape Pos. 210-210  
Format: I1

BYS56C STUDENTS IN CLASS SEE R AS GOOD STUDENT

Other students in class see you as a good student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very.....	1	8601	35.0%	35.5%
Somewhat.....	2	13169	53.5%	56.0%
Not at all.....	3	1963	8.0%	8.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	11	.0% (MISS)	
MISSING.....	8	855	3.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 56)

Question 56

Question 56D

Tape Pos. 211-211  
Format: I1

How do you think other students in your classes see you?  
(MARK ONE EACH)

BYS56D STUDENTS IN CLASS SEE R AS IMPORTANT

Other students in class see you as important

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very.....	1	4869	19.8%	20.3%
Somewhat.....	2	15223	61.9%	65.4%
Not at all.....	3	3332	13.5%	14.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	1170	4.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 56)

Question 56A

Tape Pos. 208-208  
Format: I1

BYS56A STUDENTS IN CLASS SEE R AS POPULAR

Other students in class see you as popular

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very.....	1	4086	16.6%	17.2%
Somewhat.....	2	15396	62.6%	65.6%
Not at all.....	3	4083	16.6%	17.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	1028	4.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 56)

Question 56E

Tape Pos. 212-212  
Format: I1

BYS56E STUDENTS IN CLASS SEE R AS TROUBLE-MAKER

Other students in class see you as a trouble-maker

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very.....	1	1215	4.9%	5.3%
Somewhat.....	2	5265	21.4%	22.6%
Not at all.....	3	16996	69.1%	72.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	1121	4.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 56)

Question 56B

Tape Pos. 209-209  
Format: I1

BYS56B STUDENTS IN CLASS SEE R AS ATHLETIC

Other students in class see you as athletic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very.....	1	6335	25.8%	26.5%
Somewhat.....	2	11290	45.9%	48.6%
Not at all.....	3	5872	23.9%	24.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1098	4.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 56)

Question 57

During the first semester of the current school year, how many times have any of the following things happened to you? (MARK ONE EACH)

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Question 57A

Tape Pos. 213-213  
Format: I1

BYS57A R HAD SOMETHING STOLEN AT SCHOOL

I had something stolen from me at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	12241	48.8%	50.9%
Once or twice.....	1	9739	39.6%	40.9%
More than twice.....	2	2006	8.2%	8.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	610	2.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 57)

Question 58A

Tape Pos. 216-216  
Format: I1

BYS58A STUDENT TARDINESS A PROBLEM AT SCHOOL

Student tardiness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	2809	11.4%	11.9%
Moderate.....	2	6431	26.1%	27.3%
Minor.....	3	7892	32.1%	33.1%
Not a problem.....	4	6770	27.5%	27.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0% (MISS)	
MISSING.....	8	689	2.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

Question 57B

Tape Pos. 214-214  
Format: I1

BYS57B SOMEONE OFFERED TO SELL R DRUGS AT SCHL

Someone offered to sell me drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	21645	88.0%	90.0%
Once or twice.....	1	1595	6.5%	6.9%
More than twice.....	2	707	2.9%	3.1%
RESERVED CODES:				
MISSING.....	8	652	2.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 57)

Question 58B

Tape Pos. 217-217  
Format: I1

BYS58B STUDENT ABSENTEEISM A PROBLEM AT SCHOOL

Student absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	2696	11.0%	11.8%
Moderate.....	2	6491	26.4%	28.5%
Minor.....	3	7664	31.2%	32.0%
Not a problem.....	4	6920	28.1%	27.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	16	.1% (MISS)	
MISSING.....	8	812	3.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

Question 57C

Tape Pos. 215-215  
Format: I1

BYS57C SOMEONE THREATENED TO HURT R AT SCHOOL

Someone threatened to hurt me at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never.....	0	17631	71.7%	72.2%
Once or twice.....	1	4873	19.8%	21.3%
More than twice.....	2	1453	5.9%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	641	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 57)

Question 58C

Tape Pos. 218-218  
Format: I1

BYS58C STUDENTS CUTTING CLASS A PROBLEM AT SCHL

Students cutting class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	3556	14.5%	15.0%
Moderate.....	2	4142	16.8%	18.3%
Minor.....	3	6018	24.5%	26.3%
Not a problem.....	4	10133	41.2%	40.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	16	.1% (MISS)	
MISSING.....	8	734	3.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

Question 58

Indicate the degree to which each of the following matters are a problem in your school. (MARK ONE EACH)

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Question 58D

Tape Pos. 219-219  
Format: I1

BY558D PHYSICAL CONFLICTS AMONG STUD A PROBLEM

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	3805	15.5%	16.6%
Moderate.....	2	5934	24.1%	26.3%
Minor.....	3	7615	31.0%	31.9%
Not a problem.....	4	6472	26.3%	25.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0%	(MISS)
MISSING.....	8	764	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

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Question 58G

Tape Pos. 222-222  
Format: I1

BY558G STUDENT USE OF ALCOHOL A PROBLEM AT SCHL

Student use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	3600	14.6%	15.3%
Moderate.....	2	3509	14.3%	15.4%
Minor.....	3	5187	21.1%	22.3%
Not a problem.....	4	11542	46.9%	47.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	754	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

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Question 58E

Tape Pos. 220-220  
Format: I1

BY558E ROBBERY OR THEFT A PROBLEM AT SCHOOL

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	3265	13.3%	13.5%
Moderate.....	2	3544	14.4%	15.0%
Minor.....	3	7096	28.8%	30.6%
Not a problem.....	4	9925	40.3%	40.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	764	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

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Question 58H

Tape Pos. 223-223  
Format: I1

BY558H STUDENT USE OF ILLEGAL DRUGS A PROBLEM

Student use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	3382	13.7%	14.2%
Moderate.....	2	2467	10.0%	10.7%
Minor.....	3	4905	19.9%	21.3%
Not a problem.....	4	13076	53.2%	53.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0%	(MISS)
MISSING.....	8	761	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

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Question 58F

Tape Pos. 221-221  
Format: I1

BY558F VANDALISM OF SCHOOL PROPERTY A PROBLEM

Vandalism of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	3497	14.2%	14.5%
Moderate.....	2	3641	14.8%	15.5%
Minor.....	3	6934	28.2%	29.5%
Not a problem.....	4	9789	39.8%	40.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	734	3.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

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Question 58I

Tape Pos. 224-224  
Format: I1

BY558I STUDENT POSSESSION OF WEAPONS A PROBLEM

Student possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	2719	11.1%	11.3%
Moderate.....	2	2244	9.1%	10.2%
Minor.....	3	5481	22.3%	24.3%
Not a problem.....	4	13383	54.4%	54.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0%	(MISS)
MISSING.....	8	764	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 56J

Tape Pos. 225-228  
Format: I1

BYS58J PHYSICAL ABUSE OF TEACHERS A PROBLEM

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	1960	8.0%	7.9%
Moderate.....	2	637	2.8%	3.0%
Minor.....	3	2353	9.8%	10.4%
Not a problem.....	4	18819	76.5%	78.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	768	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

Question 58K

Tape Pos. 226-228  
Format: I1

BYS58K VERBAL ABUSE OF TEACHERS A PROBLEM

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Serious.....	1	2705	11.0%	11.5%
Moderate.....	2	3343	13.6%	14.6%
Minor.....	3	6302	25.6%	26.7%
Not a problem.....	4	11487	46.7%	47.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	759	3.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 58)

Question 59

How much do you agree with each of the following statements about your school and teachers? (MARK ONE EACH)

Question 59A

Tape Pos. 227-227  
Format: I1

BYS59A STUDENTS GET ALONG WELL WITH TEACHERS

Students get along well with teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	2094	8.5%	7.8%
Agree.....	2	14441	58.7%	59.3%
Disagree.....	3	6174	25.1%	27.1%
Strongly disagree.....	4	1341	5.5%	5.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	14	.1%	(MISS)
MISSING.....	8	535	2.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59B

Tape Pos. 228-228  
Format: I1

BYS59B THERE IS REAL SCHOOL SPIRIT

There is real school spirit

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4333	17.6%	17.9%
Agree.....	2	12225	49.7%	50.7%
Disagree.....	3	6201	25.2%	26.1%
Strongly disagree.....	4	1272	5.2%	5.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	29	.1%	(MISS)
MISSING.....	8	539	2.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59C

Tape Pos. 229-229  
Format: I1

BYS59C RULES FOR BEHAVIOR ARE STRICT

Rules for behavior are strict

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4815	19.6%	19.4%
Agree.....	2	11734	47.7%	49.1%
Disagree.....	3	6799	27.6%	28.9%
Strongly disagree.....	4	629	2.6%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	21	.1%	(MISS)
MISSING.....	8	601	2.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59D

Tape Pos. 230-230  
Format: I1

BYS59D DISCIPLINE IS FAIR

Discipline is fair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	2162	8.8%	8.8%
Agree.....	2	14525	59.0%	60.4%
Disagree.....	3	5374	21.8%	23.0%
Strongly disagree.....	4	1790	7.3%	7.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	23	.1%	(MISS)
MISSING.....	8	725	2.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59E

Tape Pos. 231-231  
Format: I1

BYS59E OTHER STUDENTS OFTEN DISRUPT CLASS

Other students often disrupt class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4972	20.2%	21.6%
Agree.....	2	13431	54.6%	56.3%
Disagree.....	3	4930	20.0%	19.7%
Strongly disagree.....	4	606	2.5%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	31	.1% (MISS)	
MISSING.....	8	629	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59H

Tape Pos. 234-234  
Format: I1

BYS59H TEACHERS PRAISE MY EFFORT

When I work hard on schoolwork, my teachers praise my effort

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4109	16.7%	16.1%
Agree.....	2	11491	46.7%	47.2%
Disagree.....	3	6876	28.0%	30.3%
Strongly disagree.....	4	1453	5.9%	6.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	30	.1% (MISS)	
MISSING.....	8	640	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59F

Tape Pos. 232-232  
Format: I1

BYS59F THE TEACHING IS GOOD

The teaching is good

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4853	19.7%	18.1%
Agree.....	2	14628	59.5%	62.1%
Disagree.....	3	3293	13.4%	14.8%
Strongly disagree.....	4	1117	4.5%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	24	.1% (MISS)	
MISSING.....	8	684	2.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59I

Tape Pos. 235-235  
Format: I1

BYS59I IN CLASS I FEEL PUT DOWN BY MY TEACHERS

In class I often feel 'put down' by my teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	1101	4.5%	4.6%
Agree.....	2	4032	16.4%	17.1%
Disagree.....	3	13541	55.0%	56.8%
Strongly disagree.....	4	5258	21.4%	21.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	33	.1% (MISS)	
MISSING.....	8	634	2.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59G

Tape Pos. 233-233  
Format: I1

BYS59G TEACHERS ARE INTERESTED IN STUDENTS

Teachers are interested in students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4843	19.7%	18.4%
Agree.....	2	13466	54.7%	56.8%
Disagree.....	3	4358	17.7%	19.4%
Strongly disagree.....	4	1199	4.9%	5.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	27	.1% (MISS)	
MISSING.....	8	706	2.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 59J

Tape Pos. 236-236  
Format: I1

BYS59J MOST OF MY TEACHERS LISTEN TO WHAT I SAY

Most of my teachers really listen to what I have to say

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	3447	14.0%	13.3%
Agree.....	2	13217	53.7%	55.1%
Disagree.....	3	5827	23.7%	25.5%
Strongly disagree.....	4	1407	5.7%	6.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	34	.1% (MISS)	
MISSING.....	8	667	2.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

PART 8 - YOUR SCHOOLWORK

Question 59K

Tap Pos. 237-237  
Format: I1

BYS59K I DON'T FEEL SAFE AT THIS SCHOOL  
I don't feel safe at this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	784	3.2%	3.4%
Agree.....	2	1969	8.0%	8.4%
Disagree.....	3	11706	47.6%	50.2%
Strongly disagree.....	4	9415	38.3%	37.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	29	.1% (MISS)	
MISSING.....	8	696	2.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Sometimes students are put in different groups, so that they are with other students of similar ability. The next questions are about ability groups in certain school subjects.

Question 60

What ability group are you in for the following classes?  
(MARK ONE FOR EACH)

Question 60A

Tap Pos. 240-240  
Format: I1

BYS60A R'S ABILITY GROUP FOR MATHEMATICS  
Mathematics:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
High.....	1	7430	30.2%	30.6%
Middle.....	2	9723	39.5%	41.8%
Low.....	3	1789	7.3%	7.3%
Aren't grouped.....	4	3704	15.1%	15.1%
I don't know.....	5	1194	4.9%	5.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	26	.1% (MISS)	
MISSING.....	8	733	3.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 60)

Question 59L

Tap Pos. 238-238  
Format: I1

BYS59L STUDENT DISRUPTIONS INHIBIT LEARNING  
Disruptions by other students get in the way of my learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	2234	9.1%	9.7%
Agree.....	2	7137	29.0%	30.0%
Disagree.....	3	11171	45.4%	46.7%
Strongly disagree.....	4	3364	13.7%	13.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
MISSING.....	8	683	2.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 60B

Tap Pos. 241-241  
Format: I1

BYS60B R'S ABILITY GROUP FOR SCIENCE  
Science:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
High.....	1	5304	21.6%	23.0%
Middle.....	2	8558	34.8%	37.9%
Low.....	3	1194	4.9%	5.3%
Aren't grouped.....	4	7110	28.9%	27.5%
I don't know.....	5	1472	6.0%	6.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
MISSING.....	8	949	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 60)

Question 59M

Tap Pos. 239-239  
Format: I1

BYS59M MISBEHAVING STUDS OFTEN GET AWAY WITH IT  
Misbehaving students often get away with it

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	3392	13.8%	14.3%
Agree.....	2	9203	37.4%	38.4%
Disagree.....	3	8721	35.5%	36.2%
Strongly disagree.....	4	2691	10.9%	11.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	583	2.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 59)

Question 60C

Tape Pos. 242-242  
Format: I1

BYS60C R'S ABILITY GROUP FOR ENGLISH  
English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
High.....	1	6186	25.1%	26.7%
Middle.....	2	8762	35.6%	38.5%
Low.....	3	1337	5.4%	5.8%
Aren't grouped.....	4	6086	24.7%	23.2%
I don't know.....	5	1328	5.4%	5.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1% (MISS)	
MISSING.....	8	883	3.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 60)

Question 60D

Tape Pos. 243-243  
Format: I1

BYS60D R'S ABILITY GROUP FOR SOCIAL STUDIES  
Social Studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
High.....	1	5339	21.7%	23.2%
Middle.....	2	8102	32.9%	36.0%
Low.....	3	1188	4.8%	5.2%
Aren't grouped.....	4	7390	30.0%	28.6%
I don't know.....	5	1621	6.6%	6.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
MISSING.....	8	947	3.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 60)

Students often take certain classes for different reasons. Questions 61 through 65 ask about the people who may have helped you decide to take or not take algebra.

Question 61

Tape Pos. 244-244  
Format: I1

BYS61 TALK TO TCHR/CNSLR ABOUT TAKING ALGEBRA

Did a teacher or counselor talk to you about taking an algebra course this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	8524	34.7%	35.6%
No.....	2	11651	47.4%	48.7%
Algebra not offered.....	3	3674	14.9%	15.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1% (MISS)	
MISSING.....	8	735	3.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 62

Tape Pos. 245-245  
Format: I1

BYS62 DID PRNTS/GDRNS WANT R TO TAKE ALGEBRA

Did your parents/guardians want you to take an algebra course this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	8945	36.4%	36.2%
No.....	2	6139	25.0%	26.8%
I don't know.....	3	8735	35.5%	37.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	777	3.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 63

Tape Pos. 246-246  
Format: I1

BYS63 FRIENDS ENCRG/DISCRG R FROM TAKING ALGBR

Did your friends encourage you or discourage you from taking algebra this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Encouraged me.....	1	3598	14.6%	15.0%
Discouraged me.....	2	1069	4.3%	4.7%
Neither encouraged nor discouraged me.....	3	14687	59.7%	61.5%
Algebra not offered.....	4	4408	17.9%	18.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1% (MISS)	
MISSING.....	8	824	3.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 64

Tape Pos. 247-247  
Format: I1

BYS64 ASKED BY PRINCIPAL IF WNTD TO TAKE ALGBR

Were you asked by the principal or another school staff member if you wanted to take an algebra course? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4891	19.9%	20.7%
No.....	2	15124	61.5%	63.3%
Algebra not offered.....	3	3760	15.3%	16.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	818	3.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 65

Tape Pos. 248-249  
Format: I2

BYS65 WHO HAD THE MST TO SAY ABT R TKNG ALGBR

Who do you think had the most to say about whether you took algebra? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I did.....	1	9588	39.0%	41.7%
My parents/guardians.....	2	2052	8.3%	8.9%
Teachers.....	3	5816	23.6%	23.4%
Counselors.....	4	950	3.9%	4.2%
My friends.....	5	463	1.9%	1.9%
Algebra not offered.....	6	4572	18.6%	19.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	66	.3% (MISS)	
MISSING.....	98	1092	4.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 66

Are you enrolled in advanced, enriched, or accelerated courses in any of the following areas? (MARK ONE EACH)

Question 66A

Tape Pos. 250-250  
Format: I1

BYS66A IN ADVANCED, ENRICHED, ACCELERATED ENGLISH  
English (language arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	7554	30.7%	33.0%
No.....	2	15581	63.3%	67.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0% (MISS)	
MISSING.....	8	1456	5.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 66)

Question 66B

Tape Pos. 251-251  
Format: I1

BYS66B IN ADVANCD, ENRICHCD, ACCELERTD SOC. STUDIES  
Social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	5870	23.9%	25.8%
No.....	2	17107	69.5%	74.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1618	6.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 66)

Question 66C

Tape Pos. 252-252  
Format: I1

BYS66C IN ADVANCED, ENRICHED, ACCELERATED SCIENCE  
Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	6309	25.6%	27.8%
No.....	2	16663	67.7%	72.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
MISSING.....	8	1617	6.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 66)

Question 66D

Tape Pos. 253-253  
Format: I1

BYS66D IN ADVANCED, ENRICHED, ACCELERATED MATH  
Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	9634	39.2%	41.1%
No.....	2	13525	55.0%	58.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
MISSING.....	8	1430	5.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 66)

Question 67

Which of the following MATH classes do you attend at least once a week this school year? (MARK ONE EACH)

Question 67A

Tape Pos. 254-254  
Format: I1

BYS67A ATTEND REMEDIAL MATH AT LEAST ONCE A WK  
REMEDIAL MATH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	1619	6.6%	7.8%
Do not attend.....	2	18778	76.3%	92.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	4197	17.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67)

Question 67B

Tape Pos. 255-255  
Format: I1

BYS67B ATTEND REGULAR MATH AT LEAST ONCE A WEEK  
REGULAR MATH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	14987	60.9%	69.1%
Do not attend.....	2	7209	29.3%	30.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	29	.1% (MISS)	
MISSING.....	8	2374	9.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67)

Question 67C

Tape Pos. 256-256  
Format: I1

BYS67C ATTEND ALGEBRA AT LEAST ONCE A WEEK  
ALGEBRA (or other advanced math)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	8463	34.4%	37.3%
Do not attend.....	2	12856	52.3%	62.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	11	.0%	(MISS)
MISSING.....	8	3269	13.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67)

Question 67\_A

Which of the following SCIENCE classes do you attend at least once a week this school year? (MARK ONE EACH)

Question 67AA

Tape Pos. 257-257  
Format: I1

BYS67AA ATTEND LABORATORY AT LEAST ONCE A WEEK  
A SCIENCE COURSE in which you have a LABORATORY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	6619	26.9%	29.1%
Do not attend.....	2	14651	59.6%	70.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1%	(MISS)
MISSING.....	8	3316	13.5%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_A)

Question 67AB

Tape Pos. 258-258  
Format: I1

BYS67AB ATTEND SCIENCE AT LEAST ONCE A WEEK  
SCIENCE (general science)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	12686	51.6%	59.2%
Do not attend.....	2	9171	37.3%	40.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	82	.3%	(MISS)
MISSING.....	8	2660	10.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_A)

Question 67AC

Tape Pos. 259-259  
Format: I1

BYS67AC ATTEND BIOLOGY AT LEAST ONCE A WEEK  
BIOLOGY (life science)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	4101	16.7%	18.8%
Do not attend.....	2	16943	68.9%	81.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	3535	14.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_A)

Question 67AD

Tape Pos. 260-260  
Format: I1

BYS67AD ATTEND EARTH SCIENCE AT LEAST ONCE A WK  
EARTH SCIENCE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	11342	46.1%	52.1%
Do not attend.....	2	10447	42.5%	47.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	82	.3%	(MISS)
MISSING.....	8	2728	11.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_A)

Question 67\_B

Which of the following classes do you attend at least once a week this school year? (MARK ONE EACH)

Question 67BA

Tape Pos. 261-261  
Format: I1

BYS67BA ATTEND ENGLISH AT LEAST ONCE A WEEK  
ENGLISH (including literature, composition, language arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	21597	87.8%	93.0%
Do not attend.....	2	1586	6.4%	7.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1%	(MISS)
MISSING.....	8	1394	5.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

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**Question 67BB**

Tape Pos. 262-262  
Format: I1

BYS67BB ATTEND REMEDIAL ENG AT LEAST ONCE A WEEK  
REMEDIAL ENGLISH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	2961	12.0%	12.7%
Do not attend.....	2	19141	77.8%	87.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	2493	10.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67BF**

Tape Pos. 266-266  
Format: I1

BYS67BF ATTEND ART AT LEAST ONCE A WEEK  
ART

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	10347	42.1%	44.7%
Do not attend.....	2	12219	49.7%	55.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0% (MISS)	
MISSING.....	8	2025	8.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67BC**

Tape Pos. 263-263  
Format: I1

BYS67BC ATTEND HISTORY AT LEAST ONCE A WEEK  
HISTORY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	17127	69.6%	74.1%
Do not attend.....	2	5640	22.9%	25.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
MISSING.....	8	1820	7.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67BG**

Tape Pos. 267-267  
Format: I1

BYS67BG ATTEND MUSIC AT LEAST ONCE A WEEK  
MUSIC

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	10976	44.6%	47.9%
Do not attend.....	2	11572	47.0%	52.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1% (MISS)	
MISSING.....	8	2038	8.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67BD**

Tape Pos. 264-264  
Format: I1

BYS67BD ATTEND SOCIAL STUDIES AT LEAST ONCE A WK  
SOCIAL STUDIES (including government or civics, economics, geography, current events)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	16135	65.6%	71.2%
Do not attend.....	2	6635	27.0%	28.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.0% (MISS)	
MISSING.....	8	1817	7.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67BH**

Tape Pos. 268-268  
Format: I1

BYS67BH ATTEND COMPUTER ED AT LEAST ONCE A WEEK  
COMPUTER EDUCATION

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	8154	33.1%	34.8%
Do not attend.....	2	14341	58.3%	65.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	2095	8.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67BE**

Tape Pos. 265-265  
Format: I1

BYS67BE ATTEND FOREIGN LANG AT LEAST ONCE A WEEK  
FOREIGN LANGUAGE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	6402	26.0%	24.1%
Do not attend.....	2	15962	64.9%	75.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	2233	9.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_B)

**Question 67\_C**

Which of the following classes do you attend at least once a week this school year? (MARK ONE EACH)

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Question 67CA

Tape Pos. 269-269  
Format: I1

BYS67CA ATTEND HOME ECONOMICS AT LEAST ONCE A WK  
HOME ECONOMICS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	6214	25.3%	31.0%
Do not attend.....	2	16853	68.5%	69.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	11	.0% (MISS)	
MISSING.....	8	1521	6.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_C)

Question 67CE

Tape Pos. 273-273  
Format: I1

BYS67CE ATTEND AGRICULTURE AT LEAST ONCE A WEEK  
AGRICULTURE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	900	3.7%	4.2%
Do not attend.....	2	21855	88.8%	95.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	1838	7.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_C)

Question 67CB

Tape Pos. 270-270  
Format: I1

BYS67CB ATTEND SHOP AT LEAST ONCE A WEEK  
SHOP (industrial arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	6579	26.7%	31.7%
Do not attend.....	2	16502	67.1%	68.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1% (MISS)	
MISSING.....	8	1496	6.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_C)

Question 67D

Which of the following classes do you attend at least once a week this school year? (MARK ONE EACH)

Question 67DA

Tape Pos. 274-274  
Format: I1

BYS67DA ATTEND DRAMA/SPEECH AT LEAST ONCE A WEEK  
DRAMA OR SPEECH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	2680	10.9%	10.2%
Do not attend.....	2	20012	81.4%	89.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1903	7.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_D)

Question 67CC

Tape Pos. 271-271  
Format: I1

BYS67CC ATTEND TYPING AT LEAST ONCE A WEEK  
TYPING

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	3069	12.5%	13.6%
Do not attend.....	2	19773	80.4%	86.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	18	.1% (MISS)	
MISSING.....	8	1739	7.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_C)

Question 67DB

Tape Pos. 275-275  
Format: I1

BYS67DB ATTEND RELIGIOUS ED AT LEAST ONCE A WEEK  
RELIGIOUS EDUCATION

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	4761	19.4%	17.6%
Do not attend.....	2	17903	72.8%	82.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	16	.1% (MISS)	
MISSING.....	8	1919	7.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_D)

Question 67CD

Tape Pos. 272-272  
Format: I1

BYS67CD ATTEND CONSUMER ED AT LEAST ONCE A WEEK  
CONSUMER EDUCATION

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	1435	5.8%	6.6%
Do not attend.....	2	21353	86.8%	93.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
MISSING.....	8	1804	7.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_C)

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Question 67DC Tape Pos. 276-276  
Format: I1

BYS67DC ATTEND PHYSICAL ED AT LEAST ONCE A WEEK  
PHYSICAL EDUCATION (gym)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	19604	79.7%	84.8%
Do not attend.....	2	3460	14.1%	15.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	248	1.0% (MISS)	
MISSING.....	8	1287	5.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_D)

Question 68B Tape Pos. 279-279  
Format: I1

BYS68B ENROLLED IN BILINGUAL EDUCATION

Special instruction for those whose first language is not English -- for example, bilingual education or English as a second language (not regular English classes)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	1188	4.8%	5.0%
No.....	2	21836	88.8%	95.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0% (MISS)	
MISSING.....	8	1574	6.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 68)

Question 67DD Tape Pos. 277-277  
Format: I1

BYS67DD ATTEND SEX EDUCATION AT LEAST ONCE A WK  
SEX EDUCATION

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Attend.....	1	4087	16.6%	18.0%
Do not attend.....	2	18617	75.7%	82.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0% (MISS)	
MISSING.....	8	1885	7.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 67\_D)

Questions 69-72

For each of the eighth grade subjects listed below, mark the statement that best expresses your opinion.

69. MATHEMATICS (MARK ONE EACH)

Question 69A Tape Pos. 280-280  
Format: I1

BYS69A USUALLY LOOK FORWARD TO MATH CLASS

I usually look forward to mathematics class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	3611	14.7%	15.0%
Agree.....	2	9769	39.7%	41.8%
Disagree.....	3	7081	28.8%	30.1%
Strongly disagree.....	4	3035	12.3%	13.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0% (MISS)	
MISSING.....	8	1098	4.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 68

Are you enrolled in any of the following special programs/ services? (MARK ONE EACH)

Question 69B Tape Pos. 281-281  
Format: I1

BYS69B AFRAID TO ASK QUESTIONS IN MATH CLASS

I often am afraid to ask questions in mathematics class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	1090	4.4%	4.6%
Agree.....	2	3872	15.7%	16.3%
Disagree.....	3	12145	49.4%	52.4%
Strongly disagree.....	4	6358	25.8%	26.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	1131	4.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 68A Tape Pos. 278-278  
Format: I1

BYS68A ENROLLED IN CLASSES FOR GIFTED STUDENTS

Classes for gifted or talented students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	4633	18.8%	19.4%
No.....	2	18711	76.1%	80.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1255	5.1% (MISS)	
MISSING.....	8			
TOTALS:		24599	100.0%	100.0%

(Refer to Question 68)

Question 69C

Tape Pos. 282-282  
Format: I1

BYS69C MATH WILL BE USEFUL IN MY FUTURE  
Math will be useful in my future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	10395	42.3%	44.2%
Agree.....	2	10214	41.5%	43.8%
Disagree.....	3	1961	8.0%	8.3%
Strongly disagree.....	4	862	3.5%	3.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	1161	4.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

70. ENGLISH (MARK ONE EACH)

Question 70A

Tape Pos. 283-283  
Format: I1

BYS70A USUALLY LOOK FORWARD TO ENGLISH CLASS  
I usually look forward to English class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	3270	13.3%	13.5%
Agree.....	2	10247	41.7%	43.4%
Disagree.....	3	7328	29.8%	31.7%
Strongly disagree.....	4	2599	10.6%	11.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1151	4.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 70B

Tape Pos. 284-284  
Format: I1

BYS70B OFTEN AFRAID TO ASK QUESTIONS IN ENGLISH  
I often am afraid to ask questions in English class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	803	3.3%	3.5%
Agree.....	2	2852	11.6%	12.0%
Disagree.....	3	13025	52.9%	56.5%
Strongly disagree.....	4	6726	27.3%	28.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1189	4.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 70C

Tape Pos. 285-285  
Format: I1

BYS70C ENGLISH WILL BE USEFUL IN MY FUTURE  
English will be useful in my future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	8171	33.2%	33.7%
Agree.....	2	11651	47.4%	50.5%
Disagree.....	3	2556	10.4%	11.4%
Strongly disagree.....	4	1001	4.1%	4.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
MISSING.....	8	1213	4.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

71. SOCIAL STUDIES

(MARK ONE EACH)

Question 71A

Tape Pos. 286-286  
Format: I1

BYS71A LOOK FORWARD TO SOCIAL STUDIES CLASS  
I usually look forward to social studies class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	4121	16.8%	17.5%
Agree.....	2	9585	39.0%	41.0%
Disagree.....	3	6765	27.5%	29.5%
Strongly disagree.....	4	2773	11.3%	12.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0% (MISS)	
MISSING.....	8	1348	5.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 71B

Tape Pos. 287-287  
Format: I1

BYS71B AFRAID TO ASK QUESTION IN SOCIAL STUDIES  
I often am afraid to ask questions in social studies class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	815	3.3%	3.4%
Agree.....	2	2743	11.2%	11.7%
Disagree.....	3	12491	50.8%	54.2%
Strongly disagree.....	4	7176	29.2%	30.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0% (MISS)	
MISSING.....	8	1371	5.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 71C

Tape Pos. 288-288  
Format: I1

BYS71C SOC. STUDIES WILL BE USEFUL IN MY FUTURE  
Social studies will be useful in my future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree.....	1	3858	15.7%	16.2%
Agree.....	2	10012	40.7%	42.9%
Disagree.....	3	6895	28.0%	30.2%
Strongly disagree.....	4	2451	10.0%	10.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0% (MISS)	
MISSING.....	8	1377	5.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

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72. SCIENCE (MARK ONE EACH)

Question 72A Tape Pos. 289-289 Format: I1

BYS72A USUALLY LOOK FORWARD TO SCIENCE CLASS

I usually look forward to science class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	4518	18.4%	19.2%
Agree	2	9798	39.8%	42.0%
Disagree	3	6231	25.3%	27.0%
Strongly disagree	4	2750	11.2%	11.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	1292	5.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 72B Tape Pos. 290-290 Format: I1

BYS72B AFRAID TO ASK QUESTION IN SCIENCE CLASS

I often am afraid to ask questions in science class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	793	3.2%	3.3%
Agree	2	2734	11.1%	11.6%
Disagree	3	12519	50.9%	54.5%
Strongly disagree	4	7227	29.4%	30.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1323	5.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 72C Tape Pos. 291-291 Format: I1

BYS72C SCIENCE WILL BE USEFUL IN MY FUTURE

Science will be useful in my future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	6047	24.6%	25.4%
Agree	2	9974	40.5%	43.2%
Disagree	3	5133	20.9%	22.3%
Strongly disagree	4	2058	8.4%	9.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1385	5.6%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 73 Tape Pos. 292-292 Format: I1

BYS73 EVER FEEL BORED WHEN YOU ARE AT SCHOOL

Do you ever feel bored when you are at school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never	0	962	3.9%	3.9%
Once in a while	1	11616	47.2%	49.0%
About half the time	2	5759	23.4%	24.9%
Most of the time	3	5040	20.5%	22.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	1207	4.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 74 Tape Pos. 293-293 Format: I1

BYS74 EVER HELD BACK A GRADE IN SCHOOL

Were you ever held back (made to repeat) a grade in school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
No	1	18881	76.8%	82.3%
Yes	2	3890	15.8%	17.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1826	7.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

GRADES REPEATED: (MARK ALL THAT APPLY)

Question 74A Tape Pos. 294-294 Format: I1

BYS74A EVER REPEAT KINDERGARTEN

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	589	2.4%	12.9%
No	2	3780	15.4%	87.1%
RESERVED CODES:				
MISSING	8	1349	5.5%	(MISS)
LEGITIMATE SKIP	9	18881	76.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 74B Tape Pos. 295-295 Format: I1

BYS74B EVER REPEAT GRADE 1

Grade 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1068	4.3%	25.8%
No	2	3301	13.4%	74.2%
RESERVED CODES:				
MISSING	8	1349	5.5%	(MISS)
LEGITIMATE SKIP	9	18881	76.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 74C Tape Pos. 296-296 Format: I1

BYS74C EVER REPEAT GRADE 2

Grade 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	742	3.0%	17.1%
No	2	3627	14.7%	82.9%
RESERVED CODES:				
MISSING	8	1349	5.5%	(MISS)
LEGITIMATE SKIP	9	18881	76.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 74D

Tape Pos. 297-297  
Format: I1

BYS74D EVER REPEAT GRADE 3  
Grade 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	585	2.4%	13.2%
No.....	2	3784	15.4%	86.8%
RESERVED CODES:				
MISSING.....	8	1349	5.5% (MISS)	
LEGITIMATE SKIP.....	9	18881	76.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 74H

Tape Pos. 301-301  
Format: I1

BYS74H EVER REPEAT GRADE 7  
Grade 7

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	499	2.0%	11.7%
No.....	2	3870	15.7%	88.3%
RESERVED CODES:				
MISSING.....	8	1349	5.5% (MISS)	
LEGITIMATE SKIP.....	9	18881	76.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 74E

Tape Pos. 298-298  
Format: I1

BYS74E EVER REPEAT GRADE 4  
Grade 4

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	415	1.7%	9.3%
No.....	2	3954	16.1%	90.7%
RESERVED CODES:				
MISSING.....	8	1349	5.5% (MISS)	
LEGITIMATE SKIP.....	9	18881	76.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 74I

Tape Pos. 302-302  
Format: I1

BYS74I EVER REPEAT GRADE 8  
Grade 8

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	399	1.6%	9.4%
No.....	2	3970	16.1%	90.6%
RESERVED CODES:				
MISSING.....	8	1349	5.5% (MISS)	
LEGITIMATE SKIP.....	9	18881	76.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 74F

Tape Pos. 299-299  
Format: I1

BYS74F EVER REPEAT GRADE 5  
Grade 5

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	388	1.6%	8.6%
No.....	2	3981	16.2%	91.4%
RESERVED CODES:				
MISSING.....	8	1349	5.5% (MISS)	
LEGITIMATE SKIP.....	9	18881	76.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 75

Tape Pos. 303-303  
Format: I1

BYS75 # OF DAYS MISSED FROM SCHL PAST 4 WEEKS

How many days of school did you miss over the past four weeks? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	10795	43.9%	45.2%
1 or 2 days.....	1	7674	31.2%	33.7%
3 or 4 days.....	2	2981	12.1%	13.3%
5 to 10 days.....	3	1239	5.0%	5.4%
More than 10 days.....	4	515	2.1%	2.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0% (MISS)	
MISSING.....	8	1391	5.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 74G

Tape Pos. 300-300  
Format: I1

BYS74G EVER REPEAT GRADE 6  
Grade 6

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes.....	1	386	1.6%	8.7%
No.....	2	3983	16.2%	91.3%
RESERVED CODES:				
MISSING.....	8	1349	5.5% (MISS)	
LEGITIMATE SKIP.....	9	18881	76.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 76

Tape Pos. 304-304  
Format: I1

BYS76 HOW OFTEN DO YOU CUT OR SKIP CLASSES

How often do you cut or skip classes? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Never or almost never.....	0	21377	86.9%	91.1%
Sometimes, but less than once a week.....	1	1854	6.3%	6.6%
Not every day, but at least once a week.....	2	374	1.5%	1.7%
Daily.....	3	131	.5%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0% (MISS)	
MISSING.....	8	1161	4.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 77

Tape Pos. 305-305  
Format: I1

BYS77 # OF TIMES LATE FOR SCHOOL PAST 4 WEEKS

How many times were you late for school over the past four weeks? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	14574	59.2%	63.1%
1 or 2 days.....	1	6034	24.5%	25.2%
3 or 4 days.....	2	1804	7.3%	7.5%
5 to 10 days.....	3	598	2.4%	2.5%
More than 10 days.....	4	399	1.6%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	1187	4.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question 78C

Tape Pos. 308-308  
Format: I1

BYS78C HOW OFTEN COME TO CLASS WITHOUT HOMEWORK

Your homework done (when assigned)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	1814	7.4%	8.1%
Often.....	2	3052	12.4%	13.7%
Seldom.....	3	11596	47.1%	50.7%
Never.....	4	6600	26.8%	27.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	1532	6.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 78)

Question 78

How often do you come to class and find yourself WITHOUT these things? (MARK ONE EACH)

Question 79

In the following subjects, about how much time do you spend on homework EACH WEEK?

HOURS PER WEEK: (MARK ONE EACH)

Question 78A

Tape Pos. 306-306  
Format: I1

BYS78A HOW OFTEN COME TO CLASS W/O PENCIL/PAPER

Pencil or paper (when needed)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	2049	8.3%	8.9%
Often.....	2	3235	13.2%	13.8%
Seldom.....	3	10956	44.5%	47.6%
Never.....	4	7124	29.0%	29.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.0%	(MISS)
MISSING.....	8	1225	5.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 78)

Question 79A

Tape Pos. 309-310  
Format: I2

BYS79A TIME SPENT ON MATH HOMEWORK EACH WEEK

Mathematics homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	1934	7.9%	9.0%
Less than 1 hour.....	1	9683	39.4%	41.7%
1 hour.....	2	5345	21.7%	23.1%
2 hours.....	3	2465	10.0%	10.6%
3 hours.....	4	1812	7.4%	7.1%
4-6 hours.....	5	1719	7.0%	6.8%
7-9 hours.....	6	286	1.2%	1.1%
10 or more.....	7	162	.7%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	19	.1%	(MISS)
MISSING.....	98	1174	4.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 79)

Question 78B

Tape Pos. 307-307  
Format: I1

BYS78B HOW OFTEN COME TO CLASS WITHOUT BOOKS

Books (when needed)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually.....	1	915	3.7%	4.0%
Often.....	2	1392	5.7%	6.0%
Seldom.....	3	9203	37.4%	40.0%
Never.....	4	11521	46.8%	50.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	1548	6.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 78)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 79B

Tape Pos. 311-312  
Format: 12

BYS79B TIME SPENT ON SCIENCE HOMEWORK EACH WEEK  
Science homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	3925	16.0%	17.6%
Less than 1 hour.....	1	10468	42.6%	45.3%
1 hour.....	2	4780	19.4%	20.7%
2 hours.....	3	2156	8.8%	9.0%
3 hours.....	4	1177	4.8%	4.4%
4-6 hours.....	5	604	2.5%	2.2%
7-9 hours.....	6	133	.5%	.5%
10 or more.....	7	82	.3%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	21	.1% (MISS)	
MISSING.....	98	1253	5.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 79)

Question 79E

Tape Pos. 317-318  
Format: 12

BYS79E TIME SPENT ON ALL OTH SUBJECTS EACH WEEK  
Homework for all other subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	3306	13.4%	15.6%
Less than 1 hour.....	1	9346	38.0%	41.0%
1 hour.....	2	4783	19.4%	20.5%
2 hours.....	3	2776	11.3%	11.4%
3 hours.....	4	1583	6.4%	6.0%
4-6 hours.....	5	994	4.0%	3.6%
7-9 hours.....	6	322	1.3%	1.1%
10 or more.....	7	212	.9%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	11	.0% (MISS)	
MISSING.....	98	1266	5.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 79)

Question 79C

Tape Pos. 313-314  
Format: 12

BYS79C TIME SPENT ON ENGLISH HOMEWORK EACH WEEK  
English homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	2490	10.1%	11.5%
Less than 1 hour.....	1	10724	43.6%	47.2%
1 hour.....	2	5191	21.1%	22.3%
2 hours.....	3	2380	9.7%	9.8%
3 hours.....	4	1320	5.4%	5.0%
4-6 hours.....	5	875	3.6%	3.3%
7-9 hours.....	6	203	.8%	.6%
10 or more.....	7	85	.3%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	42	.2% (MISS)	
MISSING.....	98	1289	5.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 79)

Question 80

Tape Pos. 319-319  
Format: 11

BYS80 HOW MUCH READING DO YOU DO ON YOUR OWN

How much additional reading do you do each week on your own outside school--NOT in connection with schoolwork? (Do not count any reading done for any SCHOOL purpose.) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	4786	19.5%	20.8%
1 hour or less per week.....	1	7559	30.7%	32.4%
2 hours.....	2	4705	19.1%	20.3%
3 hours.....	3	2539	10.3%	10.7%
4-5 hours.....	4	1625	6.6%	6.8%
6 hours or more per week.....	5	2116	8.6%	9.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	1260	5.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question 81

For each of the school subjects listed below, mark the statement that best describes your grades from sixth grade up till now. (MARK ONE FOR EACH SUBJECT)

Question 79D

Tape Pos. 315-316  
Format: 12

BYS79D TIME SPENT ON SOC STUDIES HOMEWK EACH WK  
Social studies homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	3137	12.8%	14.3%
Less than 1 hour.....	1	9610	39.1%	42.1%
1 hour.....	2	5308	21.6%	23.0%
2 hours.....	3	2550	10.4%	10.8%
3 hours.....	4	1411	5.7%	5.5%
4-6 hours.....	5	886	3.6%	3.4%
7-9 hours.....	6	238	1.0%	.8%
10 or more.....	7	95	.4%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	20	.1% (MISS)	
MISSING.....	98	1344	5.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 79)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 81A

Tape Pos. 320-321  
Format: I2

BYS81A ENGLISH GRADES FROM GRADE 6 UNTIL NOW  
ENGLISH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mostly As (a numerical average of 90-100)	1	7831	31.8%	32.1%
Mostly Bs (80-89)	2	9219	37.5%	37.9%
Mostly Cs (70-79)	3	5170	21.0%	22.4%
Mostly Ds (60-69)	4	1184	4.8%	5.3%
Mostly below D (below 60)	5	429	1.7%	1.9%
Does not apply to me--my classes are not graded	6	121	.5%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	367	1.5% (MISS)	
REFUSAL	97	39	.2% (MISS)	
MISSING	98	239	1.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 81)

Question 81D

Tape Pos. 326-327  
Format: I2

BYS81D SOC. STUDIES GRDS FRM GRADE 6 UNTIL NOW  
SOCIAL STUDIES

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mostly As (a numerical average of 90-100)	1	7561	30.7%	30.9%
Mostly Bs (80-89)	2	7995	32.5%	33.3%
Mostly Cs (70-79)	3	5346	21.7%	23.0%
Mostly Ds (60-69)	4	1794	7.3%	7.8%
Mostly below D (below 60)	5	788	3.2%	3.5%
Does not apply to me--my classes are not graded	6	368	1.5%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	315	1.3% (MISS)	
REFUSAL	97	54	.2% (MISS)	
MISSING	98	378	1.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 81)

Question 81B

Tape Pos. 322-323  
Format: I2

BYS81B MATH GRADES FROM GRADE 6 UNTIL NOW  
MATHEMATICS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mostly As (a numerical average of 90-100)	1	8145	33.1%	33.2%
Mostly Bs (80-89)	2	8428	34.3%	35.4%
Mostly Cs (70-79)	3	5137	20.9%	22.0%
Mostly Ds (60-69)	4	1507	6.1%	6.5%
Mostly below D (below 60)	5	573	2.3%	2.5%
Does not apply to me--my classes are not graded	6	103	.4%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	483	2.0% (MISS)	
REFUSAL	97	32	.1% (MISS)	
MISSING	98	191	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 81)

PART 9 - YOUR ACTIVITIES

Question 82

Have you or will you have participated in any of the following school activities during the current school year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)? (MARK ONE EACH)

Question 82A

Tape Pos. 328-328  
Format: I1

BYS82A PARTICIPATED IN SCIENCE FAIRS

Science fairs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate	1	16053	65.3%	71.7%
Participated as a member	2	6288	25.6%	27.4%
Participated as an officer	3	205	.8%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	30	.1% (MISS)	
MISSING	8	2023	8.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 81C

Tape Pos. 324-325  
Format: I2

BYS81C SCIENCE GRADES FROM GRADE 6 UNTIL NOW  
SCIENCE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mostly As (a numerical average of 90-100)	1	7183	29.2%	29.4%
Mostly Bs (80-89)	2	8240	33.5%	34.1%
Mostly Cs (70-79)	3	5813	23.6%	24.9%
Mostly Ds (60-69)	4	1707	6.9%	7.5%
Mostly below D (below 60)	5	677	2.8%	3.1%
Does not apply to me--my classes are not graded	6	274	1.1%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	360	1.5% (MISS)	
REFUSAL	97	60	.2% (MISS)	
MISSING	98	285	1.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 81)

Question 82B

Tape Pos. 329-329  
Format: I1

BYS82B PARTICIPATED IN SCHOOL VARSITY SPORTS

School varsity sports (playing against teams from other schools)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate	1	11631	47.3%	52.1%
Participated as a member	2	10032	40.8%	43.8%
Participated as an officer	3	915	3.7%	4.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	32	.1% (MISS)	
MISSING	8	1988	8.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 82C

Tape Pos. 330-330  
Format: I1

BYS82C PARTICIPATED IN INTRAMURAL SPORTS

Intramural sports (playing against teams from your own school)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	12705	51.6%	57.6%
Participated as a member.....	2	9139	37.2%	40.0%
Participated as an officer....	3	579	2.4%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	41	.2%	(MISS)
MISSING.....	8	2135	8.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82F

Tape Pos. 333-333  
Format: I1

BYS82F PARTICIPATED IN CHORUS OR CHOIR

Chorus or choir

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	16938	68.9%	76.0%
Participated as a member.....	2	5141	20.9%	22.7%
Participated as an officer....	3	283	1.2%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	36	.1%	(MISS)
MISSING.....	8	2201	8.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82D

Tape Pos. 331-331  
Format: I1

BYS82D PARTICIPATED IN CHEERLEADING

Cheerleading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19965	81.2%	89.2%
Participated as a member.....	2	2004	8.1%	9.3%
Participated as an officer....	3	357	1.5%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1%	(MISS)
MISSING.....	8	2251	9.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82G

Tape Pos. 334-334  
Format: I1

BYS82G PARTICIPATED IN DANCE

Dance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	16502	67.1%	73.3%
Participated as a member.....	2	5489	22.3%	24.9%
Participated as an officer....	3	392	1.6%	1.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	32	.1%	(MISS)
MISSING.....	8	2184	8.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82E

Tape Pos. 332-332  
Format: I1

BYS82E PARTICIPATED IN BAND OR ORCHESTRA

Band or Orchestra

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	17483	71.1%	77.1%
Participated as a member.....	2	4568	18.6%	21.6%
Participated as an officer....	3	294	1.2%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	50	.2%	(MISS)
MISSING.....	8	2204	9.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82H

Tape Pos. 335-335  
Format: I1

BYS82H PARTICIPATED IN HISTORY CLUB

History club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	21534	87.5%	96.7%
Participated as a member.....	2	623	2.5%	2.7%
Participated as an officer....	3	136	.6%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1%	(MISS)
MISSING.....	8	2289	9.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 82I

Tape Pos. 336-338  
Format: I1

BYS82I PARTICIPATED IN SCIENCE CLUB  
Science club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	21203	86.2%	95.2%
Participated as a member.....	2	908	3.7%	3.9%
Participated as an officer....	3	177	.7%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.0% (MISS)	
MISSING.....	8	2302	9.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82L

Tape Pos. 339-339  
Format: I1

BYS82L PARTICIPATED IN OTHR SUBJECT MATTER CLUB  
Other subject matter club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19979	81.2%	90.1%
Participated as a member.....	2	1958	8.0%	8.6%
Participated as an officer....	3	290	1.2%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1% (MISS)	
MISSING.....	8	2350	9.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82J

Tape Pos. 337-337  
Format: I1

BYS82J PARTICIPATED IN MATH CLUB  
Math club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	20963	85.2%	94.5%
Participated as a member.....	2	1121	4.6%	4.8%
Participated as an officer....	3	174	.7%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1% (MISS)	
MISSING.....	8	2326	9.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82M

Tape Pos. 340-340  
Format: I1

BYS82M PARTICIPATED IN DEBATE OR SPEECH TEAM  
Debate or speech team

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	20945	85.1%	94.5%
Participated as a member.....	2	1102	4.5%	4.8%
Participated as an officer....	3	171	.7%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	11	.0% (MISS)	
MISSING.....	8	2370	9.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82K

Tape Pos. 338-338  
Format: I1

BYS82K PARTICIPATED IN FOREIGN LANGUAGE CLUB  
Foreign Language club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	20818	84.6%	94.1%
Participated as a member.....	2	1281	5.2%	5.2%
Participated as an officer....	3	154	.6%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1% (MISS)	
MISSING.....	8	2326	9.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82N

Tape Pos. 341-341  
Format: I1

BYS82N PARTICIPATED IN DRAMA CLUB  
Drama club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	20168	82.0%	91.2%
Participated as a member.....	2	1821	7.4%	7.9%
Participated as an officer....	3	215	.9%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	26	.1% (MISS)	
MISSING.....	8	2369	9.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 820

Tape Pos. 342-342  
Format: I1

BYS820 PARTICIPATED IN ACADEMIC HONORS SOCIETY  
Academic Honors Society

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19105	77.7%	86.7%
Participated as a member.....	2	2798	11.4%	12.0%
Participated as an officer....	3	285	1.2%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1%	(MISS)
MISSING.....	8	2396	9.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82R

Tape Pos. 345-345  
Format: I1

BYS82R PARTICIPATED IN STUDENT COUNCIL  
Student Council

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19267	78.3%	87.3%
Participated as a member.....	2	2026	8.2%	9.2%
Participated as an officer....	3	840	3.4%	3.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	30	.1%	(MISS)
MISSING.....	8	2436	9.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82P

Tape Pos. 343-343  
Format: I1

BYS82P PARTICIPATED IN STUDENT NEWSPAPER  
Student newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19433	79.0%	88.4%
Participated as a member.....	2	2414	9.8%	10.0%
Participated as an officer....	3	359	1.5%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	32	.1%	(MISS)
MISSING.....	8	2361	9.6%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82S

Tape Pos. 346-346  
Format: I1

BYS82S PARTICIPATED IN COMPUTER CLUB  
Computer club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	20321	82.6%	92.4%
Participated as a member.....	2	1544	6.3%	6.7%
Participated as an officer....	3	198	.8%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	31	.1%	(MISS)
MISSING.....	8	2505	10.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82Q

Tape Pos. 344-344  
Format: I1

BYS82Q PARTICIPATED IN STUDENT YEARBOOK  
Student yearbook

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	18649	75.8%	84.8%
Participated as a member.....	2	3090	12.6%	13.5%
Participated as an officer....	3	442	1.8%	1.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	34	.1%	(MISS)
MISSING.....	8	2384	9.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 82T

Tape Pos. 347-347  
Format: I1

BYS82T PARTICIPATED IN RELIGIOUS ORGANIZATION  
Religious organization

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	18804	76.4%	85.1%
Participated as a member.....	2	3009	12.2%	13.5%
Participated as an officer....	3	307	1.2%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	2459	10.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question 82U

Tape Pos. 348-348  
Format: I1

BYS82U PARTICIPATED IN VOC. EDUCATION CLUB  
Vocational education club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	21109	85.8%	95.3%
Participated as a member.....	2	808	3.3%	3.7%
Participated as an officer....	3	206	.8%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	2473	10.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 82)

Question 83C

Tape Pos. 351-351  
Format: I1

BYS83C PARTICIPATED IN HOBBY CLUBS  
Hobby clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	18736	76.2%	84.5%
Participated as a member.....	2	3131	12.7%	14.2%
Participated as an officer....	3	283	1.2%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	21	.1%	(MISS)
MISSING.....	8	2428	9.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83

Have you or will you have participated in any of the following outside-school activities this year, either as a member, or as an officer (for example, vice-president, coordinator, team captain)? (MARK ONE EACH)

Question 83D

Tape Pos. 352-352  
Format: I1

BYS83D PARTICIPATED IN NEIGHBORHOOD CLUBS/PROGS  
Neighborhood clubs or programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19289	78.4%	87.3%
Participated as a member.....	2	2484	10.1%	11.1%
Participated as an officer....	3	324	1.3%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	2482	10.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83A

Tape Pos. 349-349  
Format: I1

BYS83A PARTICIPATED IN SCOUTING  
Scouting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19147	77.8%	85.8%
Participated as a member.....	2	2614	10.6%	11.9%
Participated as an officer....	3	492	2.0%	2.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	2326	9.5%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83E

Tape Pos. 353-353  
Format: I1

BYS83E PARTICIPATED IN BOYS' OR GIRLS' CLUBS  
Boys' clubs or girls' clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	19744	80.3%	89.3%
Participated as a member.....	2	2090	8.5%	9.6%
Participated as an officer....	3	232	.9%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	49	.2%	(MISS)
MISSING.....	8	2484	10.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83B

Tape Pos. 350-350  
Format: I1

BYS83B PARTICIPATED IN RELIGIOUS YOUTH GROUPS  
Religious youth groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not participate.....	1	14898	60.6%	66.2%
Participated as a member.....	2	6747	27.4%	31.2%
Participated as an officer....	3	568	2.3%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	35	.1%	(MISS)
MISSING.....	8	2351	9.6%	(MISS)
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83F

Tape Pos. 354-354  
Format: I1

BYS83F PARTICIPATED IN NON-SCHOOL TEAM SPORTS  
Non-school team sports

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
Did not participate.....	1	13935	56.8%	62.7%
Participated as a member.....	2	7636	31.0%	34.9%
Participated as an officer.....	3	549	2.2%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	46	.2% (MISS)	
MISSING.....	8	2433	9.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83I

Tape Pos. 357-357  
Format: I1

BYS83I PARTICIPATED IN SUMMER PROGRAMS

Summer programs, such as workshops or institutes in science, language, drama, and so on

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
Did not participate.....	1	17541	71.3%	80.8%
Participated as a member.....	2	4238	17.2%	18.0%
Participated as an officer.....	3	269	1.1%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1% (MISS)	
MISSING.....	8	2536	10.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83G

Tape Pos. 355-355  
Format: I1

BYS83G PARTICIPATED IN 4-H  
4-H

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
Did not participate.....	1	20116	81.8%	90.7%
Participated as a member.....	2	1470	6.0%	7.4%
Participated as an officer.....	3	376	1.5%	1.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	54	.2% (MISS)	
MISSING.....	8	2583	10.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83J

Tape Pos. 358-358  
Format: I1

BYS83J PARTICIPATED IN ANY OTHER ACTIVITIES

Other

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
Did not participate.....	1	12060	49.0%	55.6%
Participated as a member.....	2	8823	35.9%	40.3%
Participated as an officer.....	3	899	3.7%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	43	.2% (MISS)	
MISSING.....	8	2774	11.3% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question 83H

Tape Pos. 356-356  
Format: I1

BYS83H PARTICIPATED IN Y OR OTHER YOUTH GROUPS  
Y or other youth groups

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
Did not participate.....	1	18509	75.2%	84.7%
Participated as a member.....	2	3091	12.6%	14.1%
Participated as an officer.....	3	241	1.0%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	25	.1% (MISS)	
MISSING.....	8	2733	11.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

(Refer to Question 83)

Question BYQWT

Tape Pos. 359-366  
Format: RB.3

BYQWT = BASE YEAR QUESTIONNAIRE WEIGHT

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
2.441 thru 836.909.....	1.00	24599	100.0%	100.0%
TOTALS:		24599	100.0%	100.0%

Question BYTEQFLG

Tape Pos. 367-367  
Format: I1

BYTEQFLG AT LEAST ONE TEACHER QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the questionnaire and have at least one teacher questionnaire completed.....	0	1411	5.7%	5.7%
Completed the questionnaire and had at least one teacher questionnaire completed.....	1	23188	94.3%	94.3%
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYPAQFLG

Tape Pos. 369-368  
Format: I1

BYPAQFLG PARENT QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the questionnaire and have a parent questionnaire completed.....	0	1948	7.9%	7.9%
Completed the questionnaire and had a parent questionnaire completed.....	1	22651	92.1%	92.1%
TOTALS:		24599	100.0%	100.0%

Question BYADMFLG

Tape Pos. 372-372  
Format: I1

BYADMFLG SCHOOL ADMINISTRATOR QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
The school administrator did not complete the school questionnaire.....	0	353	1.4%	1.4%
The school administrator completed the school questionnaire.....	1	24246	98.6%	98.6%
TOTALS:		24599	100.0%	100.0%

Question BYTXPAFG

Tape Pos. 369-369  
Format: I1

BYTXPAFG STUDENT TESTS & PARENT QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the questionnaire and test and have a parent questionnaire completed.....	0	2675	10.9%	10.9%
Completed the questionnaire and test and had a parent questionnaire completed.....	1	21924	89.1%	89.1%
TOTALS:		24599	100.0%	100.0%

Question BYIEPFLG

Tape Pos. 373-373  
Format: I1

BYIEPFLG INDIVIDUALIZED EDUCATION PROGRAM FLAG

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not satisfy the criteria below (see NOTE).....	0	24537	99.7%	99.7%
The student satisfied the criteria below.....	1	62	.3%	.3%
TOTALS:		24599	100.0%	100.0%

NOTE: The student had on file an Individual Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard of hearing, deaf-blind, or multiple handicap (only if hard of hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes

Question BYTEPAFG

Tape Pos. 370-370  
Format: I1

BYTEPAFG PARENT & AT LEAST 1 TEACHER QUEX AVAIL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the questionnaire and have a parent questionnaire completed and at least one teacher questionnaire completed.....	0	2764	11.2%	11.2%
Completed the questionnaire and had a parent questionnaire completed and at least one teacher questionnaire completed.....	1	21835	88.8%	88.8%
TOTALS:		24599	100.0%	100.0%

Question GBTYPE

Tape Pos. 374-374  
Format: I1

GBTYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
P or K or 1 through 8.....	1	4054	16.5%	15.0%
P or K or 1 through 12.....	2	1527	6.2%	4.4%
6 or 7 or 8 through 12.....	3	2358	9.6%	8.3%
3 or 4 or 5 through 8.....	4	1400	5.7%	7.4%
6 through 8.....	5	6011	24.4%	27.3%
7 through 8.....	6	4542	18.5%	20.3%
7 through 9/8 through 9.....	7	3850	15.7%	17.3%
RESERVED CODES:				
MISSING.....	8	857	3.5% (MISS)	
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recorded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYTXFLG

Tape Pos. 371-371  
Format: I1

BYTXFLG STUDENT TESTS AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the test.....	0	898	3.7%	3.7%
Completed the test.....	1	23701	96.3%	96.3%
TOTALS:		24599	100.0%	100.0%

Question GCTRL

Tape Pos. 375-375  
Format: I1

GCTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public school.....	1	19396	78.8%	88.0%
Catholic school.....	2	2602	10.6%	7.6%
Private, Other Religious Affiliation.....	3	1082	4.4%	2.9%
Private, No Religious Affiliation.....	4	1509	6.1%	1.5%
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GBREGON

Tape Pos. 379-379  
Format: I1

GBREGON COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Northeast - New England and Middle Atlantic states.....	1	4933	20.1%	19.2%
North Central - East North Central and West North Central states.....	2	6127	24.9%	25.7%
South - South Atlantic, East South Central, and West South Central states.....	3	8462	34.4%	35.4%
West - Mountain and Pacific states.....	4	5040	20.5%	19.7%
RESERVED CODES:				
MISSING.....	8	37	.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297

Question BYSCENRL

Tape Pos. 376-376  
Format: I1

BYSCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-199 students.....	1	1186	4.8%	4.6%
200-399.....	2	4831	19.6%	18.8%
400-599.....	3	6185	25.1%	24.9%
600-799.....	4	5190	21.1%	21.3%
800-999.....	5	3281	13.3%	14.3%
1000-1199.....	6	1934	7.9%	8.2%
1200+.....	7	1992	8.1%	8.0%
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GMINOR

Tape Pos. 380-380  
Format: I1

GMINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	2948	12.0%	13.0%
1-5%.....	1	5228	21.3%	24.3%
6-10%.....	2	2666	10.8%	10.6%
11-20%.....	3	3173	12.9%	12.8%
21-40%.....	4	3680	15.0%	14.5%
41-60%.....	5	2152	8.7%	8.5%
61-90%.....	6	2263	9.2%	8.5%
91-100%.....	7	1858	7.6%	7.8%
RESERVED CODES:				
MISSING.....	8	631	2.6%	(MISS)
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8ENROL

Tape Pos. 377-377  
Format: I1

G8ENROL 8TH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-49 students.....	1	4667	19.0%	15.6%
50-99.....	2	3742	15.2%	12.7%
100-199.....	3	5111	20.8%	23.1%
200-299.....	4	4882	19.8%	21.9%
300-399.....	5	3310	13.5%	14.1%
400+.....	6	2887	11.7%	12.6%
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question GBLUNCH

Tape Pos. 381-381  
Format: I1

GBLUNCH PERCENT FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	0	4323	17.6%	11.6%
1-5%.....	1	3125	12.7%	14.2%
6-10%.....	2	2406	9.8%	10.5%
11-20%.....	3	3623	15.5%	17.4%
21-30%.....	4	3228	13.1%	14.9%
31-50%.....	5	3807	15.5%	16.5%
51-75%.....	6	2274	9.2%	10.5%
76-100%.....	7	1175	4.8%	4.5%
RESERVED CODES:				
MISSING.....	8	438	1.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8URBAN

Tape Pos. 378-378  
Format: I1

G8URBAN URBANITY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Urban.....	1	7620	31.0%	25.1%
Suburban.....	2	10246	41.7%	43.6%
Rural.....	3	6733	27.4%	31.3%
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question NOMSECT

Tape Pos. 382-382  
Format: I1

NOMSECT SECTOR OF 1ST NOMINATED 10TH GRADE SCHL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public school.....	1	19354	78.7%	90.4%
Catholic school.....	2	1921	7.8%	6.2%
Other private.....	3	1869	7.6%	3.4%
RESERVED CODES:				
MISSING.....	8	1455	5.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question SEX

Tape Pos. 383-383  
Format: I1

SEX COMPOSITE SEX

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Male.....	1	12241	49.8%	50.1%
Female.....	2	12358	50.2%	49.9%
TOTALS:		24599	100.0%	100.0%

Question RACE

Tape Pos. 384-384  
Format: I1

RACE COMPOSITE RACE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Asian or Pacific Islander.....	1	1527	6.2%	3.5%
Hispanic, regardless of race..	2	3171	12.9%	10.4%
Black, not of Hispanic origin.	3	3009	12.2%	13.2%
White, not of Hispanic origin.	4	16317	66.3%	71.6%
American Indian or Alaskan Native.....	5	299	1.2%	1.3%
RESERVED CODES:				
MISSING.....	8	276	1.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question HISP

Tape Pos. 385-385  
Format: I1

HISP HISPANIC SUBGROUPS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Non-Hispanic.....	0	21152	86.0%	89.6%
Mexican, Mexican-American, Chicano.....	1	1952	7.9%	6.4%
Cuban.....	2	136	.6%	.4%
Puerto Rican.....	3	375	1.5%	1.2%
Other Hispanic.....	4	691	2.8%	2.4%
RESERVED CODES:				
MISSING.....	8	293	1.2% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question API

Tape Pos. 386-387  
Format: I2

API ASIAN/PACIFIC ISLANDER RACE COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Non-API.....	0	22796	92.7%	96.5%
Chinese.....	1	313	1.3%	.6%
Filipino.....	2	290	1.2%	.7%
Japanese.....	3	95	.4%	.2%
Korean.....	4	191	.8%	.4%
Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.).....	5	242	1.0%	.4%
Pacific Islander (Samoan, Guamanian, etc.).....	6	101	.4%	.3%
South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.).....	7	127	.5%	.3%
West Asian (Iranian, Afghan, Turkish, etc.).....	8	35	.1%	.1%
Middle Eastern (Iraqi, Israeli, Lebanese, etc.).....	9	45	.2%	.1%
Other Asian.....	10	92	.4%	.3%
RESERVED CODES:				
MISSING.....	98	272	1.1% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question HEARIMP

Tape Pos. 388-388  
Format: I1

HEARIMP HEARING IMPAIRMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not reported as hearing impaired.....	0	23846	96.9%	96.8%
Hearing impaired.....	1	753	3.1%	3.2%
TOTALS:		24599	100.0%	100.0%

Question HANDPAST

Tape Pos. 389-389  
Format: I1

HANDPAST PAST HANDICAP PROGRAM RECIPIENT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not past handicap program recipient.....	0	17196	69.9%	78.5%
Past handicap program recipient.....	1	4494	18.3%	21.5%
RESERVED CODES:				
MISSING.....	8	2909	11.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYHANDPR

Tape Pos. 390-390  
Format: I1

BYHANDPR PARENT-REPORTED HANDICAP PGM RECIPIENT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not current program participant.....	0	21135	85.9%	95.7%
Current program recipient for orthopedically handicapped or learning disabilities.....	1	853	3.5%	4.3%
RESERVED CODES:				
MISSING.....	8	2611	10.6% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYHANDTR

Tape Pos. 391-391  
Format: I1

BYHANDTR TEACHER-REPORTED HANDICAP

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Neither teacher reported any handicaps interfering with school performance.....	0	21029	85.5%	93.7%
Either teacher reports a handicap.....	1	1363	5.5%	6.3%
RESERVED CODES: MISSING.....	8	2207	9.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYLOCU1T

Tape Pos. 400-400  
Format: I1

BYLOCU1T TERTILE CODING OF VARIABLE BYLOCUS1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low.....	1	7986	32.5%	33.0%
Tertile 2 medium.....	2	7987	32.5%	32.9%
Tertile 3 high.....	3	8425	34.2%	34.1%
RESERVED CODES: MISSING.....	8	201	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BIRTHMO

Tape Pos. 392-393  
Format: I2

BIRTHMO MONTH OF BIRTH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
January.....	1	1772	7.2%	7.4%
February.....	2	1743	7.1%	7.3%
March.....	3	2027	8.2%	8.5%
April.....	4	2004	8.1%	8.2%
May.....	5	2033	8.3%	8.2%
June.....	6	1987	8.1%	8.3%
July.....	7	2098	8.5%	9.0%
August.....	8	2221	9.0%	9.3%
September.....	9	2073	8.4%	8.7%
October.....	10	2048	8.3%	8.6%
November.....	11	1899	7.7%	7.9%
December.....	12	1990	8.1%	8.6%
RESERVED CODES: MISSING.....	98	704	2.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYLOCUS2

Tape Pos. 401-404  
Format: R4.2

BYLOCUS2 LOCUS OF CONTROL 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.01 thru 1.52.....	1.00	24410	99.2%	100.0%
RESERVED CODES: MISSING.....	99.98	189	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BIRTHYR

Tape Pos. 394-395  
Format: I2

BIRTHYR YEAR OF BIRTH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1972 or before.....	72	1329	5.4%	5.9%
1973.....	73	7188	29.2%	30.4%
1974.....	74	15362	62.4%	62.8%
1975 or after.....	75	285	1.2%	.9%
RESERVED CODES: MISSING.....	98	435	1.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYLOCU2T

Tape Pos. 405-405  
Format: I1

BYLOCU2T TERTILE CODING OF VARIABLE BYLOCUS2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low.....	1	7952	32.3%	32.8%
Tertile 2 medium.....	2	8224	33.4%	33.7%
Tertile 3 high.....	3	8234	33.5%	33.5%
RESERVED CODES: MISSING.....	8	189	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYCNCPT1

Tape Pos. 406-409  
Format: R4.2

BYCNCPT1 SELF CONCEPT 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.61 thru 1.15.....	1.00	24423	99.3%	100.0%
RESERVED CODES: MISSING.....	99.98	176	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYLOCUS1

Tape Pos. 396-399  
Format: R4.2

BYLOCUS1 LOCUS OF CONTROL 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.01 thru 1.52.....	1.00	24398	99.2%	100.0%
RESERVED CODES: MISSING.....	99.98	201	.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYCNCPT1T

Tape Pos. 410-410  
Format: I1

BYCNCPT1T TERTILE CODING OF VARIABLE BYCNCPT1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low.....	1	9034	36.7%	37.4%
Tertile 2 medium.....	2	6669	27.1%	27.3%
Tertile 3 high.....	3	8720	35.4%	35.2%
RESERVED CODES: MISSING.....	8	176	.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYCNCPT2

Tape Pos. 411-414  
Format: R4.2

BYCNCPT2 SELF CONCEPT 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.61 thru 1.25.....	1.00	24425	99.3%	100.0%
RESERVED CODES:				
MISSING.....	99.98	174	.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYPARED

Tape Pos. 422-422  
Format: I1

BYPARED PARENTS' HIGHEST EDUCATION LEVEL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not finish H.S.....	1	2537	10.3%	10.4%
H.S. grad or GED.....	2	4625	18.8%	20.6%
GT H.S. & LT 4yr degree.....	3	9586	39.0%	41.4%
College graduate.....	4	3654	14.9%	14.0%
M.A. or equivalent.....	5	2254	9.2%	8.1%
Ph.D., M.D., other.....	6	1432	5.8%	4.0%
Don't know.....	7	478	1.9%	1.5%
RESERVED CODES:				
MISSING.....	8	33	.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYCNCPT2T

Tape Pos. 415-415  
Format: I1

BYCNCPT2T TERTILE CODING OF VARIABLE BYCNCPT2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low.....	1	7993	32.5%	33.1%
Tertile 2 medium.....	2	8136	33.1%	33.4%
Tertile 3 high.....	3	8296	33.7%	33.5%
RESERVED CODES:				
MISSING.....	8	174	.7%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYFAMSIZ

Tape Pos. 423-424  
Format: I2

BYFAMSIZ FAMILY SIZE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2.....	2	861	3.5%	3.5%
3.....	3	3548	14.4%	14.8%
4.....	4	8491	34.5%	35.6%
5.....	5	5989	24.3%	24.8%
6.....	6	2815	11.4%	11.2%
7.....	7	1268	5.2%	5.1%
8.....	8	691	2.8%	2.7%
9.....	9	466	1.9%	1.7%
10+.....	10	134	.5%	.5%
RESERVED CODES:				
MISSING.....	98	336	1.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYSES

Tape Pos. 416-420  
Format: R8.3

BYSES SOCIO-ECONOMIC STATUS COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-2.97 thru 2.56.....	1.000	24588	100.0%	100.0%
RESERVED CODES:				
MISSING.....	99.998	11	.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYFCOMP

Tape Pos. 425-425  
Format: I1

BYFCOMP FAMILY COMPOSITION COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mother & father.....	1	15808	64.3%	63.6%
Mother & male guardian.....	2	2580	10.5%	11.5%
Father & female guardian.....	3	577	2.3%	2.6%
Mother only.....	4	3923	15.9%	16.5%
Father only.....	5	619	2.5%	2.6%
Other relative or non-relative.....	6	756	3.1%	3.2%
RESERVED CODES:				
MISSING.....	8	336	1.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYSESQ

Tape Pos. 421-421  
Format: I1

BYSESQ QUARTILE CODING OF BYSES VARIABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5934	24.1%	24.9%
Quartile 2.....	2	5788	23.5%	25.1%
Quartile 3.....	3	5836	23.7%	25.0%
Quartile 4 high.....	4	7030	28.6%	25.0%
RESERVED CODES:				
MISSING.....	8	11	.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYPARMAR

Tape Pos. 426-427  
Format: I2

BYPARMAR PARENTS' MARITAL STATUS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Divorced.....	1	2600	10.6%	12.2%
Widowed.....	2	550	2.2%	2.6%
Separated.....	3	863	3.5%	3.8%
Never married.....	4	565	2.3%	2.6%
Not married but living in a marriage-like relationship.....	5	393	1.6%	1.8%
Married.....	6	17048	69.3%	76.9%
RESERVED CODES:				
MISSING.....	98	2580	10.5%	(MISS)
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYFAMINC

Tape Pos. 428-429  
Format: I2

BYFAMINC YEARLY FAMILY INCOME

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	1	94	.4%	.4%
Less than \$1,000.....	2	203	.8%	.9%
\$1,000 - \$2,999.....	3	338	1.4%	1.6%
\$3,000 - \$4,999.....	4	453	1.8%	2.2%
\$5,000 - \$7,499.....	5	729	3.0%	3.5%
\$7,500 - \$9,999.....	6	818	3.3%	3.8%
\$10,000 - \$14,999.....	7	1794	7.3%	8.0%
\$15,000 - \$19,999.....	8	1682	6.8%	8.0%
\$20,000 - \$24,999.....	9	2130	8.7%	10.5%
\$25,000 - \$34,999.....	10	3815	15.5%	18.5%
\$35,000 - \$49,999.....	11	4301	17.5%	20.4%
\$50,000 - \$74,999.....	12	3007	12.2%	14.1%
\$75,000 - \$99,999.....	13	933	3.8%	3.7%
\$100,000 - \$199,999.....	14	915	3.7%	2.7%
\$200,000 or more.....	15	382	1.6%	.9%
RESERVED CODES:				
MISSING.....	98	3005	12.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYHOMEWK

Tape Pos. 433-434  
Format: I2

BYHOMEWK NUMBER OF HRS SPENT ON HOMEWORK PER WEEK

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None.....	1	654	2.7%	3.2%
.50 to 1.99 hours.....	2	1550	6.3%	7.2%
2.00 to 2.99 hours.....	3	5356	21.8%	24.2%
3.00 to 5.49 hours.....	4	7574	30.8%	33.3%
5.50 to 10.49 hours.....	5	4302	17.5%	18.8%
10.50 to 12.99 hours.....	6	1016	4.1%	4.2%
13.00 to 20.99 hours.....	7	1716	7.0%	6.8%
21.00 and up hours.....	8	747	3.0%	2.5%
RESERVED CODES:				
MISSING.....	98	1684	6.8%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYHMLANG

Tape Pos. 430-430  
Format: I1

BYHMLANG HOME LANGUAGE BACKGROUND

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Non-English Only.....	1	941	3.8%	3.2%
Non-English Dominant.....	2	2186	8.9%	6.5%
English Dominant.....	3	2287	9.3%	7.4%
English Only.....	4	19103	77.7%	82.9%
RESERVED CODES:				
MISSING.....	8	82	.3%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYLEP

Tape Pos. 435-435  
Format: I1

BYLEP LIMITED ENGLISH PROFICIENCY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
The student is not reported to be Limited English Proficiency.....	0	23687	96.3%	97.7%
The student is self-reported as Limited English Proficiency or so reported by one of his or her teachers.....	1	642	2.6%	2.3%
RESERVED CODES:				
MISSING.....	8	270	1.1%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYPSEPLN

Tape Pos. 431-432  
Format: I2

BYPSEPLN POST-SECONDARY EDUCATION PLANS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Won't finish high school.....	1	346	1.4%	1.5%
Will graduate from high school but won't go any further.....	2	2339	9.5%	10.5%
Will go to vocational, trade, or business school after high school.....	3	2102	8.5%	9.4%
Will attend college.....	4	3078	12.5%	13.1%
Will graduate from college.....	5	10251	41.7%	42.8%
Will attend a higher level of school after graduating from college.....	6	6268	25.5%	22.7%
RESERVED CODES:				
MISSING.....	98	215	.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYLM

Tape Pos. 436-436  
Format: I1

BYLM LANGUAGE MINORITY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
The student is not considered Language Minority.....	0	20876	84.9%	88.3%
The student is classified Language Minority.....	1	3715	15.1%	11.7%
RESERVED CODES:				
MISSING.....	8	8	.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYGRADS

Tape Pos. 437-438  
Format: R2.1

BYGRADS GRADES COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
.5	86		.3%	.4%
.6	28		.1%	.1%
.7	3		.0%	.0%
.8	48		.2%	.2%
.9	47		.2%	.2%
1.0	182		.7%	.8%
1.1	83		.3%	.4%
1.2	73		.3%	.3%
1.3	203		.8%	.9%
1.4	127		.5%	.6%
1.5	361		1.5%	1.6%
1.6	260		1.1%	1.1%
1.7	28		.1%	.1%
1.8	624		2.5%	2.6%
1.9	253		1.0%	1.1%
2.0	1460		5.9%	6.2%
2.1	174		.7%	.7%
2.2	28		.1%	.1%
2.3	1498		6.1%	6.3%
2.4	251		1.0%	1.1%
2.5	2826		11.5%	12.1%
2.6	30		.1%	.1%
2.7	143		.6%	.6%
2.8	2244		9.1%	9.3%
2.9	21		.1%	.1%
3.0	3508		14.3%	14.2%
3.1	7		.0%	.0%
3.3	2598		10.6%	10.4%
3.5	2481		10.1%	10.0%
3.7	45		.2%	.2%
3.8	1798		7.3%	7.4%
4.0	2774		11.3%	10.7%
RESERVED CODES: MISSING.....	9.8	307	1.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXRNR

BYTXRNR READING NUMBER RIGHT

Tape Pos. 440-441  
Format: I2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	2	.0%	.0%
	1	34	.1%	.1%
	2	123	.5%	.5%
	3	273	1.1%	1.3%
	4	464	1.9%	2.1%
	5	734	3.0%	3.2%
	6	1053	4.3%	4.7%
	7	1155	4.7%	5.2%
	8	1318	5.4%	5.7%
	9	1391	5.7%	6.1%
	10	1457	5.9%	6.3%
	11	1507	6.1%	6.6%
	12	1489	6.1%	6.5%
	13	1483	6.0%	6.4%
	14	1482	6.0%	6.4%
	15	1475	6.0%	6.3%
	16	1503	6.1%	6.4%
	17	1533	6.2%	6.3%
	18	1588	6.4%	6.4%
	19	1538	6.3%	5.9%
	20	1279	5.2%	4.9%
	21	762	3.1%	2.7%
RESERVED CODES: MISSING.....	98	956	3.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYGRADSQ

Tape Pos. 439-439  
Format: I1

BYGRADSQ QUARTILE CODING OF BYGRADS COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5817	23.6%	24.9%
Quartile 2.....	2	5264	21.4%	22.2%
Quartile 3.....	3	6113	24.9%	24.6%
Quartile 4 high.....	4	7098	28.9%	28.3%
RESERVED CODES: MISSING.....	8	307	1.2%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXRNR

BYTXRNR READING NUMBER WRONG

Tape Pos. 442-443  
Format: I2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	807	3.3%	2.9%
	1	1348	5.5%	5.2%
	2	1635	6.6%	6.4%
	3	1658	6.7%	6.7%
	4	1639	6.7%	6.7%
	5	1615	6.6%	6.9%
	6	1578	6.4%	6.8%
	7	1590	6.5%	6.9%
	8	1551	6.3%	6.7%
	9	1528	6.2%	6.7%
	10	1506	6.1%	6.7%
	11	1446	5.9%	6.3%
	12	1338	5.4%	5.8%
	13	1248	5.1%	5.4%
	14	1076	4.4%	4.9%
	15	887	3.6%	3.9%
	16	576	2.3%	2.5%
	17	335	1.4%	1.5%
	18	197	.8%	.9%
	19	68	.3%	.3%
	20	15	.1%	.1%
	21	2	.0%	.0%
RESERVED CODES: MISSING.....	98	956	3.9%	(MISS)
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYTXRNNA

Tape Pos. 444-445  
Format: 12

BYTXRNNA READING NUMBER NOT ATTEMPTED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	20498	83.3%	86.3%	
1	1003	4.1%	4.3%	
2	1062	4.3%	4.8%	
3	345	1.4%	1.5%	
4	164	.7%	.7%	
5	120	.5%	.5%	
6	83	.3%	.3%	
7	178	.7%	.7%	
8	57	.2%	.2%	
9	44	.2%	.2%	
10	23	.1%	.1%	
11	21	.1%	.1%	
12	10	.0%	.1%	
13	29	.1%	.1%	
14	2	.0%	.0%	
15	3	.0%	.0%	
16	1	.0%	.0%	
RESERVED CODES:				
MISSING.....	98	956	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXRIRS

Tape Pos. 484-489  
Format: R6.3

BYTXRIRS READING IRT-ESTIMATED FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-.627 thru 20.861.....	1.000	23643	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	956	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXRFS

Tape Pos. 448-451  
Format: R6.3

BYTXRFS READING FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-6.333 thru 21.000.....	1.000	23643	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	956	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXRQ

Tape Pos. 470-470  
Format: 11

BYTXRQ READING QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5828	23.7%	25.8%
Quartile 2.....	2	5717	23.2%	25.0%
Quartile 3.....	3	5649	23.0%	24.2%
Quartile 4 high.....	4	6449	26.2%	25.1%
RESERVED CODES:				
MISSING.....	8	956	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXRST

Tape Pos. 452-457  
Format: R6.3

BYTXRST READING STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
23.098 thru 67.499.....	1.000	23643	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	956	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMNR

Tape Pos. 471-472  
Format: 12

BYTXMNR MATHEMATICS NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	2	.0%	.0%	
1	7	.0%	.0%	
2	13	.1%	.1%	
3	27	.1%	.1%	
4	52	.2%	.2%	
5	96	.4%	.4%	
6	156	.6%	.7%	
7	237	1.0%	1.1%	
8	396	1.6%	1.8%	
9	554	2.3%	2.5%	
10	666	2.7%	3.0%	
11	784	3.2%	3.4%	
12	845	3.4%	3.8%	
13	900	3.7%	4.0%	
14	905	3.7%	3.9%	
15	921	3.7%	4.1%	
16	901	3.7%	4.0%	
17	946	3.8%	4.1%	
18	867	3.5%	3.8%	
19	797	3.2%	3.5%	
20	858	3.5%	3.8%	
21	803	3.3%	3.5%	
22	836	3.4%	3.6%	
23	765	3.1%	3.3%	
24	777	3.2%	3.4%	
25	710	2.9%	3.1%	
26	681	2.8%	2.9%	
27	745	3.0%	3.2%	
28	747	3.0%	3.1%	
29	747	3.0%	3.1%	
30	696	2.8%	2.9%	
31	686	2.8%	2.8%	
32	668	2.7%	2.7%	
33	637	2.6%	2.4%	
34	653	2.7%	2.5%	
35	623	2.5%	2.4%	
36	571	2.3%	2.0%	
37	527	2.1%	1.9%	
38	413	1.7%	1.4%	
39	287	1.2%	.9%	
40	127	.5%	.4%	
RESERVED CODES:				
MISSING.....	98	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXRIRR

Tape Pos. 458-463  
Format: R6.3

BYTXRIRR READING IRT-ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
4.359 thru 20.896.....	1.000	23643	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	956	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYTXMNV

BYTXMNV MATHEMATICS NUMBER WRONG

Tape Pos. 473-474  
Format: I2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	155	155	.6%	.5%
1	317	317	1.3%	1.0%
2	448	448	1.8%	1.6%
3	553	553	2.2%	2.0%
4	631	631	2.5%	2.3%
5	667	667	2.7%	2.5%
6	686	686	2.8%	2.7%
7	719	719	2.9%	2.8%
8	705	705	2.9%	2.9%
9	724	724	2.9%	3.0%
10	767	767	3.1%	3.2%
11	791	791	3.2%	3.4%
12	817	817	3.3%	3.4%
13	765	765	3.1%	3.2%
14	762	762	3.1%	3.3%
15	770	770	3.1%	3.3%
16	822	822	3.3%	3.5%
17	813	813	3.3%	3.5%
18	863	863	3.5%	3.8%
19	871	871	3.5%	3.8%
20	895	895	3.6%	4.0%
21	858	858	3.5%	3.8%
22	919	919	3.7%	4.1%
23	930	930	3.8%	4.2%
24	940	940	3.8%	4.2%
25	857	857	3.5%	3.8%
26	878	878	3.6%	3.9%
27	859	859	3.5%	3.7%
28	771	771	3.1%	3.5%
29	639	639	2.6%	2.8%
30	528	528	2.1%	2.4%
31	373	373	1.5%	1.6%
32	252	252	1.0%	1.1%
33	145	145	.6%	.7%
34	77	77	.3%	.3%
35	47	47	.2%	.2%
36	10	10	.0%	.0%
37	4	4	.0%	.0%
38	1	1	.0%	.0%
RESERVED CODES:				
MISSING.....	98	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMFS

BYTXMFS MATHEMATICS FORMULA SCORE

Tape Pos. 477-482  
Format: R6.3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-10.333 thru 40.000.....	1.000	23629	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMST

BYTXMST MATHEMATICS STANDARDIZED SCORE

Tape Pos. 483-488  
Format: R6.3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
26.747 thru 71.222.....	1.000	23629	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMIRR

BYTXMIRR MATHEMATICS IRT-ESTIMATED NUMBER RIGHT

Tape Pos. 489-494  
Format: R6.3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
7.284 thru 39.931.....	1.000	23629	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMNNA

BYTXMNNA MATHEMATICS NUMBER NOT ATTEMPTED

Tape Pos. 475-476  
Format: I2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	16184	16184	65.8%	68.0%
1	4203	4203	17.1%	17.9%
2	1278	1278	5.2%	5.6%
3	529	529	2.2%	2.3%
4	319	319	1.3%	1.4%
5	187	187	.8%	.8%
6	141	141	.6%	.6%
7	120	120	.5%	.5%
8	133	133	.5%	.6%
9	71	71	.3%	.3%
10	62	62	.3%	.3%
11	71	71	.3%	.3%
12	45	45	.2%	.2%
13	37	37	.2%	.1%
14	30	30	.1%	.1%
15	34	34	.1%	.2%
16	31	31	.1%	.1%
17	24	24	.1%	.1%
18	13	13	.1%	.1%
19	20	20	.1%	.1%
20	11	11	.0%	.1%
21	16	16	.1%	.1%
22	10	10	.0%	.0%
23	7	7	.0%	.0%
24	9	9	.0%	.1%
25	5	5	.0%	.0%
26	11	11	.0%	.1%
27	4	4	.0%	.0%
28	3	3	.0%	.0%
29	3	3	.0%	.0%
30	5	5	.0%	.0%
31	5	5	.0%	.0%
32	2	2	.0%	.0%
33	1	1	.0%	.0%
34	5	5	.0%	.0%
RESERVED CODES:				
MISSING.....	98	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMIRS

BYTXMIRS MATHEMATICS IRT-ESTIMATED FORMULA SCORE

Tape Pos. 495-500  
Format: R6.3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.266 thru 39.910.....	1.000	23629	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMQ

BYTXMQ MATHEMATICS QUARTILE (1=LOW)

Tape Pos. 501-501  
Format: I1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5653	23.0%	25.1%
Quartile 2.....	2	5704	23.2%	25.2%
Quartile 3.....	3	5672	23.1%	24.3%
Quartile 4 high.....	4	6600	26.8%	25.4%
RESERVED CODES:				
MISSING.....	8	970	3.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYTXSNR

Tape Pos. 502-503  
Format: I2

BYTXSNR SCIENCE NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0		1	.0%	.0%
1		14	.4%	.1%
2		35	1.1%	.1%
3		98	4.4%	.4%
4		236	1.0%	1.1%
5		430	1.7%	1.9%
6		686	2.8%	2.9%
7		892	3.6%	3.8%
8		1146	4.7%	5.0%
9		1377	5.6%	6.1%
10		1553	6.3%	6.8%
11		1786	7.3%	7.7%
12		1800	7.3%	7.8%
13		1834	7.5%	7.7%
14		1832	7.4%	7.9%
15		1704	6.9%	7.2%
16		1674	6.8%	7.2%
17		1501	6.1%	6.5%
18		1348	5.5%	5.5%
19		1145	4.7%	4.5%
20		933	3.8%	3.7%
21		667	2.7%	2.6%
22		465	1.9%	1.7%
23		301	1.2%	1.1%
24		125	.5%	.4%
25		33	.1%	.1%
RESERVED CODES: MISSING.....	98	983	4.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXSNNA

Tape Pos. 506-507  
Format: I2

BYTXSNNA SCIENCE NUMBER NOT ATTEMPTED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
		0	19180	78.0%	81.2%
		1	2663	10.8%	11.2%
		2	523	2.1%	2.2%
		3	455	1.8%	2.0%
		4	315	1.3%	1.4%
		5	128	.5%	.6%
		6	73	.3%	.3%
		7	53	.2%	.2%
		8	51	.2%	.2%
		9	29	.1%	.1%
		10	34	.1%	.1%
		11	29	.1%	.1%
		12	34	.1%	.1%
		13	19	.1%	.1%
		14	6	.0%	.0%
		15	10	.0%	.1%
		16	8	.0%	.0%
		17	1	.0%	.0%
		18	2	.0%	.0%
		19	2	.0%	.0%
		20	1	.0%	.0%
RESERVED CODES: MISSING.....	98	983	4.0% (MISS)		
TOTALS:		24599	100.0%	100.0%	

Question BYTXSNW

Tape Pos. 504-505  
Format: I2

BYTXSNW SCIENCE NUMBER WRONG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0		43	.2%	.2%
1		153	.6%	.6%
2		353	1.4%	1.3%
3		528	2.1%	1.9%
4		772	3.1%	2.9%
5		1054	4.3%	4.3%
6		1203	4.9%	4.8%
7		1508	6.1%	6.3%
8		1611	6.5%	6.9%
9		1730	7.0%	7.4%
10		1798	7.3%	7.6%
11		1878	7.6%	8.1%
12		1858	7.6%	7.9%
13		1764	7.2%	7.7%
14		1671	6.8%	7.2%
15		1468	6.0%	6.4%
16		1247	5.1%	5.5%
17		1030	4.2%	4.5%
18		787	3.2%	3.4%
19		573	2.3%	2.5%
20		317	1.3%	1.5%
21		172	.7%	.7%
22		68	.3%	.3%
23		19	.1%	.1%
24		11	.0%	.0%
RESERVED CODES: MISSING.....	98	983	4.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXSFS

Tape Pos. 508-513  
Format: R6.3

BYTXSFS SCIENCE FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-6.417 thru 25.000.....	1.000	23616	96.0%	100.0%
RESERVED CODES: MISSING.....	999.998	983	4.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXSSTD

Tape Pos. 514-519  
Format: R6.3

BYTXSSTD SCIENCE STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
22.072 thru 75.973.....	1.000	23616	96.0%	100.0%
RESERVED CODES: MISSING.....	999.998	983	4.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXSIRR

Tape Pos. 520-525  
Format: R6.3

BYTXSIRR SCIENCE IRT-ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
5.186 thru 24.917.....	1.000	23616	96.0%	100.0%
RESERVED CODES: MISSING.....	999.998	983	4.0% (MISS)	
TOTALS:		24599	100.0%	100.0%

NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

Question BYTXSIRS

Tape Pos. 526-531  
Format: R6.3

BYTXSIRS SCIENCE IRT-ESTIMATED FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-.815 thru 24.893.....	1.000	23616	96.0%	100.0%
RESERVED CODES:				
MISSING.....	999.998	983	4.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXHNW

Tape Pos. 535-536  
Format: I2

BYTXHNW HISTORY/CIT/GEOG NUMBER WRONG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	268	1.1%	.9%
	1	532	2.2%	2.1%
	2	786	3.2%	3.0%
	3	915	3.7%	3.5%
	4	1135	4.6%	4.5%
	5	1254	5.1%	5.0%
	6	1299	5.3%	5.4%
	7	1429	5.8%	5.9%
	8	1458	5.9%	6.2%
	9	1514	6.2%	6.5%
	10	1530	6.2%	6.6%
	11	1538	6.3%	6.6%
	12	1458	5.9%	6.5%
	13	1440	5.9%	6.4%
	14	1270	5.2%	5.5%
	15	1155	4.7%	5.1%
	16	1011	4.1%	4.5%
	17	897	3.6%	4.1%
	18	689	2.8%	3.0%
	19	588	2.4%	2.6%
	20	485	2.0%	2.2%
	21	336	1.4%	1.5%
	22	238	1.0%	1.1%
	23	152	.6%	.7%
	24	83	.3%	.4%
	25	45	.2%	.2%
	26	16	.1%	.1%
	27	3	.0%	.0%
	28	1	.0%	.0%
RESERVED CODES:				
MISSING.....	98	1074	4.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXSQ

Tape Pos. 532-532  
Format: I1

BYTXSQ SCIENCE QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5804	23.6%	25.5%
Quartile 2.....	2	5667	23.0%	24.3%
Quartile 3.....	3	6044	24.6%	25.9%
Quartile 4 high.....	4	6101	24.8%	24.3%
RESERVED CODES:				
MISSING.....	8	983	4.0%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXHNR

Tape Pos. 533-534  
Format: I2

BYTXHNR HISTORY/CIT/GEOG NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	1	.0%	.0%
	2	4	.0%	.0%
	3	9	.0%	.0%
	4	29	.1%	.1%
	5	68	.3%	.3%
	6	118	.5%	.5%
	7	194	.8%	.9%
	8	273	1.1%	1.2%
	9	399	1.6%	1.8%
	10	518	2.1%	2.3%
	11	609	2.5%	2.7%
	12	745	3.0%	3.3%
	13	933	3.8%	4.2%
	14	1051	4.3%	4.7%
	15	1175	4.8%	5.2%
	16	1302	5.3%	5.7%
	17	1448	5.9%	6.4%
	18	1441	5.9%	6.3%
	19	1538	6.3%	6.6%
	20	1507	6.1%	6.5%
	21	1465	6.0%	6.2%
	22	1423	5.8%	6.0%
	23	1389	5.6%	5.7%
	24	1219	5.0%	5.0%
	25	1202	4.9%	4.8%
	26	1096	4.5%	4.4%
	27	855	3.5%	3.3%
	28	761	3.1%	2.8%
	29	500	2.0%	1.9%
	30	253	1.0%	.9%
RESERVED CODES:				
MISSING.....	98	1074	4.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXHNA

Tape Pos. 537-538  
Format: I2

BYTXHNA HISTORY/CIT/GEOG NUMBER NOT ATTEMPTED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	21005	85.4%	89.3%
	1	1417	5.8%	6.0%
	2	327	1.3%	1.4%
	3	174	.7%	.7%
	4	168	.7%	.8%
	5	139	.6%	.6%
	6	89	.4%	.4%
	7	43	.2%	.2%
	8	24	.1%	.1%
	9	31	.1%	.2%
	10	25	.1%	.1%
	11	23	.1%	.1%
	12	7	.0%	.0%
	13	12	.0%	.1%
	14	13	.1%	.1%
	15	4	.0%	.0%
	16	11	.0%	.1%
	17	6	.0%	.0%
	18	2	.0%	.0%
	19	2	.0%	.0%
	20	1	.0%	.0%
	21	2	.0%	.0%
RESERVED CODES:				
MISSING.....	98	1074	4.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXHFS

Tape Pos. 539-544  
Format: R6.3

BYTXHFS HISTORY/CIT/GEOG FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-10.417 thru 30.000.....	1.000	23525	95.6%	100.0%
RESERVED CODES:				
MISSING.....	999.998	1074	4.4%	(MISS)
TOTALS:		24599	100.0%	100.0%

Question BYTXHSTD

Tape Pos. 545-550  
Format: R6.3

BYTXHSTD HISTORY/CIT/GEOG STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
16.537 thru 69.508.....	1.000	23525	95.6%	100.0%
RESERVED CODES:				
MISSING.....	999.998	1074	4.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXQURT

Tape Pos. 570-570  
Format: I1

BYTXQURT STANDARDIZED TEST QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5647	23.0%	25.1%
Quartile 2.....	2	5606	22.8%	24.4%
Quartile 3.....	3	5963	24.2%	25.7%
Quartile 4 high.....	4	6481	26.3%	24.8%
RESERVED CODES:				
MISSING.....	8	902	3.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXHIRR

Tape Pos. 551-556  
Format: R6.3

BYTXHIRR HISTORY/CIT/GEOG IRT-ESTIMATED NO. RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
8.052 thru 29.991.....	1.000	23525	95.6%	100.0%
RESERVED CODES:				
MISSING.....	999.998	1074	4.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXRPRO

Tape Pos. 571-571  
Format: I1

BYTXRPRO OVERALL READING PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Below Level 1.....	1	3000	12.2%	13.7%
Level 1, but not Level 2.....	2	11529	46.9%	52.3%
Level 2.....	3	8147	33.1%	34.0%
RESERVED CODES:				
MISSING.....	8	1923	7.8% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXHIRS

Tape Pos. 557-562  
Format: R6.3

BYTXHIRS HISTORY/CIT/GEOG IRT-EST'D FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-1.607 thru 29.986.....	1.000	23525	95.6%	100.0%
RESERVED CODES:				
MISSING.....	999.998	1074	4.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXMPRO

Tape Pos. 572-572  
Format: I1

BYTXMPRO OVERALL MATH PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Below Level 1.....	1	3898	15.8%	18.8%
Level 1, but not Level 2 or 3.....	2	8413	34.2%	40.1%
Level 1 and 2, but not 3.....	3	4864	19.8%	22.2%
Proficient at all 3 levels.....	4	4733	19.2%	18.9%
RESERVED CODES:				
MISSING.....	8	2691	10.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXHQ

Tape Pos. 563-563  
Format: I1

BYTXHQ HISTORY/CIT/GEOG QUARTILE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low.....	1	5655	23.0%	25.2%
Quartile 2.....	2	5572	22.7%	24.5%
Quartile 3.....	3	6014	24.4%	25.7%
Quartile 4 high.....	4	6284	25.5%	24.7%
RESERVED CODES:				
MISSING.....	8	1074	4.4% (MISS)	
TOTALS:		24599	100.0%	100.0%

Question BYTXCOMP

Tape Pos. 564-569  
Format: R6.3

BYTXCOMP STNDRDIZED TEST COMPOSITE (READING,MATH)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
25.448 thru 70.980.....	1.000	23697	96.3%	100.0%
RESERVED CODES:				
MISSING.....	999.998	902	3.7% (MISS)	
TOTALS:		24599	100.0%	100.0%

## NELS:88 BASE YEAR 8TH GRADE QUESTIONNAIRE

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Question BYTXMPL2Tape Pos. 575-576  
Format: I1

## BYTXMPL2 MATH PROFICIENCY - LEVEL 2

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Not proficient.....	0	12311	50.0%	58.9%
Proficient.....	1	9597	39.0%	41.1%
RESERVED CODES:				
MISSING.....	8	2691	10.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

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Question BYTXMPL3Tape Pos. 576-576  
Format: I1

## BYTXMPL3 MATH PROFICIENCY - LEVEL 3

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Not proficient.....	0	17175	69.8%	81.1%
Proficient.....	1	4733	19.2%	18.9%
RESERVED CODES:				
MISSING.....	8	2691	10.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

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Question BYTXMPROTape Pos. 577-577  
Format: I1

## BYTXMPRO OVERALL MATH PROFICIENCY

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
Below Level 1.....	1	3898	15.8%	18.8%
Level 1, but not Level 2 or 3.	2	8413	34.2%	40.1%
Level 1 and 2, but not 3.....	3	4864	19.8%	22.2%
Proficient at all 3 levels....	4	4733	19.2%	18.9%
'Reversal' (item responses do not fit hierarchical pattern).	5	0	.0%	.0%
RESERVED CODES:				
MISSING.....	8	2691	10.9% (MISS)	
TOTALS:		24599	100.0%	100.0%

