NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual April 1992

National Education Longitudinal Study of 1988

First Follow-Up: Student Component Data File User's Manual

Volume I

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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).

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the base year and first follow-up 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 set does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the data set 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 J, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix J 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 and first follow-up studies.

The sample design and weighting procedures used in the base year and first follow-up studies are documented in Chapter III, as well as non-sampling measurement errors and problematic variables.

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 questionnaires used in the base year and first follow-up and to be used in the second follow-up; a list of the critical items in the first follow-up student questionnaire; the record layout for the student first follow-up 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 B. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix B. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third 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 base year population covered by NELS:88 included 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 3.4.4.

A Note on Data Use and Confidentiality

The NELS:88 base year and first follow-up data files are 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 set 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 files 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.

Acknowledgements

A study such as this is built first and foremost upon the students (and school leavers), teachers, school principals, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have so enthusiastically assisted in the implementation of NELS:88.

We wish as well to acknowledge the role of a number of other individuals in the realization of the aims of this study. Penny A. Sebring launched the NELS:88 first follow-up, as its initial project director. Harrison Greene as the task leader for the field test, Barbara Schneider as task leader for questionnaire design, and Donald Rock and Judith Pollack of Educational Testing Service as task leaders for cognitive test development, also contributed significantly to the project.

We are grateful, also, to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, branch chief and sometime project officer for the first follow-up; Shi-Chang Wu, who oversaw the final stages of the study; Anne Hafner (formerly of NCES), who served as project officer through the field period; and other branch staff -- Ralph Lee, Jerry West, and Peggy Quinn -- all contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division offered much helpful statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88: Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon of the Office of Bilingual Education and Minority Language Affairs (OBEMLA) of the U.S. Department of Education. We are grateful for their efforts.

In addition, we would like to express our appreciation of the contribution of the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 First Follow-Up Technical Review Panel. The panelists -- Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall Smith, and John Stiglmeier -- provided wise counsel on many a difficult issue of design, instrumentation and implementation; the study is far the better for their contribution to it. Aaron Pallas, Anthony Bryk, and Senta Raizen, as consultants to the first follow-up, also contributed importantly to the design and ultimate success of the study.

The authors also wish to acknowledge those who contributed to the production of this manual. Paul Buckley, Kenneth A. Rasinski, Bruce Spencer, and Roger Tourangeau provided technical and statistical advice; Rasinski and Tourangeau thoughtfully reviewed key chapters as well. Supriti Sehra documented procedures, conceived and produced various illustrative figures and diagrams, and generated critical first follow-up statistics. Programmers Gloria Rauens, Ruth Moayyad, Shiow-Ling Tsai-Ma, and David Pieper painstakingly constructed the composites and data files, and also generated statistics reported throughout the manual. Our appreciation is also extended to Robin L. Powell and Amelia Solorio for their patience and thoroughness in the production of the manuscript.

Finally, we would like to thank the 180 NORC field interviewers and supervisors who with such energy and determination collected the NELS:88 data. The final response rates -- a cooperation rate of over 98 percent from school districts and schools, 94 percent participation from students, and 91 percent participation from dropouts -- testify to their dedication and the success of their efforts.

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I. Introduction

This manual provides guidance and documentation for users of the public release data for the student component of the National Education Longitudinal Study of 1988 (NELS:88). The student component public release files contain data from both the base year and first follow-up surveys; this manual is therefore designed to familiarize the user with both waves of NELS:88. Information about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures, used both in the base year and first follow-up, is presented in this manual.

1.1 Organization of the Data User's Manuals

Four manuals have been produced for the NELS:88 first follow-up, one to accompany each of four public release files: student, dropout, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file. Thus, a user can consult any one of the four manuals and find that many of the same topics are covered. This redundancy was deliberately built into each document so that analysts who are interested in only one survey component need consult only one manual.

While this manual is intended for use with both the base year and first follow-up waves of the student component, a set of four manuals was also produced and released to accompany each of the four public release data files (student, parent, school, and teacher) of the base year survey. Information on these publications and other documentation for NELS:88 is discussed in Section 1.5 of this manual. This manual may also be utilized with the restricted use data files, as variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook (albeit in their modified public use form).

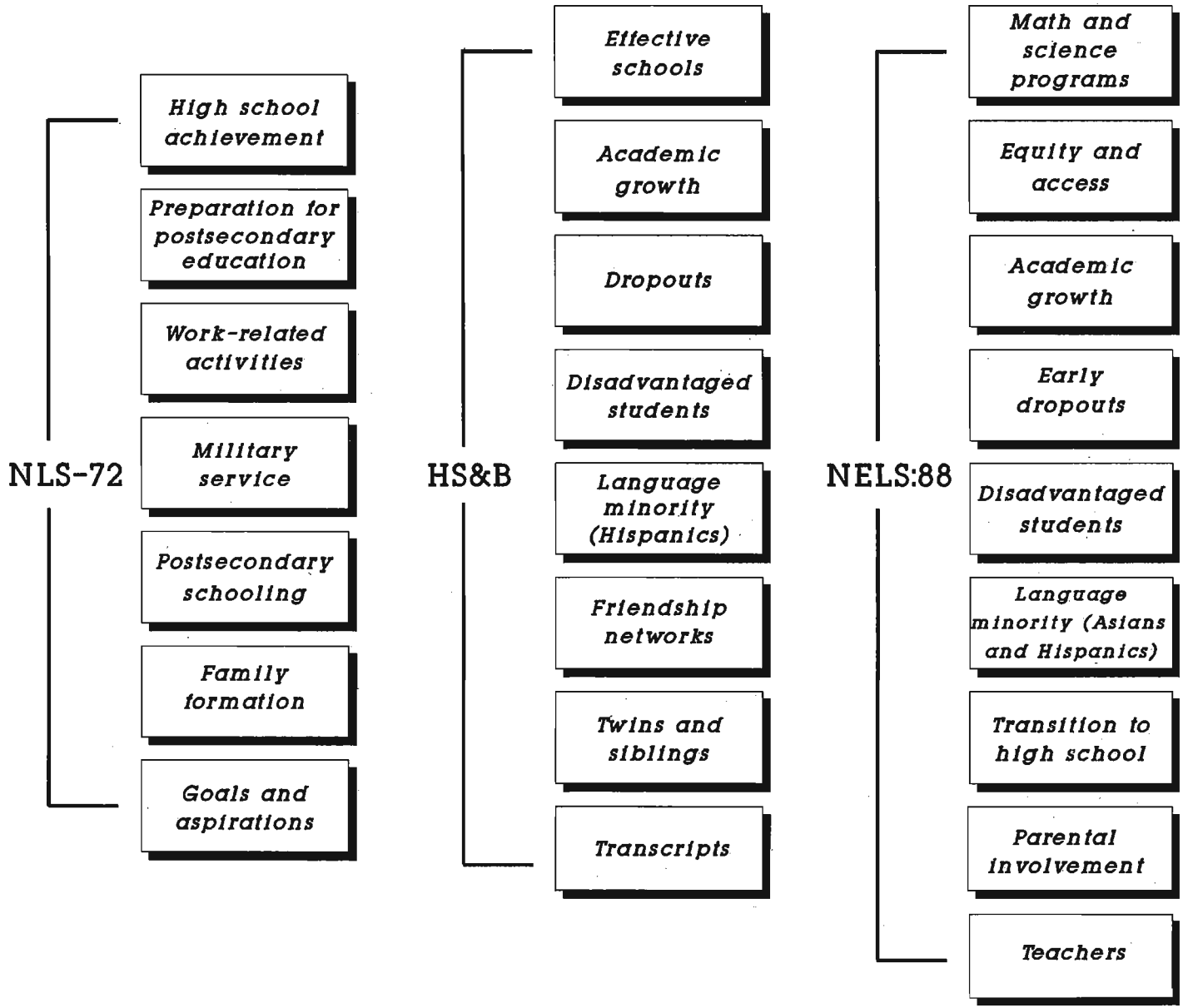
1.2 Overview

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 issues is followed by a review of NELS:88.

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



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 enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

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 4,016 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.

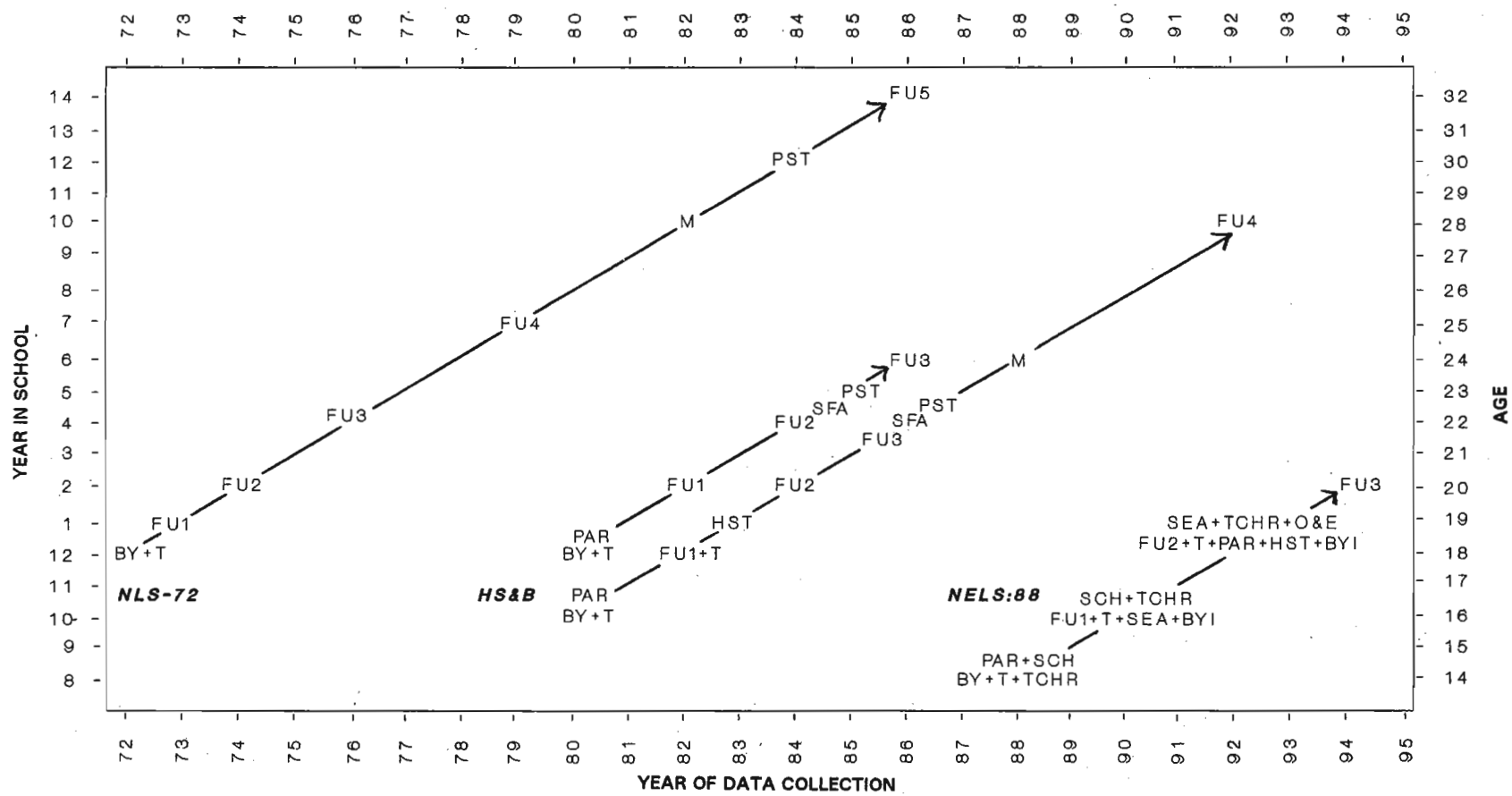
1.2.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B 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. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted 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 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 fourth follow-up, of the sophomore cohort only, will take place in the spring of 1992.

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, 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 respondents 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. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel both the 1982 HS&B and 1972 NLS-72 senior classes.

Figure 1-2: Research design for the NCES National Education Longitudinal Studies program



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

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

NELS:88 = **National Education Longitudinal Study of 1988**
- BY = Base year data collection
- BYI = Base Year Ineligible Study
- FU1 = First follow-up data collection
- FU2 = Second follow-up data collection
- FU3 = Third follow-up data collection
- HST = High school transcripts
- O&E = Course offerings and enrollment data
- PAR = Survey of parents
- SCH = School administrator survey
- SEA = School Effects Augmentation
- T = Cognitive test administration
- TCHR = Survey of teachers

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 postsecondary institutions or the work force. The 1988 eighth grade cohort is being followed at two-year intervals. 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.

The first follow-up in 1990 provides the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provides a comparison point to high school sophomores ten years before, as studied in HS&B. The study captures the population of early dropouts (those who leave school prior to the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The second follow-up will take place in 1992, when most sample members will be entering the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Because the NELS:88 sample will be freshened to represent the twelfth grade class of 1992, trend comparisons can be made to the senior cohorts of 1972, 1980, and 1982 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up will resurvey students who were identified as dropouts in 1990, and will identify and survey those additional students who have left school since the prior wave.

The third follow-up will take place in 1994, when most sample members will have left high school. The primary goals of the 1994 round will be to provide for trend comparisons with NLS-72 and HS&B, and to address issues of employment and postsecondary access and choice. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and for measuring the access of dropouts to vocational training programs and to other postsecondary institutions. A fourth follow-up is tentatively scheduled for 1996.

1.3.1 NELS:88 Study Objectives

NELS:88's objectives are more comprehensive than those of any education longitudinal study conducted to date. Its major features include the planned integration of student, dropout, parent, teacher, and school studies; the initial concentration on an eighth grade student cohort 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.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose 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 over 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 types of students 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 NELS:88 is the extensive attention it gives to the role of parents. The base year parent survey (the parent survey is to be repeated in the second follow-up in 1992) gathered 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 parent's role in the educational success of their children. Guides to the linkage between NELS:88 base year and first follow-up questionnaire items and some of the key policy issues related to education research are provided in Figures 1-3 and 1-4, respectively.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional, and cross-cohort (by comparing NELS:88 findings to those of HS&B and NLS-72). The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members. Users of NELS:88 data will be able to study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from students, and augmented through parent, teacher, school administrator, and archival (for example, academic transcripts) accounts of students' progression and development, will facilitate scrutiny of various facets of students' lives--their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools--and permit examination of the impact of these factors on social, behavioral, and educational development.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides data for the analysis of point estimates of student achievement that may be related to factors such as school type, programs, family characteristics, and the like.

Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous longitudinal studies. With the release of NELS:88 first follow-up data, researchers will be able to conduct trend analyses with the 1980 sophomore cohort of HS&B. In addition, after completion of the NELS:88 second follow-up in 1992, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in the base year and first follow-up of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of HS&B and NELS:88 data, further information on design similarities and differences between these two studies is presented in Appendix D of this manual.

1.3.2 Base Year Study and Sample Design

Four study components constituted 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 educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/government). One parent of each student was asked to respond to a parent survey intended to measure 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

Figure 1-3: NELS:88 base year key questionnaire items related to educational policy in education 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

34 Education level of parents
37 Parent participation at school

SCHOOL

37 Test results provided to parents
46 Available extracurricular activities
47 School climate and policy enforcement

II. Equity/Access/Choice

ISSUES

Academic programs, school climate, admissions practices, relationship between elementary school experiences and secondary education access, SES and ethnicity, teaching quality and practices, A.P., honors, and remedial classes, student choices

STUDENT

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

SCHOOL

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

III. School effectiveness

ISSUES

Influence on outcomes of size of school; student body ethnicity and SES level; school type and affiliation; school climate, and staff and curricular attributes

STUDENT

Cognitive test scores
81 Self-reported grades

SCHOOL

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

Figure 1-3 (cont.): NELS:88 base year key questionnaire items related to educational policy in education research

I. Social capital/Parent involvement/ Community involvement

PARENT

30 Parent education level
45 Parent request to retain child in school
54,56 Parent involvement in course selections
57 School contact with parent about child
58 Parent contact with school about child
59 Parent participation in school organizations
61 Outside community activities with child
62 Parent knowledge of child's friends and their parents
63 Non-school activities of child
66 Parent time talking with child about school
67 Talk with child about high school plans
68 Talk with child about PSE plans
69 Parent time helping child with homework
85 Parent involvement with financial aid and scholarships

TEACHER

III-26 Problems with school policies as related to student, community, and parent: drugs, weapons, assault, robbery, vandalism, etc.
III-30 Teacher time spent communicating with parents
III-31 How many students' parents does teacher talk to

II. Equity/Access/Choice

PARENT

10 Race/ethnicity
34,80 SES level
38 Child's attendance at pre-school
48 Child's participation in special programs
52 Child in gifted/talented program
70 Computer in home
82 Money for educational expenses
84 Money earmarked for student's PSE
22 Language spoken at home

TEACHER

I-11 Teacher perception of student as a language minority student
I-12 Teacher perception of student as LEP
II-16 Teaching practices in the classroom
II-17, 29 Teaching methods in the classroom for specific subjects
III-4 Years of teaching experience
III-6 Type of teaching certificate
III-19 Amount of in-service education
III-21 Instruct in gifted/talented program
III-27 Holding a second job
III-30 Time spent outside school hours on activities such as planning classes, correcting papers, coordinating curriculum, etc.
III-32 Percentage of students using computer for instructional material

III. School effectiveness

PARENT

34,80 SES level
57 School contact with parent
74 Parent opinion of school's effectiveness
75 Parent satisfaction with school curriculum
76 Parent opinion of child's schooling future

TEACHER

I,2-9 Teacher rating of student's academic performance and participation in class
II-3 Class size
II-14 Teacher adequacy
III-8 Highest academic degree held
III-10 Major and minor fields of highest degree
III-18 Employment status in the school system
III-28 Number of days absent from teaching
III-29 Number of supervisory visitations
III-33 Use of computers for student instruction

Figure 1-4: NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

ISSUES
Academic programs, school climate, admissions practices, SES and ethnicity, equal teaching quality and practices, A.P. and honors courses, remedial classes, student choices

STUDENT

19	Attend start/pass each term
20	HS program

SCHOOL

11	HS program enrollment
24-25	Days to be truant, D-out
29	% Students LM or LEP
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out prevent. program
84	Why studs. in D-out program

II. Cognitive growth

ISSUES
Tracking, coursetaking, involvement, language proficiency, teacher quality, school climate, textbooks, parental involvement, family structure

STUDENT

13	Days absent
18A	Certainty will graduate
19	Attend start/pass each term
20	HS program
46	Important things in life
49	Educational expectations
53	Occupational expectations
92-93	Who else lives in house
97	Absences because babysit
99	Major family events

SCHOOL

1-4	School size, type
11	HS program enrollment
30	% Receive special services
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
70	Coursework requirements
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out. prevent. program
84	Why studs. in D-out program

III. Tracking dynamics and correlates

ISSUES
Coursetaking, grouping, decision making, cognitive growth, differential assignment, dropping out, achievement, attitudes, social relations, college and employment opportunities

STUDENT

20	HS program
49	Educational expectations
53	Occupational expectations

SCHOOL

11	HS program enrollment
29	% Students LM or LEP
30	% Receive special services
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
75	Math/sci. courses offered

IV. Process of dropping out

ISSUES
School achievement, attendance, behavior, attitudes toward school, social relations, family structure and characteristics

STUDENT

13	Days absent
18A	Certainty will graduate
19	Attend start/pass each term
20	HS program
46	Important things in life
49	Educational expectations
53	Occupational expectations
76	Have any children of own
92-93	Who else lives in house
97	Absences because babysit
99	Major family events

SCHOOL

24-25	Days to be truant, D-out
29	% Students LM or LEP
30	% Receive special services
35	# Teachers
45	Teachers assigned ESL
61	Use homogenous grouping
75	Math/sci. courses offered
82	Have D-out prevent. program
84	Why studs. in D-out program

Figure 1-4 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

TEACHER

II-16	Division of class time
III-2	Teacher ethnicity

II. Cognitive growth

TEACHER

I-11	Language minority (LM)
I-12	Limited-English prof. (LEP)
II-3	Track of class
II-4	Level of students in class
II-5	Class enrollment
II-16	Division of class time
II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-1	Teacher gender
III-2	Teacher ethnicity
III-4	Years teaching
III-6	Employment status
III-7,8	Type certification
III-9	Highest degree held
IV-8	Who helps teacher

III. Tracking dynamics and correlates

TEACHER

I-3	Track of class
I-4	Level of students in class
I-5	Class enrollment
II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-4	Years teaching

IV. Process of dropping out

TEACHER

I-22	Student at risk of D-out
IV-8	Who helps teacher

Figure 1-4 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

DROPOUT

28	Who tried to prevent D-out
36	Important things in life
38-39	Educ./occ. expectations
41	Home language not English
44	English ability

II. Cognitive growth

DROPOUT

6	HS program
19	Why chose classes
20	Grades received
22	Days absent
36	Important things in life
38	Educational expectations
41	Home language not English
44	English ability
74	Hours work
77	Wage
86	Who else lives in house
92	Absences because babysit

III. Tracking dynamics and correlates

DROPOUT

16	HS program
19	Why chose classes
20	Grades received
41	Home language not English
44	English ability

IV. Process of dropping out

DROPOUT

6	Why left school
7	When last attended school
8-9	What grade in then; pass
10	Name and address last school
11	Plans to get HS diploma
16	HS program
19	Why chose classes
20	Grades received
22	Days absent
27	Major student events
28	Who tried to prevent D-out
29	School response to D-out
30	Parent response to D-out
36	Important things in life
38-39	Educ./occ. expectations
41	Home language not English
44	English ability
52	# Friends drop out
63	Have children of own
74	Hours worked
76-77	Job type; wage
86	Who else lives in house
92	Absences because babysit

Figure 1-4 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade

ISSUES
Movement across private/public school sectors, family migration,track placement, differences in experience of school environment, school size, moral climate and organzational ethos of school

STUDENT

19	Attend start/pass each term
20	HS program

SCHOOL

54	Admission practices

VI. School effectiveness

ISSUES
School size, SES level, school sector, school climate, principal and teacher autonomy, staff job satisfaction, textbooks, curricular offerings, teacher quality, student performance and growth, student persistence and school-leaving

STUDENT

18A	Certainty will graduate
19	Attend start/pass each term
39	Self-reported grades
49	Educational expectations

SCHOOL

1-4	School size, type
11	HS program enrollment
24-25	Days to be truant, D-out
29	% Students LM or LEP
30	% Receive special services
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
70	Coursework requirements
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out prevent. program
84	Why stud. in D-out program

VII. Parental and community involvement

ISSUES
Active parental involvement, school policies and attitudes related to parental involvement, parental choice in school, parental networks and interactions, student performance, remain in school

STUDENT

13	Days absent
99	Major family events

SCHOOL

84	Why studs. in D-out program

Figure 1-4 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade

TEACHER

DROPOUT

10	Last school
11	Plans for HS diploma

VI. School effectiveness

TEACHER

II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-6	Employment status
III-7,8	Type certification
III-9	Highest degree held
IV-8	Who helps teacher

DROPOUT

19	Why choose classes
29	School response to D-out
38	Educational expectations
44	English language proficiency

VII. Parental and community involvement

TEACHER

DROPOUT

30	Parent response to D-out
41	Home language not English
86	Who else lives in house

subject areas) 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 gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and offerings.

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 26,432[1] students among participating sampled schools, resulting in participation by 24,599 eighth grade students. On average, each of the participating schools was represented by 23 student participants. Additional information about the base year sample design is provided in Chapter III of this manual and in the *NELS:88 Base Year Sample Design Report.*

NORC was responsible for designing--and working with NORC subcontractors to design--the five base year survey instruments. The student questionnaire was designed by NORC, while the Educational Testing Service (ETS), an NORC subcontractor, developed the eighth grade tests. The parent questionnaire was developed jointly by NORC and ETS. Both the teacher and school questionnaires were designed in collaboration with Westat, another NORC subcontractor. NORC conducted the student and parent data collection, and 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.

1.3.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base year study, with the exception of the parent survey. The parent component will be included once again in the second follow-up, along with the collection of high school transcripts. In addition, three new components--the dropout, Base Year Ineligible Study, and School Effects Augmentation--were initiated in the first follow-up, and a freshened sample was added to the student component.

As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/government). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, two teachers of each student were asked to complete a teacher questionnaire, and a school administrator questionnaire was completed by school principals. If a student was a first-time participant of NELS:88, he or she also completed a new student supplement, containing questions on basic demographic information which were asked in the base year but not repeated in the first follow-up.

In addition to surveying students who were enrolled in school, the first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and that of the 1989-90 school year. The dropout questionnaire collected information on a

[1] The sample size of 26,435, which is cited in the *NELS:88 Base Year Student Component Data File User's Manual,* is a typographical error.

wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students was implemented in two stages. The first stage of sampling involved the selection of 21,474 students who were in the eighth grade NELS:88 sample in 1988.[2] These students were termed "core" students. The core student sample was then augmented through a process called "freshening", the aim of which was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added an additional 1,229 tenth graders (of whom 1,043 were found to be eligible and still retained after final subsampling) who were not contained in the base year sampling frame, either because they were not in the country, or were not in the eighth grade in the spring term of 1988. Additional information about the first follow-up sample design is provided in Chapter III of this manual and in the *NELS:88 First Follow-Up Final Technical Report*.

The initial data collection period for the first follow-up was from late January to July, 1990. At the end of this period, the population of nonrespondents (for example, students who had not attended the survey session or had not been located), which was believed to possibly contain "hidden" dropouts, was subsampled and further pursued in a second data collection effort conducted between January and June of 1991. The populations of sample members previously identified as dropouts and base year ineligible students (see Section 1.3.4), who had not been surveyed when data collection was suspended in July of 1990, were also pursued during the second effort. Subsampling procedures for the second data collection period are described in detail in Chapter III. Figure 1-5 outlines the sample and subsamples of the first follow-up.

NORC, the prime contractor for NELS:88, and its subcontractor, the Educational Testing Service (ETS), were responsible for designing the six survey instruments. Specifically, NORC designed the student, dropout, new student supplement, school administrator, and teacher questionnaires, while ETS developed the cognitive tests. NORC conducted all data collection activities for the first follow-up.

1.3.4 First Follow-Up Design Enhancements

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the Base Year Ineligible (BYI) Study, was added to the first follow-up in order to ascertain the status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. The BYI study served three primary purposes: it incorporated into the sample those students whose eligibility status had changed since the base year study, that is, who had become capable of completing a questionnaire and cognitive test in the spring of 1990,[3] thus contributing to the representativeness of the tenth grade cohort; it allowed for the correction of any classification errors of eligibility status which may have occurred in the base year; and finally, it permitted generation of national estimates of dropping out that reflected the school enrollment status of both the eligible and ineligible 1987-88 eighth grade cohort members. Specific information about the BYI study can be found in Section 4.7.4 of this manual.

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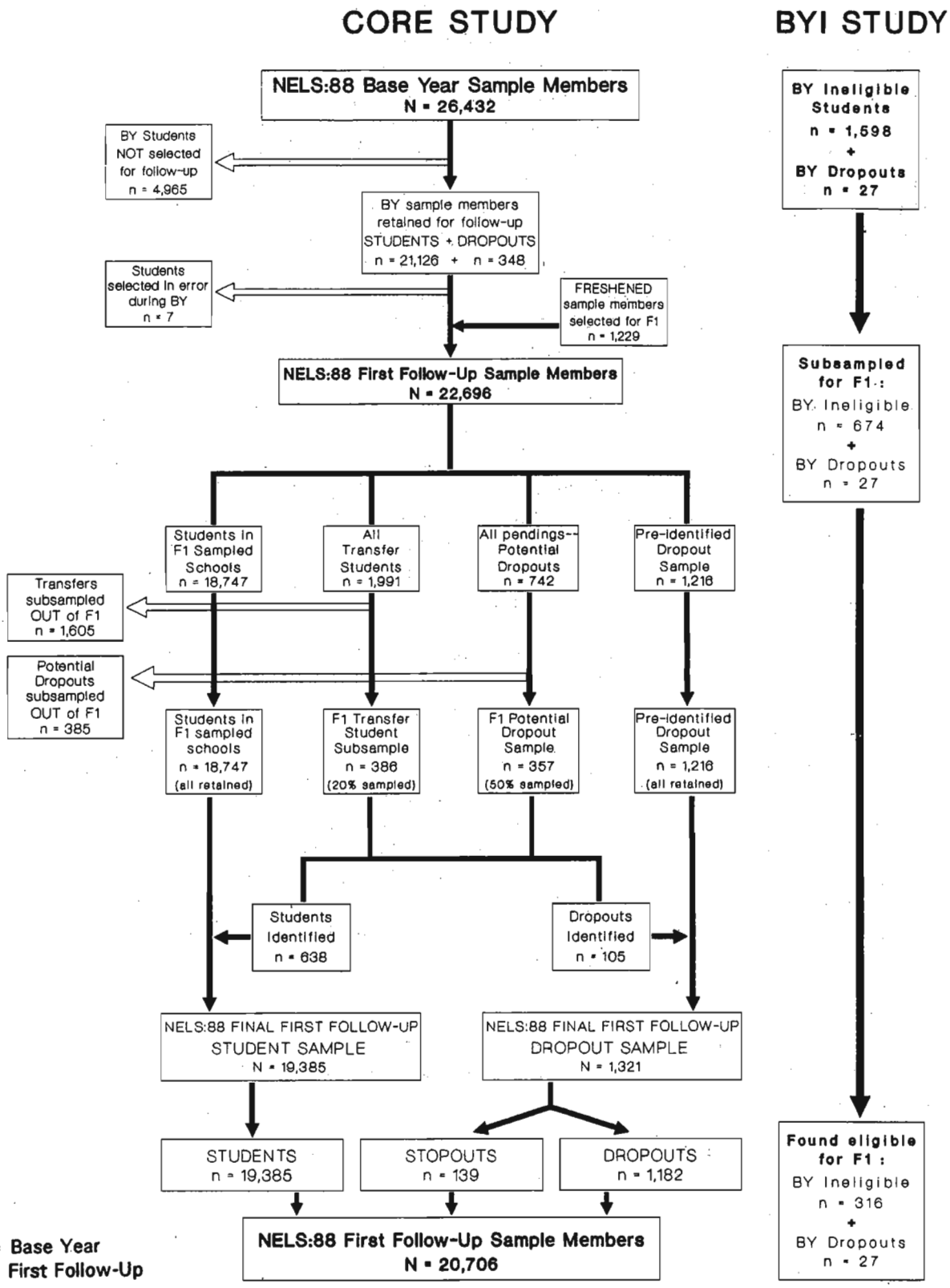
[2] This includes students who were base year nonrespondents, as well as approximately 2,400 OBEMLA-sponsored sample members.

[3] In addition to changes in student characteristics relevant to the determination of eligibility (for example, a student gaining proficiency in English), the eligibility criteria themselves changed in the first follow-up. Unlike the base year study, students who were unable to complete an English-language questionnaire, but could complete a Spanish-language version, were eligible to participate in the first follow-up.

Figure 1-5: NELS:88 first follow-up sample selection outline



Note: The sample sizes in this figure are for all sample members retained in the first follow-up, including those who were later found to be out of scope (e.g., deceased), and should not be compared with sample Ns in the completion rate tables in Chapter IV.

In addition to the BYI study, a supplemental study, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. As a longitudinal study, the sampling plan employed in the first follow-up--following eighth grade students to high schools as opposed to drawing a random sample of high schools and then tenth grade students within the schools--fails to provide: (a) a probability sample of high schools; (b) a within-school representative tenth grade student sample; and (c) a sufficiently large number of students and teachers per school to permit use of multilevel analytic techniques (such as hierarchical linear modeling), and to facilitate investigation of the internal culture and organization of schools. To remedy these limitations, the within-school student sample of 248 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented. In addition, school enrollment and eighth grade feeder pattern information was collected to provide a basis for estimating the probability of a particular high school being selected into NELS:88. In short, the School Effects Augmentation (SEA) may be viewed as a study of a probability sample of both schools and students within the framework of the primary longitudinal study.

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 and first follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states that provided representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.4.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. Beginning in the base year, 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. Both agencies continued their sponsorship of the teacher component in the first follow-up as well. The U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic, Asian-Pacific Islander, and American Indian students, and in the first follow-up for following the approximately 2,400 students who were added to the sample in the base year, as well as the 176 LEP/NEP[4] students identified during the freshening process. The School Effects Augmentation of the first follow-up was supported in part by funds from the John D. and Catherine T. MacArthur Foundation, as well as by NCES. NCES also sponsored the Base Year Ineligible Study.

In both the base year and first follow-up, all survey instruments and cognitive tests were administered to the core (which included the OBEMLA oversample) and augmentation samples in an identical fashion.

[4] A LEP (Limited-English-Proficient) or NEP (Non-English-Proficient) student is one whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he or she derives little benefit from school instruction delivered in English.

1.4.2 Instrument Supplements

The NELS:88 base year and first follow-up instruments were supplemented in various ways by federal agencies and educational institutions.

In the base year study, the National Science Foundation (NSF) co-sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored supplemental mathematics and science items on the student, parent, and school questionnaires. Other federal agencies, which sponsored questions in the student, parent, teacher, and school questionnaires, included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history; the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs; 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 first follow-up, NSF again sponsored the teacher questionnaire supplement, as well as the mathematics and science items in the student and school questionnaires. OBEMLA also continued its support of questionnaire items about minority language use patterns and bilingual programs in the first follow-up student, dropout, new student supplement, teacher, and school questionnaires.

1.4.3 Related Studies

Appendix B contains information on related NELS:88 enhancements, state augmentations and supplements, as well as data from other education studies which are available through NCES.

1.5 NELS:88 Data and Documentation

NELS:88 base year and first follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and will later be released on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data. Machine-readable documentation, and an electronic codebook that is user-manipulable through menu-driven software will be included on a future compact disc version of the data.

Because multilevel microdata carries with it some risk of the possibility of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone or in conjunction with other key variables, have significant disclosure potential. Variables that were found to pose significant disclosure risks have been suppressed or altered to remove or substantially reduce these risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school might be characterized in terms of a certain variable on the restricted use version of the NELS:88 data, but be coded to missing on the public files. Or, very rarely, a given school might fall within one response category within a variable on the privileged use files but fall within an adjacent category in the the public release files.

While the extremely high value that is placed on confidentiality -- not only by federal statute, but also by NCES and contractor standards -- justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Institutionally-based researchers may apply to the Associate Commissioner for Education Statistics at the Statistical Standards and Methodology Division, National Center for Education Statistics (NCES), if they wish to pursue the possibility of obtaining access to the NELS:88 restricted use data files.

1.5.1 Base Year Data Tapes and Documentation

Four public release tapes were produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. Each tape included a data file based on the core sample, which consisted of 1,052 participating schools, 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.

As illustrated by Figure 1-6, a data file user's manual was produced for each of the public release data tapes, along with other forms of documentation. The *NELS:88 Base Year Sample Design Report*[5] documents the sampling procedures for the base year survey. The *Psychometric Report for the NELS:88 Base Year Test Battery*[6] gives an in-depth description of the rationale, development, and statistical properties of the eighth grade cognitive test battery. The *NELS:88 Base Year Final Technical Report*[7] provides detailed documentation of the methodology of the survey. Finally, *Quality of the Responses of Eighth-Grade Students in NELS:88*[8] documents the reliability and validity of student responses.

In addition to these reports, which are valuable for researchers interested in conducting analyses with the base year data tapes, a number of analysis reports and special tabulations are also available from NCES. Information on published and future reports and tabulations concerning the base year and first follow-up data is listed in Appendix C.

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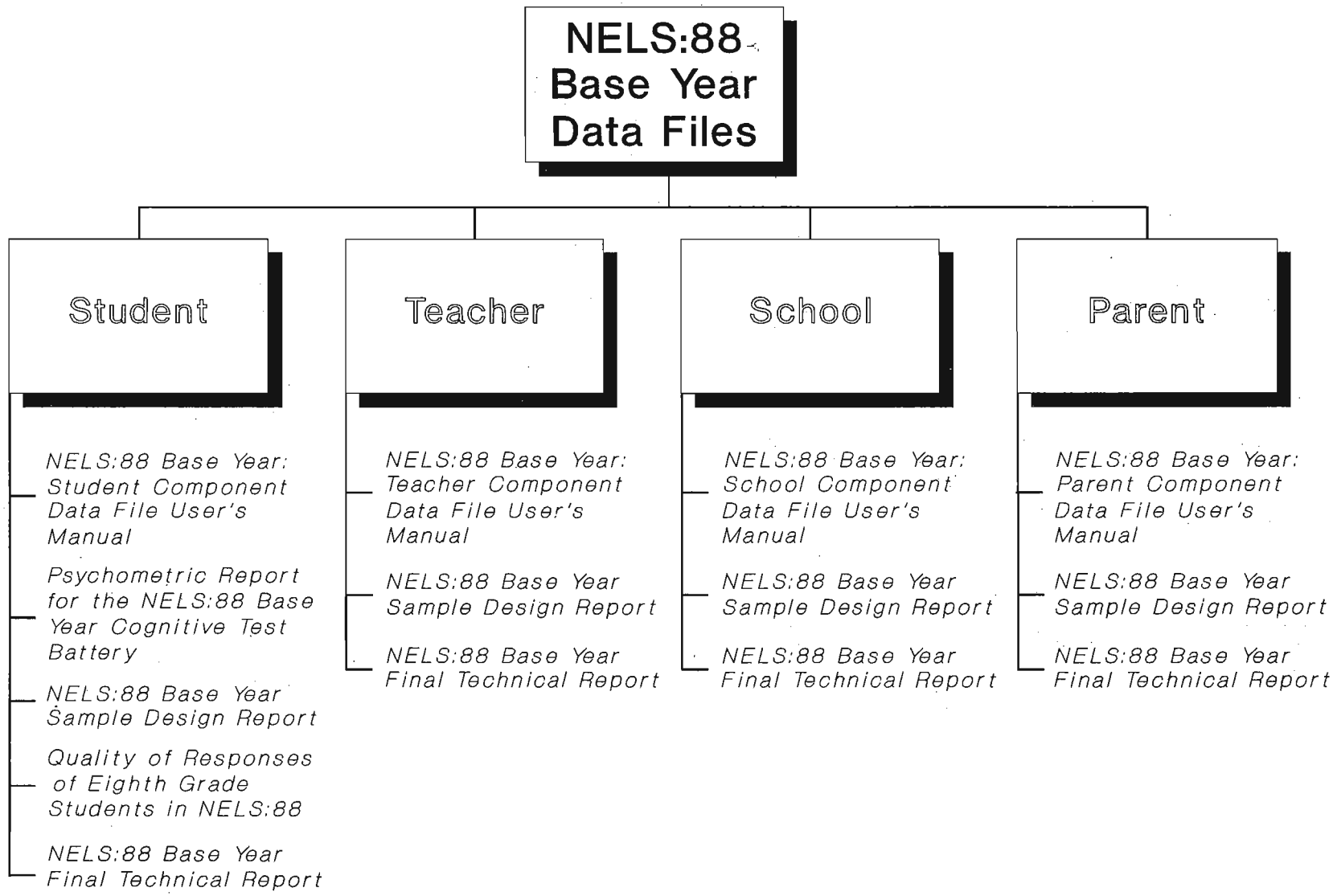
[5] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R. August 1990; NCES 90-463.

[6] Rock, D.A., and Pollack, J.M. April 1991; NCES 91-468.

[7] Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; Buckley, P.B.; 1990; Chicago: NORC.

[8] Kaufman, P.; Rasinski, K.A.; Lee, R.; West, J. September 1991; NCES 91-487.

Figure 1-6: Documentation available for use with NELS:88 base year data files



1.5.2 First Follow-Up Data Files and Documentation

Four public release data files have been produced for the NELS:88 first follow-up study, one for each study component--the student, dropout, teacher, and school surveys.[9] The student file includes data based on the entire first follow-up sample, which consists of 18,221 participating students (including 17,424 panel participants for whom both base year and first follow-up data are available), 1,043 participating dropouts, and 1,442 nonrespondents. The dropout file includes data strictly on the 1,043 participating first follow-up dropouts. The school file maintains a record for each participating first follow-up student whose school administrator completed a school administrator questionnaire. In total, 1,296 school administrator questionnaires, covering 17,663 students (or 92 percent of the student sample), were completed. The teacher file contains data that was collected from approximately 12,690 participating teachers.[10] The student public release data file also contains data for all 24,599 base-year respondents, regardless of whether or not they were retained in the first follow-up.

As with the base year data tapes, a data user's manual is provided for use with each first follow-up data file. The student data file user's manual encompasses both the 1988 and 1990 waves of the study. As such, this manual supersedes the student component data user's manual produced for the base year data tape; however, the base year codebook appearing in this manual contains frequencies only for the longitudinal panel (those base-year respondents who also participated in the first follow-up [N=17,424]). Researchers interested in using the base year data cross-sectionally (N=24,599) may wish to refer to the codebook provided in the *NELS:88 Base Year Student Component Data File User's Manual*, which contains weighted estimates and unweighted frequencies for the full base year sample. Other forms of first follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, and the psychometric properties of the cognitive tests are reported in the *NELS:88 First Follow-Up Final Technical Report*.[11] Special reports and tabulations based on first follow-up findings are also planned. These reports, and their estimated release dates, are listed in Appendix C.

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[9] The School Effects Augmentation data will be released as a combined first and second follow-up file after the completion of the NELS:88 second follow-Up.

[10] At the time of printing, cleaning of the teacher component data file was not complete. The exact teacher sample size and student coverage rate will be reported in the *NELS:88 First Follow-Up Teacher Component Data File User's Manual.*

[11] Unlike the base year, the first follow-up sample design and psychometric reports will not be produced separately, but will be included in the *NELS:88 First Follow-Up Final Technical Report.*

II. Data Collection Instruments

This chapter provides a brief description of the student and dropout survey instruments and cognitive tests used in the base year and first follow-up. All other instruments are described in Appendix A.

Because of their similarity to the first follow-up documents, the content areas of the base year questionnaires will not be described in this manual. Figure 2-1, however, does give a comparative overview of the content areas in the base year questionnaires. Any differences in or additions to thematic areas in the first follow-up survey instruments are illustrated in Figure 2-2. The base year student questionnaire and a list of critical items are included in Appendices M and N, respectively.

Because longitudinal data users may benefit from being able to take into account the data elements that will be collected in 1992, we have also included the student and dropout questionnaires for the NELS:88 second follow-up. The in-school questionnaire can be found in Appendix V; the second follow-up out-of-school questionnaire in Appendix W.

2.1 Instrument Development

The data collection instruments for the NELS:88 base year and first follow-up were similar in content and form. The base year instruments consisted of a student questionnaire and cognitive tests, and parent, teacher, and school administrator questionnaires. All of these instruments, with the exception of the parent questionnaire, were enhanced and used in the first follow-up. Two new instruments, the dropout questionnaire and the new student supplement, were developed for use in the first follow-up.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in later survey waves. All of the questionnaires employed in the base year and first follow-up surveys were framed to provide continuity and consistency with earlier education longitudinal studies, as well as to address new areas of policy concern and to reflect recent advances in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. In the first follow-up, the instruments that were used in the base year were augmented to capture the education and social experiences of tenth graders, and new instruments were developed for the populations new to the first follow-up--dropouts and freshened students. Items used in the new questionnaires were drawn from the studies mentioned above, as well as from the base year instruments. Appendix F contains an outline of the items which overlap between the NELS:88 base year student questionnaire, the first follow-up student and dropout questionnaires, and the HS&B student questionnaire.

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

Content category	Student	Parent	Teacher	School
Constitutional factors	Student sex, birthdate	Responding parent's sex, birthdate	Teacher sex, birthdate	
Race/ethnicity	Self-reported race/ethnicity	Parent's race/ethnicity	Teacher's race/ethnicity	School (student/faculty) race/ethnic composition
Home characteristics	Number of brothers and sisters	Number of brothers and sisters marital status of parents religion practiced at home, language spoken at home	Student health and language use.	Percent of students in single-parent homes, percent with limited-English proficiency
Socioeconomic status	Parental occupation and education, items in home	Parent occupation, income, education		
Work status	Jobs or chores done for pay	Parental employment status	Teacher employment status	
Opinions, attitudes, and values	Self-concept, locus of control		Teacher impressions of sampled student	
School characteristics				School type, 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 perceptions of drug use, verbal and physical abuse of teachers, and other problems in 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 the home	Homework assigned, instructional methods and materials used, student tardiness and absenteeism, content areas covered	Student tardiness, absenteeism, degree to which students are expected to do homework

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

Content category	Student	Parent	Teacher	School
School performance	Self-reported grades, performance on NELS:88 cognitive test battery	Parental expectations for child's grades	Teacher impression 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, bilingual, or ESL)	Physical and mental limitations of students, special services rendered (e.g., for gifted and talented 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	Extra-curricular 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

Figure 2-2: Content areas in NELS:88 first follow-up questionnaires

Content category	Student	Dropout	Teacher	School
Constitutional factors			Teacher sex, birthdate	
Race/ethnicity			Teacher race/ethnicity	School (student/ faculty) race/ethnic composition
Home characteristics	Others in household, number of brothers and sisters, own child, religion, language use	Others in household, number of brothers and sisters, own child, religion, language use	Student language use and health	Percent of students in single-parent homes, percent with percent with limited English English proficiency
Family and friends	Family relationships and events, parental school involvement, attributes of friends	Family relationships and events, parental school involvement, attributes of friends	Parental school involvement	Parental school involvement
Work status	Work status, type, hours, and pay	Work status, type, hours, and pay	Teacher work status, outside work	Teacher pay, degrees, work status, and certification
Opinions, attitudes, and values	Self-concept, locus of control	Self-concept, locus of control	Teacher impressions of student	
School characteristics				School type, structure, grades, locale, courses and programs, departments, periods, days
School atmosphere	School climate, problems in school, level of discipline	School climate, problems in school, level of discipline	School climate, problems in decision-making processes, satisfaction with teaching	Problems in school, disciplinary actions taken, teacher morale, grading
School work	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Instructional methods and materials, content areas covered, track of class, homework, tardiness, absenteeism	Track composition, student tardiness and absenteeism

Figure 2-2 (cont.): Content areas in NELS:88 first follow-up questionnaires

Content category	Student	Dropout	Teacher	School
School performance	Self-reported grades, NELS cognitive test scores	Self-reported grades, NELS cognitive test scores	Student achievement	
Special programs	Participation in special programs	Participation in special programs		Programs offered, level of participation
After-school activities	Participation in school-related and non-school-related activities	Participation in school-related and non-school-related activities, activities since left		
Life goals, educational and occupational	Educational and occupational expectations and preparation, others' expectations, important things in life	Educational and occupational expectations and preparation, others' expectations, important things in life, why left school		

2.2 Survey Instruments and Content Coverage

2.2.1 Student Questionnaire and Cognitive Tests

Sample members who were attending school during the spring term of the 1989-90 school year (including those who were identified as dropouts at some earlier time, but returned to and remained in school during the spring term of 1990) were administered a student questionnaire, either at an in-school or off-campus survey session. The self-administered questionnaire, which took approximately one hour to complete, collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, plans for the future, jobs and household chores, school experiences and activities, work, and social activities. The first follow-up student questionnaire was available in both English and Spanish.[12]

In addition to the student questionnaire, students completed a series of cognitive tests, also administered at in-school or off-campus survey sessions. The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 items, 21 minutes) consisted of five short passages followed by comprehension and interpretation questions, such as interpreting the author's perspective, understanding the meaning of words in context, and identifying figures of speech. Unlike the base year, two versions of the reading test were developed, differing in degree of difficulty.

- Mathematics (40 items, 30 minutes) assessed both simple mathematical application skills, as well as more advanced skills of comprehension and problem solving. Test items included word problems, graphs, quantitative comparisons, and geometric figures. Three versions of the mathematics test were developed for the first follow-up, varying in the level of difficulty.

- Science (25 items, 20 minutes) contained questions drawn from the fields of life, earth and physical sciences. Emphasis was placed on the comprehension of underlying concepts and scientific reasoning ability.

- History/Citizenship/Geography (30 items, 14 minutes) assessed knowledge of important issues and events in American history. Citizenship items included questions on the operation and structure of the federal government and the rights and obligations of citizens. Geography questions touched on patterns of settlement and food production shared by various societies.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery, both in the base year and first follow-up. While there was but one version of the base year test battery, six forms of the cognitive test battery were produced in the first follow-up, each comprising a

[12] Excluding the base year ineligible students who were reclassified as eligible in 1990 (and who will be added to the first follow-up data only at a later date), nineteen (15 of them from the freshening sample) students completed the Spanish-language questionnaire in the NELS:88 first follow-up. Because of the small number of questionnaires completed in Spanish, a separate flag was not created for these cases. The percentage of questionnaires completed in Spanish -- around one-tenth of one percent of the total first follow-up student participants, is similar to the percentage of HS&B sophomores who opted to complete Spanish-language questionnaires in 1980 (36 out of 27,118 participants, or 0.13 percent).

different combination of mathematics and reading difficulty levels. Each student's test form was determined by his or her scores on the base year mathematics and reading tests; freshened students and base year non-respondents received the intermediate version of the first follow-up cognitive test battery (Version III). The purpose of the multi-level design of the first follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading to a more accurate measurement than a single level design. Figure 2-3 illustrates the distribution of test versions to base year retained sample members and defines the test combinations used in the first follow-up.

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 HS&B. Properties of the tests and the test item reliabilities are discussed in the *Psychometric Report for the NELS:88 Base Year Test Battery*, and the *NELS:88 First Follow-Up Final Technical Report*, both obtainable from NCES.

2.2.2 Dropout Questionnaire

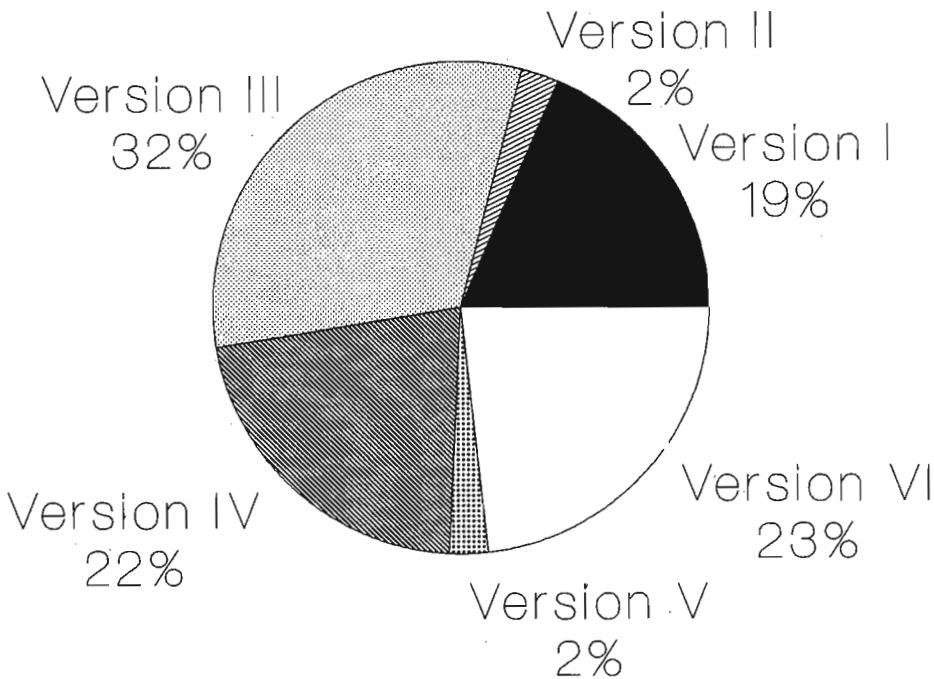
During the data collection period (the spring term of the 1989-90 school year), sample members who had been out of school for four or more consecutive weeks at the time an NORC interviewer contacted them to be surveyed were given the dropout questionnaire, as well as the cognitive test battery. The hour-long, self-administered questionnaire and 85-minute cognitive test battery were completed with an NORC interviewer present, at either a group or single survey session. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on their likelihood of returning to and graduating from high school, and described their current activities and future plans.

Produced for the first follow-up study, the dropout questionnaire was designed to facilitate comparisons with the NELS:88 first follow-up student questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts.

2.2.3 New Student Supplement

First-time NELS:88 participants who were brought into the study through sample freshening or who were base year non-respondents completed the new student supplement questionnaire which was available in English and Spanish. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, and ethnicity) about students and their families which were included in the base year questionnaire, but not repeated in the first follow-up. Among other items, students reported on their language use, and the employment status, occupation, and educational attainment of their parents or guardians.

Figure 2-3: Distribution of first follow-up test forms to base year retained sample members (N= 21,474)



The first follow-up test forms differed from each other only in combination of reading and mathematics difficulty levels. Only one form existed for the subject areas of science and social studies (history/government). The six test combinations are listed below, by increasing level of difficulty.

Version I:	Easy mathematics and reading tests
Version II:	Easy mathematics test and difficult reading test
Version III:	Middle mathematics test and easy reading test
Version IV:	Middle mathematics test and difficult reading test
Version V:	Difficult mathematics test and easy reading test
Version VI:	Difficult mathematics and reading tests

2.2.4 Abbreviated Questionnaires

Abbreviated versions of the first follow-up dropout, student, and new student supplement questionnaires were administered to pending populations[13] during the second data collection period of the first follow-up. These shortened versions of the original instruments consisted mainly of locator information and key policy-relevant items. A list of questions contained in the abbreviated instruments and corresponding question numbers in the original instruments appears in Appendix S.

The mode of administration of the abbreviated instruments was primarily telephone interviews; a small percentage of abbreviated questionnaires were completed through personal interviews.

[13] Sample members who had not been surveyed when data collection was halted in July of 1990.

III. Sample Design and Implementation; Measurement Error

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year and first follow-up samples. 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 unit and item nonresponse and other non-sampling errors on estimates.

3.1 Base Year Sample Design[14]

The NELS:88 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 to be randomly selected (typically, 24 regularly sampled students and two, on average, OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average within-school sample size for the base year was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a total of 1,734 schools were selected, of which 1,052 participated and provided usable student data. Thus, the target sample size of 1,032 schools was modestly exceeded.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. 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 at that time contain information about the racial/ethnic composition of individual 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. Use of this data set facilitated 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.

3.2 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were 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), while BYADMWT applies to the 1,035 school administrator questionnaires (17 base year school principals failed to complete a school questionnaire). These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

[14] Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

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 preliminary 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 preliminary 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 preliminary 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 base year 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 BYQWT
Mean	37.46	122.28
Variance	2,109.17	4,359.25
Standard deviation	45.92	66.02
Coefficient of variation (X 100)	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 base year school file, and each student appearing on the NELS:88 student file, has a value for the 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.

Base year school weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight--which represented the inverse of the school's selection probability--was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. 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.

Base year student weights. 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 unavailable though student questionnaire data had been obtained. 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 Base Year 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.[15] Consequently, it is largely a matter of convenience which approach is taken. For the NELS:88 base year, NORC used the Taylor Series procedure to calculate the standard errors.

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

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.

Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 student, parent, and school data.[16] 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 questionnaire are presented in Table 3.3-1. 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 3.3-1), the average design effect in the NELS:88 base year was 2.54; the comparable base year figure was 2.88 for the High School and Beyond sophomore cohort and 2.69 for the senior cohort. Table 3.3-2 gives the mean design effects (DEFFs) and mean root design effects (DEFTs) for each subgroup. This table shows that the difference is also apparent for subgroup estimates. The *High School and Beyond Sample Design Report*[17] presents design effects for ten subgroups defined similarly to those in Table 3.3-2. 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 base year 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 (plus, on average, two oversampled Hispanics and Asians) 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.

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[16] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, please see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

[17] Frankel, M; Kohnke, L.; Buonanno, D.; and Tourangeau, R. 1981; Chicago:NORC.

Table 3.3-1
NELS:88 base year student questionnaire data: standard errors and design effects (N = 24,599)

All Students

Survey item (or composite variable)		Estimated	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Mother/female guardian living	BYS2A	99.35	0.06	1.35	1.16	24126	0.05
Father/male guardian living	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 hrs 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. prgrms	BYS50A	73.98	0.41	2.05	1.43	23795	0.28
Student 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	09.86	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		

[a]Standard error calculated taking into account the sample design.
[b]Standard error calculated under assumptions of random sampling.

Table 3.3-2
Mean design effects (DEFFs) and root design effects (DEFTs) for base year student questionnaire data

Group	Mean DEFF	Mean DEFT
All students	2.54	1.56
Male[a]	1.98	1.39
Female	1.93	1.38
White and other[b]	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.

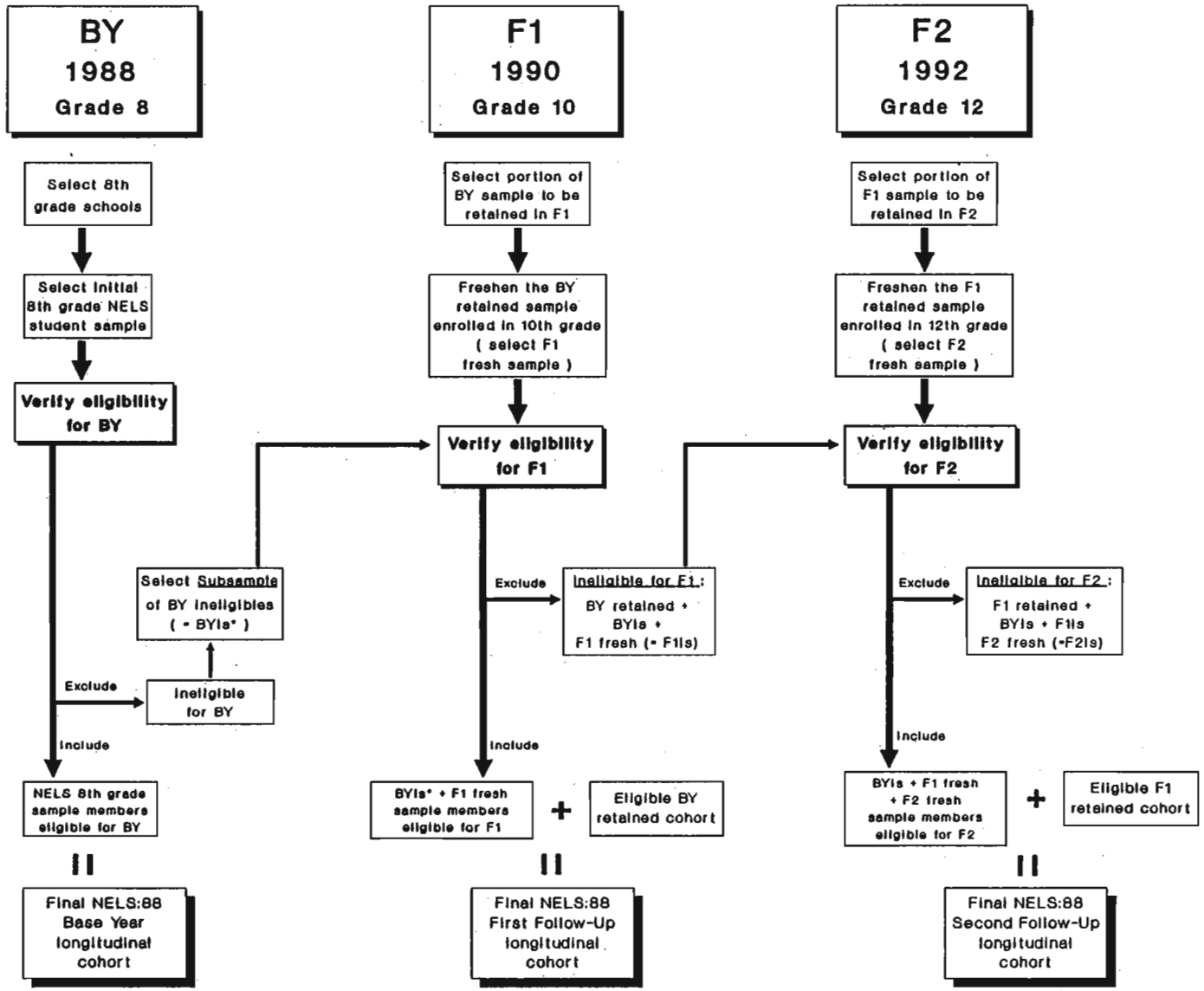
[a]Sex categories are based on the composite sex variable.
[b]Race categories are based on the composite race variable.

3.4 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them. Figure 3-1 provides an illustration of the longitudinal sample design of the base year and first follow-up, as well as that of the second follow-up.

Although the populations associated with the first and second objectives overlap, they are not identical. Some students who were in eighth grade in 1988 were not in tenth grade or not in school at all in 1990; similarly, some students enrolled in the tenth grade in 1990 were not in eighth grade in 1988 or were in school outside of the United States at that time.

Figure 3-1: Longitudinal sample design of NELS:88



* ALL BY Dropouts were added to the BYI sample and were automatically considered eligible for F1.

3.4.1 Longitudinal Cohort (1988 eighth graders)

The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (their probabilities were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up; included in this category were students who had died or moved out of the United States. Among the remaining 26,336 students, 348 were found to have dropped out of school.[18] All of these students were selected into the first follow-up with certainty (probability equal to one).

On the basis of information obtained during the spring and summer of 1989, it was determined that the remaining pool of 25,988 students were distributed among 3,967 schools.[19] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty.

The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained, as shown in Table 3.4-1.

The probabilities were determined on the basis of an optimal allocation algorithm that assumed a per school to student cost ratio of 7:1.[20]

Table 3.4-2 shows the number of Asians, Hispanics, Native Americans, and Blacks among the 26,336 base year students eligible for the first follow-up sample and the number retained in the first follow-up sample.

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[18] Included in this group are 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in the usual sense, because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

[19] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

[20] The optimization, which involved Neyman allocation, took into account the cluster sizes associated with schools in the different size strata. It is this feature of the procedure that produces the slightly higher rate of sampling for schools of size 8 than for schools of size 9.

Table 3.4-1
Distribution of students and selection probabilities by school size

School Size (Number of NELS:88 Students)	# Schools	# Students	Selection Probability
1	1968	1968	0.16209
2	413	826	0.21306
3	189	567	0.24339
4	119	476	0.26891
5	97	485	0.28866
6	71	426	0.29577
7	62	434	0.30645
8	56	448	0.32143
9	50	450	0.32000
10	34	340	0.32353
> 10	908	19,568	1.00000

Table 3.4-2
First follow-up base year retained sample members by race

Group	Eligible for First Follow-Up	Selected for First Follow-Up
All Students	26,336	21,474
Asian/Pacific Islanders	1,530	1,246
Hispanics	3,153	2,565
American Indians	314	243
Blacks	3,008	2,134
White	16,289	13,657
Missing/Refused	2,042	1,629

The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[21] One alternative design was considered that retained the same overall sample size but increased the number of American Indians by 71 and the number of Asians by approximately 275. However, this design lowered the efficiency from 66.5 percent to 44.0 percent. This represented a reduction in the overall effective sample size of approximately 4,800 cases. Given the constraint of 1,500 schools (imposed for budgetary reasons), the use of this alternative strategy would have resulted in excessive losses in precision for estimates based on the entire follow-up sample.

3.4.2 Freshened Student Sample (1990 tenth graders)

The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process we have termed "freshening." The freshening procedure was carried out in four steps:

1. For each school that contained at least one base year 10th grade student selected for interview in 1990, a complete alphabetical roster of all 10th grade students was obtained.

2. For each base year sample member, we examined the next student on the list; if the base year student was the last one listed on the roster, we examined the first student on the roster (that is, the roster was "circularized").

3. If the student who was examined was enrolled in the 8th grade in the U.S. in 1988, then the freshening process terminated. If the designated student was not enrolled in the 8th grade in the U.S. in 1988, then that student was selected into the freshened sample.

4. Whenever a student was added to the freshened sample in step 3, the next student on the roster was examined and step 3 was repeated. The sequence of steps 3 and 4 was repeated (adding more students to the freshened sample) until a student who was in the 8th grade in the U.S. in 1988 was reached on the roster.

At a given first follow-up school, the freshening process could yield zero, one, or more than one new sample member. Altogether, 1,229 new students were added to the tenth grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process (described below) either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

This freshening procedure is an essentially unbiased method for producing a probability sample of students who were enrolled in the tenth grade in 1990 but were not enrolled in the eighth grade in the U.S. in 1988. There is a very small bias introduced by the omission of eligible tenth graders attending schools that included *no* students who were eighth graders in 1988. There is an additional small bias introduced by not freshening on the members of the sample of base year ineligibles. All other 1990 tenth graders who qualify for the freshening sample have some chance of selection. This is because every student who was in the tenth grade in 1990 but not in the eighth grade in 1988 is linked to exactly one student who was a 1988 eighth grader--this is the 1988 eighth grader who would immediately precede

[21] The measure of efficiency was computed as 1/(1 + RV) * 100%, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

the candidate for the freshening sample on a circularized, alphabetical roster of tenth graders at the school. Because each 1988 eighth grader had a calculable, non-zero probability of selection into the base year and first follow-up samples, we can calculate the selection probabilities for all students eligible for the freshening sample. Thus, the freshening procedure produces a sample that meets the criterion for a probability sample.

Implementation of student sample freshening in the first follow-up was subject to a set of eligibility rules that were patterned after but not identical to those of the base year. While again students with overwhelming physical, mental, or linguistic barriers to participation were excluded, students not sufficiently proficient in English to complete the tests or regular questionnaire but able to complete the student questionnaire in Spanish were classified as eligible and asked to complete the translated instrument. (Through the first follow-up's base year ineligibles study, this liberalized eligibility criterion was also applied to excluded 1987-88 eighth graders.) Of the 1,060 students in the freshened sample (retained after subsampling), 1,043 were found to be eligible to participate. Some 17 (1.6%) were found to be ineligible (as compared to 5.3% ineligibility in the base year). Sixteen were excluded owing to physical or mental disabilities, and one for language reasons.

It also should be noted that the school sample from which school contextual data (teacher questionnaires and school administrator questionnaires) was collected is not identical to the school sample as used for freshening. Freshening took place at all schools at which there were NELS:88 sample members **as of the first day of the 1989-90 school year**,[22] regardless of whether that site was the Phase 1 origin school (that is, one of the 1,468 clusters containing, in total, 21,126 in-school sample members selected after Phase 1 tracing) or the destination school of a transfer from a selected Phase 1 school. The school sample for purposes of collecting contextual data from principals and teachers, on the other hand, comprised the 1,330 schools that represent selected clusters (as traced in Phase 1) at which (1) NELS:88 sample members were still present in the 1989-90 school year, and (2) provided at least one completed student questionnaire.

3.4.3 Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples

After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling will also be excluded from future rounds of NELS:88. Two categories of sample members were subsampled: (1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and (2) first follow-up nonrespondents who were classified as potential dropouts.

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[22] The reference point for tenth grade representativeness in NELS:88--membership in the tenth grade as of the first day of class in the autumn term--is different from the tenth grade membership definition used in High School and Beyond. HS&B's reference point was essentially tenth grade status as of the spring term; a sophomore was defined as a student who expected to complete his/her tenth grade course work between April 1, 1980 and August 31, 1980. This was to include those students who might be held back or who might repeat tenth grade (thus HS&B obtained a sample of 1979-80 sophomores who were retained and were to be sophomores again in the 1980-81 school year), but to exclude students dropping out before administration of the HS&B questionnaire in the spring of 1980. This difference between the autumn term reference of NELS:88 tenth grade sample freshening, and the HS&B spring term definition of tenth grade status, must be taken into account when cross-cohort contrasts are drawn using NELS:88 data (for example, trend comparisons to HS&B 1980 and 1982 results). For purposes of HS&B comparisons, the NELS:88 sophomore cohort consists of only those first follow-up sample members who were enrolled in tenth grade in the spring term of 1990--first follow-up dropouts (including dropouts from the freshening sample) and students not in tenth grade are not part of the HS&B-comparable NELS:88 sophomore cohort.

Transfer students were subsampled as a cost-saving measure. Because of the large number of transfer students and the high costs of obtaining questionnaires from them, NORC selected a 20 percent subsample of transfer students in the spring of 1990. Of the 1,991 transfers, 386 were retained and 1,605 were dropped from the sample.

A fifty percent subsample of "potential dropouts" was drawn after the end of the regular data collection period in the spring of 1990. The subsampling encompassed those students who had not been located in the data collection phase and those who had been absent on both survey and makeup days. Those selected into the subsample were the object of renewed follow-up efforts to identify any "hidden dropouts" in these categories of cases. This further investment of time and effort was needed to clarify the status of students who were no longer at the school at the time of the survey session and whose whereabouts were unknown. Among students who were absent on both survey and makeup days there was reason for doubt about their enrollment status even though the schools had indicated at the time that these students were still enrolled. The process by which students drop out of school often involves an indeterminate period during which the student is neither clearly in school or out of school; as a result, there is room for error in school records. Depending upon when the student's status is checked, the student may be in such an indeterminate state; with a little more elapsed time--during which period school records will be updated or corrected--a clearer picture of enrollment status often emerges. There were 742 "potential dropout" cases, of whom 357 were retained in the sample and pursued in the final data collection period of the study. In the course of final data collection, we did indeed find that substantial numbers of these "potential dropouts" (75 of the 357 subsample members) were confirmed as having been dropouts at the time of their school's survey session.

As a result of this subsampling, the longitudinal cohort and the tenth grade freshened student samples were reduced by 1,990 cases, yielding a final first follow-up sample size of 20,706[23] (see Table 3.4-3). While this number represents the number of sample members included on the public release data file (or more precisely, represented by the 19,264 of this number who were first follow-up respondents), additional students--the 343 members of the sample of base year ineligibles found to be able to take part in the first follow-up and who completed the student or dropout questionnaire--will be added to the first follow-up sample files at a later time. Of the 20,706 sample members, 1,060 represent the freshened sample and 19,646 the longitudinal cohort that began with eighth graders in 1988. Of these 20,706 sample members, 1,182 are classified as dropouts, and 19,524 as students (including 139 stopouts). Again, only the 19,264 participating members of the first follow-up sample have been assigned a weight (F1QWT), and only those (N=17,424) who participated in both the base year and first follow-up have been assigned a panel weight (F1PNLWT). Participation was defined as questionnaire completion; therefore, for example, there will be some panel participants who are missing 1988 or 1990 cognitive test results.

[23] In a sense, even the final sample size of 20,706 is provisional since, at a later date, questionnaire data will be added for the base year ineligible students who were reclassified as eligible in the first follow-up. The sample size of 20,706 will increase with the addition of participating and nonparticipating 1990-eligible members of the 1988-ineligible sample.

Table 3.4-3
First follow-up race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final Sample
All	21,474	1,229	1,997	20,706
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
Whites	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed race variable frequencies.[24]
[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

3.4.4 Sample of Base Year Ineligibles

The NELS:88 base year sample excluded students for whom the NELS:88 tests would be unsuitable (i.e., mentally handicapped students and students not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. Data were obtained on the numbers of such ineligibles to facilitate inferences to the larger population that includes such persons. About 5.3 percent of the students at base year sample schools were excluded from participation. Of these, 57 percent were excluded because of mental disability, another 35 percent because of language barriers, and 8 percent because of physical disability. (Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report*, pp. 6-11.)

There were several reasons for adding a sample of ineligibles at this time. One such consideration was a change in eligibility rules between base year and first follow-up. Because a Spanish translation of the first follow-up questionnaire was developed and because the requirement that standardized tests be administered was waived for those who could not complete them in English, it was feasible for some of the base year ineligibles to take part in the first follow-up who could not have taken

[24] This variable--constructed race--is not the same variable used in Table 3.4-2 or included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

part in the base year. Another consideration was the need to accommodate eligibility change.[25] Students whose ineligibility status had changed between 1988 and 1990 also could be surveyed in the first follow-up. However, even for those excluded base year students who still could not complete the NELS:88 instruments, collecting additional demographic information would help to better describe any undercoverage biases, while collecting school enrollment status information would facilitate more accurate estimation of a national dropout rate between grades eight and ten.

Because the ineligibles had been excluded prior to the base year sample selection, we simulated the selection of a base year sample that included these ineligibles. Within each base year sample school, we applied the same within-school sampling rates that had been used in selecting the base year sample students. A total of 674[26] ineligibles were selected for this simulated base year sample by the following procedure, with a final sample size of 653.

Of 10,853 students declared ineligible on the base year rosters, an initial sample -- representing the number who would have been included in the sample had there been no exclusions -- was drawn, numbering 1,598 students. The file of 1,598 ineligible students was then sorted by ethnicity and eligibility reason. A serpentine sort was then employed. The file was subsampled, using an interval of 2.37091 and a random start of 1.685831. The result of this process was selection of the 674 1987-88 eighth graders who were to be part of the followback study of ineligibles. (In addition, 27 base year dropouts were added to the sample of 674 as part of the base year ineligible study.) The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student questionnaire data were obtained from those deemed able to complete a questionnaire. These questionnaires will be added to the data from the rest of the first follow-up sample at a later point in time. Student questionnaire data from those who were successfully surveyed will be included in the combined base year-first follow-up-second follow-up data release and may be made available as a separate restricted use file prior to that time. (For details of the sampling methodology and composition of the base year ineligibles sample, see the forthcoming *NELS:88 First Follow-Up Final Technical Report*; for a statement of the data analysis implications of undercoverage of the limited English language proficient population, see Section 3.7.1 of this manual.)

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[25] While in general the tendency is for certain classes of ineligible students to become eligible (for example, speakers of other languages come to be proficient in English), in rare instances eligible 1987-88 eighth graders had become ineligible in the first follow-up (for example, because of mental or physical problems engendered by an accident). We have treated students who were outside the United States in the 1989-90 school year as out-of-scope for the first follow-up, but as retaining their overall sample eligibility. That is to say, in the second follow-up we will attempt to ascertain whether these students have returned to the United States. If so, they will be surveyed as NELS:88 sample members in the spring term of the 1991-92 school year.

[26] The target sample size of the followback study of ineligibles was in fact set at 600. There were 172 students in the initial (N = 1,598) ineligibles file who were crossed off rosters but not assigned ineligibility codes. Since these were expected in most cases to be transfers, 674 cases were selected in order to ensure that a final ineligibles sample of at least 600 was obtained. Indeed, 48 of the 74 "no ineligibility reason given" cases were found to be transfer students, and hence, ineligible for the followback study. This meant that the sample size for the ineligibles study was 626. To this final sample of 626 was added the special sample of 27 base year dropouts (for information about this group, see the base year student data file user's manual, Appendix E). The final sample size of 626 (plus 27) must further be adjusted to accommodate out of scope students. (In the course of follow-up, it was determined that some sample members had died or were outside of the country.) For full details on the BYI studies, please see the NELS:88 First Follow-Up Final Technical Report.

3.5 Calculation of First Follow-Up Sample Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonreponse adjustments are typically carried out separately within multiple weighting cells.

Two weights were developed for the NELS:88 first follow-up data. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their status during the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection).

3.5.1 Basic First Follow-Up Weight (F1QWT)

Calculation of the basic weight required somewhat different procedures for two groups of the full first follow-up sample--1988 eighth graders deemed eligible for the base year survey, and 1990 tenth graders who were not in the eighth grade in 1988.

Eligible 1988 eighth graders. With a few exceptions, those individuals who were eligible for the base year survey and selected into the base year sample in 1988 remained eligible for the first follow-up sample. (The exceptions involved cases who died, left the country, or suffered grave impairments between 1988 and 1990.)

The first step in constructing a basic weight for these sample cases involved developing a design weight that reflected the selection probabilities for each case. Each case selected for the base year sample (including base year nonparticipants) was assigned a base year design weight (BYDW) based on his or her probability of selection into the base year sample. The base year design weight reflected both the probability of selecting the base year school (inflated to adjust for school-level nonresponse) and the probability of selecting the student given that the school had been selected and agreed to participate. The base year design weight does not adjust for student-level nonresponse. The base year design weight was then multiplied by the inverse of the case's probability of selection for the first follow-up sample; the latter probability took into account the subsampling done during the first follow-up. More formally, the first follow-up design weight (FFUDW) for student i was defined as:

$$FFUDW_i = BYDW_i \times (1/P_{1i}),$$

in which P_{1i} represents the probability of selection for the first follow-up sample.

The next step was to adjust the design weight for first follow-up nonresponse. Weighted response rates were computed for subgroups of this portion of the first follow-up sample. (The weight used was the first follow-up design weight.) The subgroups were:

a. Out of sequence students (i.e., those who were not in tenth grade in 1990);
b. Dropouts identified at the time of initial first follow-up sampling;
c. Students who had transferred out of the first follow-up school from which they were selected;
d. Potential drop-outs;
e. Other students initially classified as attending schools with 3 or fewer base year students;
f. Other students initially classified as attending schools with 4 or more base year students.

The product of the inverse of the relevant response rate and the first follow-up design weight served as a preliminary adjusted weight. These preliminary weights were then further adjusted to meet overall and marginal targets for the sums of the weights. The target for a given marginal category was the sum of the final base year weights for all base year sample cases in that category. The categories were based on base year school type (public, Catholic, NAIS private, and other private), student sex (male and female), race/ethnicity (non-Hispanic White, American Indian, Hispanic, Asian, non-Hispanic Black, and unknown), and base year region (Northeast, Midwest, South, and West). The preliminary adjusted first follow-up weights were further adjusted until the sum of the weights for each marginal category (e.g., males) was equal to the corresponding sum of the final base year weights for that group. This final adjustment procedure is referred to as multidimensional raking.[27]

1990 tenth graders who were not 1988 eighth graders. All members of this population who are included in the first follow-up sample were selected through the freshening process. This process linked each 1990 tenth grader who was not a 1988 eighth grader to a student who was an eighth grader in 1988. The first follow-up design weight (FFUDW) for each student in the freshening sample is therefore equal to the first follow-up design weight of the base year student to whom he or she was linked. For purposes of variance estimation, both students are considered members of the same stratum and school.

The nonresponse adjustment for this portion of the sample involved two steps. First, the first follow-up design weight (FFUDW) for responding students in the freshening sample was inflated by a factor equal to the inverse of the weighted response rate for this portion of the sample. (The first follow-up design weight was the weight used in computing this response rate.) Second, the marginal distributions of the weights of the respondents were adjusted, by raking, to match the corresponding distributions for all cases selected through freshening (including nonrespondents). The two dimensions used in the raking procedure were sex and race/ethnicity (non-Hispanic White, American Indian, Hispanic, Asian, non-Hispanic Black, and unknown as the categories).

[27] Multidimensional raking was also used in the base year weighting process. Although it is generally true that the base year weight for a student should be less than the first follow-up weight, this relationship may sometimes be reversed. This is a consequence of the raking procedure. The use of raking may also sometimes produce a reversal of the ordering for panel weights (described in the next section) relative to the basic first follow-up weight; that is, the first follow-up panel weight for an individual may be less than the individual's basic first follow-up weight.

3.5.2 First Follow-Up Panel Weight (F1PNLWT)

The panel weight was developed only for those cases who were selected for both the base year and first follow-up samples and who provided complete data in both rounds. The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset of them for whom complete data were obtained in both rounds. As with the basic first follow-up, the target sum of weights for the panel weight was the sum of the final base year weights for all base year sample cases who remained eligible for the first follow-up sample. The same six nonresponse adjustment groups and multidimensional raking procedures used in calculating the basic first follow-up weight were also used in calculating the panel weight.

3.5.3 Results of Weighting

To check the sample case weights, we analyzed the statistical properties of the weights; Table 3.5-1 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for both of the weights included on first follow-up data files.

Table 3.5-1
NELS:88 first follow-up statistical properties of sample weights

WEIGHT	F1QWT	F1PNLWT
Mean	164.83	172.62
Variance	46,781.00	52,603.86
Standard Deviation	216.29	229.36
Coefficient of Variation (X 100)	131.22	132.86
Minimum	2.14	2.26
Maximum	6,996.80	7,479.71
Skewness	10.97	11.22
Kurtosis	205.04	214.14
Sum	3,175,250.00	3,007,812.00
Number of Cases	19,624.00	17,424.00

Users should note that compared to the base year questionnaire weight (BYQWT), the first follow-up questionnaire (F1QWT) and panel (F1PNLWT) weights are larger, on average, and more variable. This mostly reflects the effect of subsampling students at different rates depending upon the number of other NELS:88 students they clustered with in their first follow-up schools.

3.6 First Follow-Up Analysis of Sampling Errors

As in the base year, we calculated standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value. Because NELS:88 uses a multistage, clustered probability sample design, rather than a simple random sample, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

This increase in sampling variability is measured by the design effect. Section 3.6.1 presents design effects and standard errors for selected statistics derived from first follow-up data. Section 3.6.2 explains the use of mean design effects to approximate the standard errors of statistics based on data from the first follow-up of NELS:88.

3.6.1 Standard Errors and Design Effects

Standard errors and design effects were calculated for 30 means and proportions based on the NELS:88 student and dropout data. The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because of the lack of perfect overlap between questions on the student and dropout questionnaires, and because 25 percent of the dropout sample was administered an abbreviated questionnaire, it was necessary to select two sets of 30 items, one set to represent questions asked of all respondents and one to represent questions asked of all dropouts.

To select questions for the standard errors/design effects analysis of all respondents a number of criteria were used. The first criterion was whether a question appeared in the NELS:88 base year or High School and Beyond analyses of standard errors/design effects. This criterion resulted in the selection of ten questions, seven which were used in both the NELS:88 base year and High School and Beyond standard error/design effects analysis and three which were used only in the NELS:88 base year analysis.

Policy relevance was the second criterion used for selecting questions. This criterion was used in order to ensure that variables that were important to analysts, thus likely to receive considerable use, were represented. Using this criterion, four cognitive test scores, specifically the IRT-estimated number right scores for math, English, science and social studies, were selected. Although several test score composites are available in the data file, the IRT-estimated number right scores were chosen because they compensate for guessing and for omitted items. The IRT scores also have the virtue of being equated across the multi-level math and reading test forms.

The remaining 16 variables were selected randomly from the pool of remaining critical items. The selection process occurred as follows: means or proportions were calculated for all critical items not selected by the first two criteria. In order to equate ranges, items were first transformed to a 100 point scale. This also gave the advantage of making scaled items comparable with proportions. Each category of multiple category items was treated as a separate item. The items were then sorted according to the size of their means and a systematic sample of 16 items was obtained.

For dropouts, the starting point for selecting the variables for standard error/design effect calculations was to use items that overlapped the student and dropout questionnaires and that were already selected for the analysis of all respondents. There were 18 such items. The remaining items were selected randomly from the pool of critical items not already selected that were in both the full and abbreviated versions of the dropout questionnaire. A systematic sample of 12 items from this pool was obtained by the same transformation, ordering, and systematic sampling procedure used to select items for all students.

Standard errors and design effects were calculated for each of the 30 items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's school status (student/dropout), sex, race and ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile) and urbanicity (urban,

suburban, and rural). Two sets of standard errors and design effects were calculated, one using all of the first follow-up respondents weighted by the full sample questionnaire weight, F1QWT, and the second using just the panel respondents weighted by F1PNLWT.

The individual item standard errors, design effects (DEFF) and root design effects (DEFT) for all respondents are presented along with summary statistics in Tables 3.6-1 (full sample) and 3.6-2 (panel sample). Tables 3.6-3 and 3.6-4 present corresponding summary design effects for the subgroups. DEFF and DEFT were calculated as follows:

$$\text{DEFF} = \frac{(\text{DESIGN SE})^2}{(\text{SRS-SE})^2} \qquad (1)$$

$$\text{DEFT} = \frac{\text{DESIGN SE}}{\text{SRS-SE}} \qquad (2)$$

Individual item standard errors, design effects and design effect summary statistics for dropouts are presented in Tables 3.6-5 (full sample) and 3.6-6 (panel sample). No subgroup analyses were conducted for the dropouts because the resulting sample sizes would have been quite small. Individual item standard errors and design effects by subgroups are presented in the *First Follow-Up Final Technical Report*.

As expected, the design effects in the first follow-up are somewhat higher than those of the base year. This is a result of the subsampling procedures used for the first follow-up. As described in Section 3.4.1, students who were found to be attending schools with a small number of base year sample students were undersampled in the first follow-up. For the base year survey the average design effect for students was 2.54 (see Table 3.3-1); the average design effects for the first follow-up are 3.86 for all respondents and 3.80 for respondents in both the base year and first follow-up samples (i.e., panel respondents).

Tables 3.6-3 and 3.6-4 show that the larger design effects relative to the base year also obtain for subgroups. Table 3.3-2 presents design effects for 12 subgroups defined similarly to those in Tables 3.6-3 and 3.6-4. For 11 of the twelve subgroups, the first follow-up survey average design effects are larger than those for the base year survey, regardless of whether the full or panel samples are considered. The one exception is students from private schools. While having the highest average design effect (as they did in the base year analysis), these students show a lower average design effect in the first follow-up survey (full sample, 6.65; panel sample, 6.53) than in the base year survey (8.80).

Table 3.6-1.--NELS:88 first follow-up:
Standard errors and design effects, all respondents; full sample (N=19,264)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Sure to graduate from H.S	F1S18A	95.51	0.403	7.182	2.680	18945	0.150
Sts in collg Prep/acadmc pgm	F1S20C	31.56	0.784	5.362	2.315	18843	0.339
Sts in vocational/tec pgms	F1S20D	11.50	0.435	3.504	1.872	18843	0.232
Watch more than 2hrs/per weekdy	F1S45A	54.52	0.693	3.491	1.868	18026	0.371
Expect to finish college	F1S49	54.95	0.776	4.627	2.151	19023	0.361
At age 30 exp to be a manager	F1S53F	5.23	0.252	2.300	1.517	17959	0.166
At age 30 exp to be in the military	F1S53G	2.97	0.188	2.204	1.485	17959	0.127
At age 30 exp to be an operative	F1S53H	1.43	0.223	6.318	2.513	17959	0.089
At age 30 exp to be a clergyman	F1S53J	18.11	0.535	3.465	1.861	17959	0.287
At age 30 exp to be a technician	F1S53P	4.67	0.223	2.007	1.417	17959	0.157
At age 30 doesn't know what to be	F1S53S	10.47	0.365	5.376	2.319	17959	0.157
Others in home speak Spanish	F1S55	57.69	2.296	8.462	2.909	3919	0.789
I feel good about myself	F1S62A	91.99	0.292	2.083	1.443	18007	0.202
Luck is more imprtnt than hrd wk	F1S62C	12.64	0.460	3.427	1.851	17887	0.248
Something always prevnts success	F1S62F	27.90	0.607	3.277	1.810	17889	0.335
My plans do not work out	F1S62G	22.55	0.545	3.034	1.742	17837	0.313
I do not have much to be proud of	F1S62L	17.41	0.471	2.746	1.657	17800	0.284
Live with other adult male in hh	F1S92C	7.04	0.376	4.129	2.032	19109	0.185
Live with mother in same hh	F1S92D	88.39	0.463	3.991	1.998	19109	0.232
Live with stepmother in same hh	F1S92E	3.04	0.192	2.391	1.546	19109	0.124
Live with boy/girl friend	F1S92H	1.34	0.129	2.396	1.548	19109	0.083
Live with own children	F1S92I	3.69	0.235	2.970	1.723	19109	0.136
Parents require chores to be done	F1S100E	94.29	0.269	2.327	1.525	17324	0.176
#-Grandparents in same household	F1S93C	0.10	0.005	2.462	1.569	16672	0.003
#-Relatives under 18 in same hh	F1S93D	0.09	0.006	2.423	1.557	16625	0.004
#-Nonrelatives under 18 in hh	F1S93F	0.04	0.004	2.202	1.484	16578	0.003
Reading test formula score	F1TXRIR	21.08	0.133	5.215	2.284	17832	0.058
Mathmtcs test formula score	F1TXMIR	35.53	0.220	5.661	2.379	17793	0.092
Science test formula score	F1TXSIR	13.68	0.090	5.581	2.362	17684	0.038
Hist/Cit/Geog test formula score	F1TXHIR	18.94	0.098	5.121	2.263	17591	0.043
Mean				3.858	1.923		
Minimum				2.007	1.417		
Maximum				8.462	2.909		
Standard deviation				1.681	0.408		
Median				3.446	1.856		

[a]Standard error calculated taking into account the sample design.
[b]Standard error calculated under assumptions of simple random sampling.

Table 3.6-2.--NELS:88 first follow-up:
Standard errors and design effects, all respondents, panel sample (N=17,424)

All Students and Dropouts

Survey item (or composite variable)		Estimate	Design S.E.a	DEFF	DEFT	N	SRS S.E.[b]
Sure to graduate from H.S.	F1S18A	95.82	0.420	7.580	2.753	17208	0.153
STS in college prep/academic pgms	F1S20C	32.61	0.837	5.439	2.332	17065	0.359
STS in vocational/technical pgms	F1S20D	11.08	0.439	3.337	1.827	17065	0.240
Watch TV more than 2 hrs/per wkday	F1S45A	54.44	0.719	3.428	1.851	16448	0.388
Expect to finish college	F1S49	56.47	0.799	4.473	2.115	17223	0.378
At age 30 expect to be a manager	F1S53F	5.22	0.272	2.440	1.562	16333	0.174
At age 30 exp to be in the military	F1S53G	2.94	0.196	2.197	1.482	16333	0.132
At age 30 exp to be an operative	F1S53H	1.47	0.244	6.723	2.593	16333	0.094
At age 30 exp to be a clergyman	F1S53J	18.58	0.561	3.398	1.843	16333	0.304
At age 30 expect to be technician	F1S53P	4.63	0.215	1.708	1.307	16333	0.165
At age 30 doesn't know what to be	F1S53S	10.11	0.370	5.059	2.249	16333	0.165
Others in home speak Spanish	F1S55	57.59	2.232	6.921	2.631	3394	0.848
I feel good about myself	F1S62A	92.09	0.311	2.185	1.478	16450	0.210
Luck is more imp than hard work	F1S62C	12.12	0.458	3.218	1.794	16345	0.255
Something always prevents success	F1S62F	27.24	0.639	3.369	1.835	16351	0.348
My plans do not work out	F1S62G	21.92	0.557	2.955	1.719	16301	0.324
I do not have much to be proud of	F1S62L	16.79	0.471	2.583	1.607	16269	0.293
Live with other adult male in hh	F1S92C	6.85	0.410	4.558	2.135	17302	0.192
Live with mother in same hh	F1S92D	88.59	0.501	4.297	2.073	17302	0.242
Live with stepmother in same hh	F1S92E	3.11	0.213	2.607	1.615	17302	0.132
Live with boy/girl friend	F1S92H	1.28	0.136	2.527	1.589	17302	0.085
Live with own children	F1S92I	3.61	0.248	3.059	1.749	17302	0.142
Parents require chores to be done	F1S100E	94.52	0.277	2.350	1.533	15857	0.181
#-Grandparents in same household	F1S93C	0.10	0.005	2.390	1.546	15305	0.003
#-Relatives under 18 in same house	F1S93D	0.08	0.006	2.565	1.601	15264	0.004
#-Nonreltves under 18 in same hh	F1S93F	0.04	0.004	2.170	1.473	15227	0.003
Reading test formula score	F1TXRIR	21.31	0.136	5.014	2.239	16304	0.061
Mathematics test formula score	F1TXMIR	35.93	0.222	5.342	2.311	16270	0.096
Science test formula score	F1TXSIR	13.80	0.092	5.341	2.311	16181	0.040
History/cit/geog test formla score	F1TXHIR	19.11	0.099	4.816	2.194	16096	0.045
Mean				3.802	1.912		
Minimum				1.708	1.307		
Maximum				7.580	2.753		
Standard deviation				1.574	0.390		
Median				3.353	1.831		

[a]Standard error calculated taking into account the sample design.
[b]Standard error calculated under assumptions of simple random sampling.

Table 3.6-3
Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data -- full sample

Group	Mean DEFF	Mean DEFT
Students	3.858	1.923
Dropouts	4.713	1.999
Male[28]	3.370	1.797
Female	3.454	1.813
White	3.051	1.712
Black	3.615	1.827
Hispanic	3.555	1.755
Asian/Pacific Islander	2.765	1.627
American Indian/ Alaskan Native	2.415	1.442
Public schools	3.226	1.755
Catholic schools	2.668	1.535
Other private schools	6.650	2.421
Low SES	2.838	1.649
Middle SES	3.088	1.719
High SES	3.477	1.797
Urban	3.478	1.847
Suburban	3.475	1.799
Rural	2.668	1.578

Note: Each mean is based on 30 questionnaire items.

[28] Sex categories are based on the composite sex variable.

Table 3.6-4
Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data -- panel sample

Group	Mean DEFF	Mean DEFT
Students	3.802	1.912
Dropouts	4.705	1.997
Male[29]	3.456	1.817
Female	3.324	1.783
White	3.101	1.729
Black	3.804	1.867
Hispanic	2.643	1.591
Asian/Pacific Islander	2.758	1.609
American Indian/ Alaskan Native	2.066	1.362
Public schools	3.147	1.736
Catholic schools	2.619	1.513
Other private schools	6.529	2.391
Low SES	2.797	1.644
Middle SES	3.138	1.732
High SES	3.576	1.817
Urban	3.463	1.842
Suburban	3.412	1.788
Rural	2.634	1.571

Note: Each mean is based on 30 questionnaire items.

[29] Sex categories are based on the composite sex variable.

Table 3.6-5--NELS:88 first follow-up:
Standard errors and design effects, dropouts, full sample

Survey item (or composite variable)		Dropouts Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
R could not get along w/others	F1D6E	19.05	2.604	4.392	2.096	1000	1.243
R had no feeling of safety in school	F1D6K	11.41	2.142	4.535	2.129	1000	1.006
R had no feeling of belonging	F1D6P	24.97	3.230	5.563	2.359	1000	1.369
R dropped out because failing grades	F1D6R	42.10	3.506	5.038	2.245	1000	1.562
R had passing grade when last in school	F1D9	18.10	2.185	3.265	1.807	1015	1.209
Sts were in college prep/acad program	F1D16C	7.70	3.208	14.686	3.832	1015	0.837
Sts were in vocatnl/tech training	F1D16D	12.16	1.952	3.617	1.902	1015	1.026
Sts expect to finish college	F1D38	12.36	2.611	6.457	2.541	1027	1.027
At age 30 exp to be an employee	F1D39A	9.27	1.855	3.925	1.981	960	0.936
At age 30 exp to be a farmer	F1D39C	4.12	3.291	26.265	5.125	960	0.642
At age 30 exp to be a homemaker	F1D39D	3.01	0.828	2.255	1.502	960	0.551
At age 30 exp to be a manager	F1D39F	4.69	1.130	2.742	1.656	960	0.682
At age 30 exp to be in the military	F1D39G	3.61	0.652	1.172	1.083	960	0.602
At age 30 exp to be an operative	F1D39H	4.30	0.934	2.033	1.426	960	0.655
At age 30 exp to be a clergyman	F1D39J	7.45	2.708	10.201	3.194	960	0.848
At age 30 exp to be a school teacher	F1D39N	0.40	0.191	0.889	0.943	960	0.203
At age 30 exp to be a technician	F1D39P	2.90	0.600	1.227	1.108	960	0.542
At age 30 do not know what to be	F1D39S	15.16	1.735	2.244	1.498	960	1.158
Others in home speak spanish	F1D42	78.99	4.734	3.686	1.920	274	2.466
Live w/father in same house	F1D86A	31.16	2.558	3.084	1.756	1012	1.457
Live w/other adult male in hh	F1D86C	14.13	2.109	3.706	1.925	1012	1.095
Live with mother in same hh	F1D86D	69.97	2.814	3.810	1.952	1012	1.442
Live w/stepmother in same hh	F1D86E	2.66	0.635	1.576	1.255	1012	0.506
Live w/other adult female in hh	F1D86F	15.39	2.657	5.482	2.341	1012	1.135
Live with boy/girl friend	F1D86H	7.31	1.173	2.052	1.433	1012	0.809
Live with own children	F1D86I	18.42	2.448	4.031	2.008	1012	1.219
#-Sisters living in same hh	F1D87B	0.63	0.063	4.431	2.105	958	0.030
#-Grandparents in same hh	F1D87C	0.16	0.038	6.109	2.472	932	0.015
#-Relatives under 18 in same hh	F1D87D	0.19	0.030	1.056	1.028	934	0.029
#-Non relatives under 18 same hh	F1D87F	0.11	0.028	1.858	1.363	927	0.021
Mean				4.713	1.999		
Minimum				0.889	0.943		
Maximum				26.265	5.125		
Standard deviation				4.953	0.860		
Median				3.696	1.923		

[a]Standard error calculated taking into account the sample design.
[b]Standard error calculated under assumptions of simple random sampling.

Table 3.6-6--NELS:88 first follow-up:
Standard errors and design effects, dropouts, panel sample

Survey item (or composite variable)		Dropouts Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
R could not get alng w/others	F1D6E	20.05	3.228	4.784	2.187	737	1.476
R had no feeling of safety in school	F1D6K	12.12	2.648	4.845	2.201	737	1.203
R had no feeling of belonging	F1D6P	23.22	3.932	6.382	2.526	737	1.556
R dropped out because of failing grades	F1D6R	39.87	4.083	5.118	2.262	737	1.805
R had passng grades when last in school	F1D9	16.95	1.956	2.022	1.422	745	1.376
Sts were in college prep/acad program	F1D16C	8.43	4.084	16.035	4.004	743	1.020
Sts were in vocational/tech training	F1D16D	13.21	2.365	3.619	1.902	743	1.243
Sts expect to finish college	F1D38	11.84	3.177	7.300	2.702	756	1.176
At age 30 exp to be an employee	F1D39A	9.52	2.182	3.884	1.971	704	1.107
At age 30 exp to be a farmer	F1D39C	5.29	4.147	24.127	4.912	704	0.844
At age 30 exp to be a homemaker	F1D39D	2.20	0.786	2.016	1.420	704	0.554
At age 30 exp to be a manager	F1D39F	4.95	1.430	3.058	1.749	704	0.818
At age 30 exp to be in the military	F1D39G	3.54	0.788	1.277	1.130	704	0.697
At age 30 exp to be an operative	F1D39H	4.45	1.141	2.153	1.467	704	0.778
At age 30 exp to be a clergyman	F1D39J	6.73	2.772	8.611	2.934	704	0.945
At age 30 exp to be a school teacher	F1D39N	0.49	0.247	0.883	0.939	704	0.263
At age 30 exp to be a technician	F1D39P	2.92	0.678	1.142	1.068	704	0.635
At age 30 do not know what to be	F1D39S	15.03	2.012	2.228	1.493	704	1.348
Others in home speak spanish	F1D42	79.63	5.197	3.347	1.829	202	2.841
Live with father in same house	F1D86A	30.89	3.018	3.144	1.773	738	1.702
Live with other adult male in hh	F1D86C	14.28	2.502	3.769	1.941	738	1.289
Live with mother in same hh	F1D86D	68.29	3.366	3.856	1.964	738	1.714
Live with stepmother in same hh	F1D86E	2.83	0.780	1.631	1.277	738	0.611
Live with other adult female in hh	F1D86F	16.27	3.274	5.800	2.408	738	1.359
Live with boy/girl friend	F1D86H	7.62	1.394	2.033	1.426	738	0.978
Live with own children	F1D86I	18.90	2.932	4.133	2.033	738	1.442
#-sisters living in same household	F1D87B	0.62	0.077	5.433	2.331	696	0.033
#-grandparents in same household	F1D87C	0.17	0.047	6.252	2.500	674	0.019
#-relatives under 18 in same house	F1D87D	0.21	0.039	1.061	1.030	679	0.038
#-non relatves undr 18 in same hh	F1D87F	0.12	0.028	1.211	1.101	672	0.025
Mean				4.705	1.997		
Minimum				0.883	0.939		
Maximum				24.127	4.912		
Standard deviation				4.748	0.862		
Median				3.694	1.922		

[a]Standard error calculated taking into account the sample design.
[b]Standard error calculated under assumptions of simple random sampling.

Both average design effects for the first follow-up survey were larger than the average design effect of 2.88 obtained for the base year HS&B Sophomore Cohort. The direction of this difference held for 10 of the 11 subgroups comparable across the first follow-up and HS&B. Catholic school students are the exception. The average first follow-up design effect for Catholic school students is lower than the average HS&B Catholic school student design effect (first follow-up: full sample, 2.67, panel sample, 2.62; HS&B, 3.60). While the first follow-up design effect for private school students was higher than in HS&B, the difference is small (first follow-up: full sample, 6.65, panel sample, 6.53; HS&B, 6.22); in fact it is the smallest of the differences in average design effects between the two surveys.

The general tendency in longitudinal studies is for design effects to lessen over time, as dispersion reduces the original clustering. However, subsampling has the opposite effect, that is, it increases design effects. This is so because subsampling introduces additional variability into the weights with an attendant loss in sample efficiency, as may be illustrated by the case of the sophomore cohort of HS&B.

The mean design effect for the base year HS&B sophomores (1980) was 2.88. Considerable subsampling of nonrespondents was done in the HS&B first follow-up, which had a rather higher design effect, 3.59, than HS&B base year. Comparatively more subsampling was done in the NELS:88 first follow-up, which has an overall design effect similar to though somewhat higher than the HS&B first follow-up (3.8 or 3.9 for NELS:88, 3.6 for HS&B).

The larger design effects (compared to NELS:88 and HS&B base years) in the NELS:88 first follow-up survey are probably due to disproportionality in strata representation introduced by subsampling (see section 3.4-1). This is illustrated in the higher design effects for dropouts than for students (full sample: students, 3.86, dropouts, 4.71; panel sample: students, 4.71, dropouts, 4.70); dropouts were retained at a much higher rate (i.e., certainty) than students, who were subsampled at rates corresponding to their clustering in first follow-up schools (see Table 3.4-1).

To make a more exact assessment of the expected increase in design effects for the first follow-up sample an additional analysis of the student data was conducted using NELS:88 base year data. Standard errors and design effects were calculated on the base year student respondents, using the same variables that were used in the base year analysis, but using the first follow-up panel weight. Any magnitude of the increase in design effects in the first follow-up can be assessed by comparing the average design effect obtained from this analysis with the design effect obtained using the entire base year sample and the base year questionnaire weight, BYQWT. This analysis yielded a design effect of 3.90 (root design effect=1.96), and supports the contention that the increase in first follow-up design effects is due to weighting necessary to accommodate the subsampling.

3.6.2 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 3.6-3 and 3.6-4 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):

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

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:

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

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

Tables 3.6-3 and 3.6-4 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 generally 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:

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

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

A final rule of thumb is that more complex estimators show smaller design effects than simple estimators.[30] 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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[30] Kish, L., and Frankel, M. (1974). Inference from complex samples. *Journal of the Royal Statistical Society: Series B* (Methodological), *36*, 2-37.

One analytic strategy for accommodating complex survey designs is to use the mean design effect to adjust for the effective sample size resulting from the design. For example, one could create a new rescaled, design effect-adjusted weight, which is the product of the inverse of the design effect and the rescaled case weight ($NEWWGT=(1/DE)*F1QWT_i/(\Sigma F1QWT_i/N)$), and use this new weight to deflate the obtained sample size to take into account the inefficiencies due to a sample design that is a departure from a simple random sample. Using this procedure, statistics calculated by a statistical program such as SPSS will reflect the reduction in sample size in the calculation of standard errors and degrees of freedom. Such techniques capture the effect of the sample design on sample statistics only approximately. However, while not providing a complete accounting of the sample design, this procedure is a decidedly better approach than conducting analysis that assumes the data were collected from a simple random sample. The analyst applying this correction procedure should carefully examine the statistical software he or she is using, and assess whether the program treats weights in such a way as to produce the effect described above.

3.7 Potential Sources of Nonsampling Measurement Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Both sampling and nonsampling measurement errors contribute to total survey error. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter. In this section, sources of nonsampling error are discussed.

Nonsampling error is the term used to describe variations in the estimates which may be caused by coverage, data collection, processing, and reporting procedures. Several factors comprise nonsampling measurement errors, including nonresponse biases caused by unit and item nonresponse; and imperfect reliability, and invalidity, of obtained data. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some very approximate but useful validity parameters to be inferred.

Below, we discuss three kinds of nonsampling error in the NELS:88 base year and first follow-up: undercoverage, nonresponse, and problems in data quality.

3.7.1 Biases Caused by Undercoverage of Special Populations

3.7.1.1 Undercoverage of Non-English Speakers

There is significant undercoverage in the NELS:88 data of that portion of the language minority population that is more severely limited in English proficiency (LEP) or non-proficient (NEP) in English. This undercoverage is most severe for the base year questionnaire data, and for both base year and first follow-up test results. Undercoverage bias will affect estimates for LEPs and NEPs, but will also affect certain estimates for racial-ethnic subgroups that have large numbers of LEPs and NEPs when individuals in these groups generally differ in a relevant characteristic from other non-LEP/NEP Asians, Hispanics

or others.[31] Although, for example, Hispanics and Asians were selected at a higher than normal rate in the base year and have been disproportionately retained in the first follow-up, significant numbers of Asian, Hispanic and other LEPs were excluded from the base year sample.

Specifically, among the total number of eighth-grade students enrolled in the 1,052 fully participating base year schools, 1.9 percent of the potential sample (3,831 of 202,966) were excluded by their schools for reasons of a language barrier to participation. Had no students been excluded for language reasons, the NELS:88 baseline would have included an additional 532 students. All of these students would be classifiable as LEPs or NEPs; 270 of these students would have been Hispanics, 175 would have been Asians, and a further 87 language-excluded eighth-grade students would have been neither Hispanic nor Asian. Some 24,599 students (out of 26,432 sample members) participated in the base year, and of these participants, 642 were classified either by self-report or teacher report as of limited English proficiency. If one counts as LEP all students reported as LEP by either source, then just over half of the LEPs in the potential sample were captured by the base year sample design and contributed data to the base year. (If one uses the more stringent criterion of counting only those so identified by both sources -- self-report and teacher -- or counts only those identified by teachers, then less than half of the potential LEPs are represented in the base year data).

In the first follow-up, two measures were adopted to increase coverage of students with limited English language proficiency. (1) Eligibility rules were modified so that the number of LEPs obtained through sample freshening would be maximized. The modified eligibility rules were applied also to a sample of base year ineligibles. (2) In addition, base year ineligibles who had gained sufficient proficiency to complete survey forms in the first follow-up were added to the study.

3.7.1.2 Increasing Language Minority Coverage

LEPs who entered the sample through freshening. Substantial numbers of limited English proficient students entered the NELS:88 first follow-up in the freshening process. While, by the most generous count (that is, self-report or teacher report), only 2.6 percent (or, weighted, 2.3%) of the base year respondents were LEPs, around 17 percent of the freshening sample in first follow-up were classified by their schools as LEPs (176 out of 1,060)--LEPs are of course disproportionately present in the

[31] Of course, elements excluded from the sampling frame are not accounted for by sample weighting, so that population estimates from the data file fall appropriately short of full 1987-88 eighth grade enrollment figures. Nevertheless, such exclusions limit one's ability to describe in an unbiased way special populations of interest, such as all dropouts, all language minority students, and so on. Some examples of this potential for bias may serve to underline the need for caution in the use of the language minority student data. Let us suppose, for example, that one wishes to look at the cognitive test scores of various Asian subgroups. A group with a high immigration rate, such as Korean Americans, is likely to have a high rate of language exclusions; an Asian subgroup with a low immigration rate, such as Japanese Americans, is likely to have few language exclusions. Clearly test score comparisons between the groups can be biased by this factor; scores for Korean Americans may be inflated if there are large numbers of limited English proficiency students in this group who are excluded from the sample. Or let us suppose that one wants to derive a dropout rate for students with limited English proficiency. If those least proficient in English are most likely to drop out of school, then projections based on data that exclude this group will prove seriously misleading. If some racial or ethnic subgroups are disproportionately present in the group of students least proficient in English, then dropout estimates for these groups will be affected also.

population of students who fall behind the modal progression through school. Virtually all[32] of the LEP students selected in the freshening process were retained for the first follow-up.

As more fully accounted in Section 3.4 of this manual, eligibility rules were modified in the first follow-up to reduce the likelihood that LEP students would be excluded in the sample freshening process. With support from the Office of Bilingual Education and Minority Language Affairs (OBEMLA), the student questionnaire was translated into Spanish; because a translation of the cognitive tests was not feasible, students completing the Spanish questionnaire were not pressed to attempt to complete the test component.

LEPs who entered the sample through the Base Year Ineligibles Study. At the same time, the same modified eligibility rules were applied retroactively to a sample of base year language-excluded students. Base year language-excluded students whose English proficiency status had changed such that they now were able to complete the survey forms were administered the English-language version of the first follow-up student questionnaire. Cognitive test data were not collected for this group (although they are to be tested in the second follow-up in 1992). The 532 students who would have been chosen for the base year except for language barriers to their participation are represented (with appropriate adjustment to their weights) in the base year ineligibles study by 204 individuals.

Of those 204 individuals, 132 were reclassified as eligible for participation in NELS:88, 21 were out of the country at the time of the first follow-up (an attempt will be made to relocate all 1990 out-of-country students in the second follow-up, since some may have returned), 40 were classified as still ineligible (these cases will be reassessed in the second follow-up) and eleven of the 204 cases were not successfully screened. Students with a base year language barrier who were reclassified were administered the first follow-up student questionnaire in Spanish or English, or the dropout questionnaire if they were school-leavers. Enrollment status data was gathered for base year excluded students who were classified as being still unable to complete the NELS:88 survey forms.

LEP students brought in through the freshening process appear on this datafile. First follow-up data for base year language ineligibles who have become eligible do not appear on the initial public release file that this manual accompanies, but will be made available in the near future. Since it was not necessary to exclude any freshened students for language reasons and cases representing about 65 percent of the base year language exclusions became eligible for the first follow-up, the net effect of these additions to the data will be to substantially reduce undercoverage of current and former limited English-proficient students. However, bias is at best but modestly reduced for the cognitive test data. This is the case because some of the freshened LEP students did not complete the cognitive tests, nor did any of the reclassified base year excluded students (whose questionnaire results will later be added to the first follow-up data files) complete the test battery. Data users should take these potential biases into account in their analyses.

3.7.1.3 Undercoverage of Students with Disabilities

There is significant undercoverage in the NELS:88 data of that portion of the special education population that is most severely mentally or physically disabled. Undercoverage bias may also affect

[32] Three had to be excluded because they had physical or mental disabilities that precluded their participation, and eleven were temporarily ineligible (out of scope for the first follow-up because though in the country at the time of freshening, they were outside the country at the time of data collection). The other 158 entered the first follow-up sample.

certain estimates for racial or gender subgroups that have large numbers of students in the excluded category. (Our data show, for example, that blacks and males are disproportionately represented in the class of students excluded owing to mental handicaps). Coverage of this population will be improved for the first follow-up by the fact that in the base year ineligibles study, ten of the 23 students excluded because of physical barriers to participation, and 140 of the 322 students who had been excluded because of mental barriers to participation, were reclassified as eligible. However, it is our sense that very few of these students actually "changed" substantially between rounds; rather, most reclassifications reflected the process of taking a second look at students at the margin between eligible and ineligible, and aggressively pursuing status information from their special education teachers that would permit a more accurate assessment to be made of their ability to complete at least the student questionnaire. Overwhelmingly, the reclassified students would appear to be those with learning disabilities or emotional disturbances, rather than the mentally retarded. Hence students with severe or profound impairments simply are not represented in the NELS:88 data.

Estimates based on the members of the ineligibles sample are also subject to limitations. By and large, the NELS:88 samples of eligible and ineligible language-excluded students, when combined, provide excellent population coverage. However, for the severely physically and mentally disabled populations, there are two potential sources of exclusion in addition to school-level classification as ineligible. These further sources of undercoverage are (1) exclusion of schools -- special purpose schools for the handicapped were excluded from the base year sampling frame and (2) the exclusion of ungraded classrooms in what was by definition a sample of eighth graders.

3.7.1.4 Test Score Undercoverage of Dropouts.

Data users are reminded that no special nonresponse adjusted weight was created for cases with a completed questionnaire but without a cognitive test. As in the base year, cognitive test completion rates were sufficiently high (of 18,221 participating students, 17,352 completed both the questionnaire and the cognitive test battery) that such a weight was not needed. However, the high overall rate of test completion does not apply to dropouts. While 91 percent of identified dropouts provided questionnaire data, cognitive tests were completed by only half of the sample members who completed a full or abbreviated dropout questionnaire.[33] Of course, base year test score data are available for most of of the individuals for whom first follow-up test results were not obtained. It would, however, be inadvisable to, for example, draw conclusions about test score gains between 1988 and 1990 for dropouts as a separate group, given the amount of 1990 test data that is missing.

3.7.2 Base Year and First Follow-Up Unit and Item Nonresponse

3.7.2.1 Unit Nonresponse

Unit nonresponse occurs when an individual respondent (such as a teacher, student, or school administrator) declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and so on, the impact of

[33] By design, dropouts administered the abbreviated or modified dropout questionnaires [28% of the dropout sample] were not asked to complete the cognitive test battery; for these sample members only the standard classification variables and a number of key items that differentiate the in-school and out-of-school populations are available for analysis. However, more comprehensive information will be gathered for these individuals in 1992, when they will also complete the second follow-up cognitive test battery.

nonresponding schools on the quality of the student sample is small (for details, see the *Base Year Sample Design Report*, pp. 33-39). School nonresponse has not been assessed in the first follow-up for two reasons. First, there was practically no school-level nonresponse -- institutional cooperation levels approached 99 percent. Second, the first follow-up sample was student-driven, unlike the two-stage base year sample. Hence, even if a school refused, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. The effects of individual nonparticipation in the base year and first follow-up will be systematically examined, and reported in future NELS:88 documentation.

3.7.2.2 Item Nonresponse

Analysis of survey error is important for understanding potential bias in making inferences from an obtained sample to a population. Sampling and nonsampling errors are the key constituents of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are various sources and types of nonsampling measurement error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. This section reports specifically on nonsampling error as a function of item nonresponse. (In addition to its role as a potential source of bias, item nonresponse also has the effect of diminishing the number of observations that can be used in calculating statistics from affected data elements and thus increases sampling variances.) Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 student component data set. There are three exceptions to this generalization.

The first exception is machine editing, through which, occasionally, certain nonresponse problems are rectified by imposing interitem consistency, particularly by forcing logical agreement between filter and dependent questions. Thus, for example, the missing response to a filter question can often be inferred if the dependent question has been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

The second exception is that some key student classification variables have been constructed in part from additional sources of information when student data are missing. Thus, data from school records (for example, student sex or race/ethnicity as given on the sampling roster) or other respondent sources (for example, the parent questionnaire) have been used to replace missing student data. Because composite variables were not included in the nonresponse analysis, this adjustment of missing data is <u>not</u> reflected in the statistics reported below.

The third exception is the language series filter question F1S54. Base year data (from BYS21) were imported into the first follow-up files in order to resolve, when possible, missing cases -- in particular, to identify respondents who should have legitimately skipped the dependent items in the language series. This adjustment to nonresponse is reflected in the item statistics reported below.

A further point to note is that there may be some hidden nonresponse in the NELS:88 questionnaires that is impossible to quantify. This is the case because for many questions, a "mark all that apply" format was used. While such a format results in slightly less burden to the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data.

A final point to note is that, implicitly, unit nonresponse is a further source of missing item data -- that is, nonparticipating students complete no questionnaire items. Weights accommodate student nonresponse by projecting questionnaire data to the full population, with appropriate adjustments for defined subgroups. However, they cannot compensate for the bias that arises if nonrespondents would have answered the questionnaire differently than respondents. For this reason, "total response" should be thought of as the survey (unit) response rate times the item response rate. (For example, given a cross-sectional weighted 1990 student response rate of 91 percent, and an item response rate of 93 percent, total response would be 85 percent.)

Two main objectives inform this item nonresponse analysis. One objective is to quantify mean student questionnaire nonresponse overall as well as nonresponse for the entire in-school and out-of-school sample on key variables that appeared on both the student and dropout questionnaires. A second objective is to describe nonresponse patterns in terms of characteristics of items. In order to realize the first objective, average nonresponse rates were calculated for each item. In order to fulfill the second objective, nonresponse was measured as a function of three item characteristics: (1) position in the questionnaire; (2) topic; and (3) whether the item was contingent on a filter.

Population and Data File Definitions

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. (Thus, a single question that poses three subquestions is treated as three variables).

Definition 2: "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for which an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked.":

$$Ri = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Populations"

A. Item nonresponse analysis population--student questionnaire. All students who completed any form of the questionnaire, regardless of whether they completed the test.

B. Item nonresponse analysis population--dropout questionnaire. All dropouts who completed any form of the questionnaire, regardless of whether they completed the test.

Definition 4: "Student and Dropout Questionnaire Data File"

The restricted use datafile with machine-edited, weighted data was used as the basis for the analysis. Nonresponse rates of composite and other constructed variables and test data were not examined in this analysis. The student component data file comprises the entirety of the sample, insofar as key classification variables (both composite variables, and those selected critical items included on the abbreviated dropout questionnaire that overlapped with student questionnaire items) were included for in-school and out-of-school sample members.

Definition 5: "Nonresponse"

For the student and dropout questionnaires several numerical reserved codes were used to categorize nonresponse. The reserve codes and definitions appear below. The first three -- reserve codes 6, 7 and 8 -- define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing. Data elements not appearing on the abbreviated or modified student or dropout questionnaires were considered as illegitimately missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics data for this item should not be present for this respondent. Responses under reserve code 9 were not included in the nonresponse analysis.

DK = "Don't Know". "Don't Know" is often used as a nonresponse code. In the NELS:88 dataset, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-Level Nonresponse

Table 3.7-1 shows descriptive statistics for item nonresponse for the student questionnaire overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern.

The mean item nonresponse rate for the NELS:88 first follow-up student questionnaire is 6.97 percent, compared to 4.7 percent on the base year instrument.

A special factor influencing item nonresponse rates in the first follow-up documents -- a factor that impacted dramatically on the dropout instrument but that had only a marginal influence (just under one percent) on overall item response in the student questionnaire--was the administration of several different versions of the student and dropout questionnaires. The various versions of the questionnaires differed in the number of questions being asked of respondents. For purposes of item response analyses, questions not appearing on the abbreviated or modified student or dropout questionnaires were treated as if they were intended to be asked of the participating sample member. This was done so that the total impact on estimation of missing information--whether the information was missing by design, or by respondent omission or error--could be assessed. Hence, completed abbreviated or modified interviews were included in the denominator of the item response formula used in this analysis. Out of the 18,221 student respondents, only 218 or 1.2 percent completed either a modified or abbreviated student questionnaire. While over a quarter of dropouts received an abbreviated instrument, only items that were completed by all dropout sample members (that is, items that were on both the abbreviated and regular instrument) were included on the student component data file. (All other items on the dropout questionnaire are represented in the separate dropout component data file.)

Item-Level Nonresponse by Item Placement and Characteristic: Student Questionnaire

Item Nonresponse by Position in Questionnaire. Item nonresponse by position in questionnaire shows a somewhat different pattern from that of the base year. The first third of the instrument exhibited a 4.3 percent rate of nonresponse (base year = 3.5%). For the middle questions, nonresponse rises to 8.5% (base year = 3%), with about the same level of mean nonresponse in the last third of the questionnaire (8.2%, as compared to 7.5% in the base year). Because there are many high nonresponse outliers in the middle third of the first follow-up student questionnaire, comparisons of the middle and final thirds of the questionnaire mask the effect on the data of the progressive increase in nonresponse as one approaches the end of the survey administration session and poorer readers and less motivated respondents face difficulties in completing the instrument. Items in part eight of the questionnaire--the final section--typically show nine and ten percent nonresponse rates, yet the questions--pertaining to family life--are particularly easy to answer. (The family section of the base year questionnaire was placed earlier on and had a 3.4 percent item nonresponse rate; precisely the same pattern can be discerned when work items are compared across the two waves). Although the first follow-up student questionnaire was no doubt somewhat too long for some respondents, nonresponse toward the end is only modestly higher than in the base year, and far lower than for the HS&B 1980 tenth grade questionnaire, in which final items register nonresponse of 15 to 20 percent or higher. Even in the last two sections of the questionnaire, total response --item response of about 90.5 percent and unit response of about 91 percent -- yields an 82 percent total response rate, well within the acceptable range specified by NCES statistical standards.

Table 3.7-1
Percent Nonresponse on the Student Component Data File by Various Item Characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	6.97	8.64	.00	63.50	475
Position					
First Third	4.31	3.51	.00	11.77	164
Second Third	8.54	13.12	.60	63.50	178
Last Third	8.15	3.39	.91	22.73	133
Topic (in order of appearance in the questionnaire)					
Schl Experiences	4.47	3.18	.00	11.77	235
Future Plans	3.89	2.43	.60	8.52	44
Language Use	34.18	25.07	.65	63.50	22
Opinions, Attitudes	6.69	1.76	1.33	13.39	96
Background	6.68	.57	6.33	7.34	3
Money and Work	10.93	2.69	6.57	13.93	5
Family	8.86	3.35	.91	22.73	70
Filtered					
No	5.62	3.35	.00	14.69	385
Yes	12.73	17.66	1.67	63.50	90

Item Nonresponse by Topic. The NELS:88 base year and first follow-up questionnaires were organized topically; each section represented a different theme. Table 3.7-2 lists the topical sections in the first follow-up instrument in the order in which they appeared in the questionnaire. Nonresponse rates for the base year and first follow-up are depicted side by side, with topics listed in the order of their appearance in the first follow-up questionnaire. For purposes of comparison, the relative location of the thematic section in the base year instrument is also indicated.

Given that they come last in a questionnaire that is nearly twice as long as the base year student questionnaire, it is not surprising that money and work items, and family items, should have far higher nonresponse rates in the first follow-up than in the base year. Much more in need of explanation is the very high nonresponse registered for language use items. Since most respondents skipped out of this question series, data were collected from only a small subset of the student population. Nevertheless, the respondent population for this series is particularly of interest for policy reasons and the apparent increase from the modest 5 percent nonresponse in the base year is dramatic.

Two related factors contribute to high item nonresponse in the language section. **(1)** Illegitimate skips at the filter carry missing data forward into dependent items. (The relevant file-

Table 3.7-2
Percent item nonresponse by topical area

Topic	F1 Non-Response	BY Non-Response	BY Position
(1) School Experiences	4.5	6.9	(7)
(2) Future Plans	3.9	2.5	(5)
(3) Language Use	3.4	5.0	(2)
(4) Opinions, Attitudes	6.7	1.6	(4)
(5) Background	6.7	3.0	(1)
(6) Money and Work	10.9	0.9	(6)
(7) Family	8.9	3.4	(3)

building convention--operative in NLS-72, HS&B and the NELS:88 base year as well--is that items missing on a filter are also coded as missing on the dependent series.) **(2)** Progressive subsetting of the relevant population (the filter is followed by two further filters) increases the proportion of missings even while their absolute number remains relatively stable. At the same time, the ambiguous nature of the missings renders the extent of true nonresponse for any given data element impossible to ascertain. The operation of these factors may be illustrated by reference to the data.

The very first question in the language section--F1S54, which asks whether a language other than English is spoken in the home--is a crucial filter. Those answering no are skipped to Question 62--that is, skip out of the language section entirely. Those answering yes are given no instructions, though it is assumed that they will go to question 55, rather than skipping to question 62. In the original data (prior to cross-wave editing in which base year responses were drawn upon to "clean" many of the first follow-up missings on F1S54) of 4,115 respondents who said that they did speak another language in the home, 107 (2.6%) did not proceed to question 55, while a further 89 (2%) gave an unusable (though probably valid) multiple response. However, a further 548 students were missing at the filter question. These missings, carried into the dependent series, increased nonresponse substantially. As further filters reduce the relevant population to smaller subsets, the missings are carried to subsequent filter and dependent questions, where they loom as an ever larger proportion of the total. For example, by the time we reach the subsequent filter at F1S58, the unambiguously specified population for defining the subset is only 269 cases, while the number of ambiguous missings is 738. This creates a very high and partly spurious nonresponse rate in the dependent items to F1S58 (F1S59-F1S61).

Essentially the same filter as F1S54 appeared in the base year questionnaire (cf. BYS21), but with happier results. In the base year a little over one half of one percent of the respondent population was missing at the filter, and the proportion missing on the first dependent item was just over eight percent of the filtered population. In the base year, however, a "go to" as well as a "skip to" instruction was provided, and both the filter question and its first dependent item were made critical, so that field interviewers could retrieve any data missing at the filter, determine that routing instructions had been properly followed, and could resolve as many as possible of the illegal multiple responses.

Because of the large number of first follow-up ambiguous missings that could be resolved by reference to base year data, 1988 responses were drawn upon to edit the 548 missing 1990 filter responses. Inspection of base year data showed that 151 of the students with missing 1990 data had responded in 1988 that they were from homes in which a language other than English was spoken. Another 272 had answered that they were not from a non-English language home. A further 125 of the first follow-up missings were not represented in the base year data (these students were freshened tenth graders, or base year unit or item nonrespondents). The 151 cases with a home language other than English were so coded. (This reduced nonresponse for the filter but not for the dependent items). The 272 cases whose base year response indicated that only English was spoken in the home were likewise changed on the filter item, with their dependent responses altered from "missing" to the "legitimate skip" designation. (This change reduced nonresponse at the filter and also in the dependent items.) The additional information supplied by the base year data set reduced the overall level of weighted nonresponse in the language section from 41 percent to 34 percent. If such additional information had been available for the further 125 cases for which no base year information was available (first follow-up freshened students and base year nonrespondents who were first follow-up participants), substantial further reductions in item nonresponse for this section could undoubtedly have been achieved through further data editing. For the later filter that was used as an example above--F1S58, the number of ambiguous missings after cross-wave editing dropped from 738 to 487. Thus nonresponse on the item, though substantially lowered, as a percentage, remains high (about 62% on the dependent item), even though the actual number of cases affected (just over 2% of the total sample is missing at this filter) is small.[32]

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[32] While overall item nonresponse for the language section after cross-wave cleaning is 34 percent, nonresponse ranges from a low of .65 percent to a high of 63.5 percent (see Table 3.7-1). The individual language items that are contributing the most to the overall 34 percent nonresponse rate are F1S60A-E and F1S61A-D; these nine items alone yield an average nonresponse rate of 63.2 percent. All other language items have a nonresponse rate well below 30 percent.

As noted above, because they are the dependent items to the third and final filter in this series, languae items F1S60A-E and F1S61A-D are the most affected by the inefficiency of the initial filter, F1S54. By the time one reaches the final filter, F1S58, the population of respondents who unambiguously qualify to answer the remaining items (F1S59 through F1S61) shrinks to 269 while the number of ambiguous missings is 478. While there is no way to truly sort out how much of the nonresponse is genuine (that is, reflects data missing for an individual who should have responded) and how much is spurious (that is, represents nonresponse by an individual who should have skipped the item), one may make some simplifying assumptions that may provide a general guide to the probable extent of true nonresponse. If one assumes there is little to no difference between responders and missings to item F1S58, then approximately 93 percent of the sample members who did not supply an answer to item F1S58 qualify to skip the remaining language items. Under this assumption, the average nonresponse rate across items F1S60A-F1S61D would decrease to 9.2 percent (unweighted) and the overall nonresponse rate for items in the language section would drop from 34 percent (weighted) to 11.7 percent (unweighted).

Under this assumption, one can "clean" (on the aggregate) the remaining items by applying the same proportion of "NO" and "YES" responses on item F1S58 to the ambiguous missings. For example, 93 percent of the sample members who responded to question F1S58 answered no, and therefore, qualify to skip the remaining language items. Applying this same percentage of "NO" responses to missing sample members (N=487), 453 would also qualify to skip the remaining items. This brings the number of sample members who qualify to continue to the next question in this series, F1S60A (F1S59 is a "circle all that apply" item which is excluded from the nonresponse analysis), to 303 as opposed to 756. Now, looking at item F1S60A, given 303 potential respondents, 279 sample members who answered and 24 who did not, after cleaning, nonresponse is 7.9 percent. One may then continue to discount the number of missings by 93 percent and recalculate nonresponse for the

In sum, while the apparent increase from 5 percent nonresponse on language items in 1988 to 41 percent in 1990 (or, after cross-wave cleaning, 34%) reflects an inflated number for this first follow-up question series, there is no way to sort out precisely how much of the nonresponse is real and how much is spurious when inefficiently functioning filter questions inject ambiguity into the dependent items. Nonetheless, it seems safe to conclude that the nonresponse problem in the language section in large part reflects file-building conventions and artifacts of the manner in which the instrument was constructed.

The language series filter question has been designated a critical item in the second follow-up student questionnaire; this will obviate the possibility of a similar problem in the 1992 data. Furthermore, while some cross-wave cleaning was possible at this time, second follow-up data may be drawn upon to further reduce the number of ambiguous first follow-up language series missings in the data for the combined BY-F1-F2 release later this year.

Item Nonresponse by Dependence on a Filter Question. As is clear from the discussion of problems in the language section above, skip patterns contributed in a major way to first follow-up nonresponse problems. In the base year, the nonresponse rate for filtered questions was 5.8 percent, and 4.5 percent for unfiltered. In the first follow-up, the nonresponse rate was 12.7 percent for filtered questions and 5.6 percent for unfiltered after invoking base year data for cross-wave editing (nonresponse for filtered items was 14.45% prior to such cleaning). Even though eighth graders as a group are generally thought be less able to deal with skips than high school students, they apparently had far less difficulty with routing instructions than students (largely, the same students) in the first follow-up. HS&B base year and sophomore cohort first follow-up skip pattern item nonresponse reflects much lower rates that NELS first follow-up as well.

We would speculate that several factors contributed to the substantial increase in NELS:88 first follow-up over levels of filtered item nonresponse registered in the base year. First, on the basis of field test results, the most difficult filter series was made a key item in the base year and thus had the benefit of interviewer critical item edits. Second, formats were less crowded and routing arrows were employed to help students follow skips, when the "skip to" item appeared on the same page as the filter (the predominate case--by design--in the base year). Third, no abbreviated or modified questionnaires were employed in the base year data collection.

In contrast, the NELS:88 first follow-up did not use the HS&B approach of making virtually all filter items critical (= subject to field edit and retrieval), nor did it employ the base year strategy of using a combination of critical item status and, where the routing could be contained within a single visual format such as a page or facing pages, the use of routing arrows. (There are eight major skips in the first follow-up questionnaire--F1S13, F1S29, F1S31, F1S53, F1S54, F1S55A, F1S58, and F1S84. Of these, only the first was designated a critical item.) In addition, the first follow-up questionnaires did not consistently give "go to" instructions for students who were not to follow the skip. This omission abetted respondent error in items such as 1FS13, 1FS54, 1FS58, 1FS84, and 1FS95. These differences in questionnaire design account for much of the dramatically higher rate of missings associated with filter-dependent items in NELS:88 first follow-up as contrasted to HS&B and NELS:88 base year. In addition, however, just over one percent of respondents were administered abbreviated or modified instruments, resulting in many items being skipped by design. While nonresponse resulting from the use of

remaining items to obtain a more "genuine" rate of nonresponse to these last remaining language items. Further discussion and illustration of this point is presented in Appendix P.

abbreviated versions of the first follow-up questionnaire had a trivial effect on response rates overall, the impact was proportionally more for filtered subsets of the population.

Student Survey Item-Level Nonresponse by Critical Items

Since a complete edit with data retrieval for all missing items would be prohibitively expensive for most surveys, the conventional strategy is to identify a subset of "key" or "critical" items for each survey instrument which, if not answered, triggers an attempt to recontact the respondents to obtain the missing data.

The average nonresponse rate for the 50 critical student items is 2.57 percent. For the NELS:88 base year, there were 42 critical items and an average nonresponse rate (if one outlier that performed anomalously--BYS31B--is excluded) of 2.69%. As a further point of comparison, the HS&B sophomore cohort questionnaire in 1980 had 57 critical data points with 3.73 as the mean percentage of missing data.

Nonresponse on key items ranged from less than one percent to nearly ten percent. The item nonresponse rates for each of the critical items in the student questionnaire are shown in Table 3.7-3.

Summary and Conclusions

Further analyses to be included in the final methodology report will examine the relationship between student characteristics and propensity toward high item nonresponse.

Overall, the first follow-up has a high rate of unit (student) response. Around 94 percent of students and (91% of dropouts) participated overall (96% of the in-school portion of the longitudinal cohort of eighth graders; 93% of the base year cohort completed a student or dropout questionnaire in both base year and first follow-up). Weighted response rates were 91 percent for students cross-sectionally[33] in 1990 and 93 percent for the panel (1988 participants who also participated in 1990 as students). The weighted completion rate for dropouts was 91 percent. While higher than the base year, a reasonably good rate of item response (the overall nonresponse rate based on weighted data is 7.0 percent) was achieved. For a number of format and other questionnaire design reasons, filter questions appeared to work less efficiently than in the base year, and contributed to the higher item nonresponse--to both genuine nonresponse and to an undeterminable amount of artifactual nonresponse. The average nonresponse rate for critical items in the student questionnaire is around 2.6 percent, a slight improvement on the base year. In terms of questionnaire length, while nonresponse is noticeably high (typically 9 - 12 percent) in the last two pages of the questionnaire, it is only slightly higher than the NELS:88 base year, and much lower than nonresponse on the final items of the 1980 tenth grade questionnaire for HS&B. Total nonresponse based on weighted data is around 16 percent (with unit nonresponse at 9% and mean item nonresponse for responding units at 7%).

[33] While weighted response rates are slightly higher than raw response rates in base year and for first follow-up dropouts, the weighted response rate is lower than the raw completion rate for the first follow-up student questionnaire. This largely reflects the effects of subsampling, with lower completion rates for groups with higher weights (for example, a 20% subsample was taken of the transfer students, and transfers participated at a substantially lower rate than other students).

Table 3.7-3
Nonresponse for Critical Items in the Student Questionnaire

Item Number		Percent Not Responding
F1S93F		9.78
F1S93G		9.65
F1S93D		9.44
F1S97		9.35
F1S93C		9.11
F1S93E		9.08
F1S53B	*	7.61
F1S53A		7.41
F1S93B		3.67
F1S93A		3.35
F1S39C		3.07
F1S39D		2.65
F1S20	*	2.59
F1S39B		2.42
F1S19B3		2.27
F1S39A		2.19
F1S19C3		2.06
F1S19C1		2.06
F1S19C2		2.03
F1S19B1		2.03
F1S19B2		2.01
F1S19A3		1.34
F1S76	*	1.33
F1S49	*	1.31
F1S19A2		1.28
F1S46H		1.00
F1S46J		0.96
F1S92A	*	0.91
F1S92B	*	0.91
F1S92C	*	0.91
F1S92D	*	0.91
F1S92E	*	0.91
F1S92F	*	0.91
F1S92G	*	0.91
F1S92H	*	0.91
F1S92I	*	9.91
F1S19A1		0.87
F1S46I		0.86

* Items appearing on all versions of the questionnaires--student and full, abbreviated, and modified dropout questionnaires.

Table 3.7-3 (cont.)
Nonresponse for Critical Items in the Student Questionnaire

Item Number	Percent Not Responding
F1S46E	0.83
F1S46G	0.82
F1S46F	0.75
F1S46K	0.75
F1S46L	0.75
F1S46C	0.72
F1S46M	0.71
F1S46D	0.71
F1S46A	0.66
F1S46B	0.60
F1S13 *	0.27
F1S18A	0.17

* Items appearing on all versions of the questionnaires--student, and full, abbreviated and modified dropout questionnaires.

3.7.3 Quality of Responses: Base Year and First Follow-up

Data quality depends critically upon a complex set of factors, including the respondent's knowledge and motivation in interaction with the instrument, the adequacy of the instrument, and its mode of administration. As Fetters, Stowe and Owings (1984, p. vii) note, "the quality of student questionnaire data depends on both the nature of the questions asked and the characteristics of the student who provides the answer."[34] This observation, though drawn from the analysis of questionnaire results, is equally applicable to cognitive test data.

3.7.3.1 Cognitive Test Battery: Base Year and First Follow-Up Reliabilities

Coefficient alpha reliabilities for the base year cognitive tests were .84 for reading, .90 for mathematics, .75 for science, and .83 for social studies (history/citizenship/geography). For further details on test reliabilities, differential item functioning, item statistics and other characteristics of the base year test data, see the *Psychometric Report for the NELS:88 Base Year Test Battery*.

[34] Fetters, W.B., Stowe, P.S., and Owings, J.A. 1984. *High School and Beyond: Quality of Responses of High School Students to Questionnaire Items*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

Score means and standard deviations, reliabilities (coefficient alpha), and standard errors of measurement for each NELS:88 first follow-up subtest are as follows:

	Mean	S.D.	Alpha	S.E.
Reading--Low Form	11.6	4.4	.80	2.0
Reading--High Form	14.1	4.1	.78	1.9
Mathematics--Low Form	17.4	6.1	.79	2.8
Mathematics--Mid Form	23.3	7.5	.86	2.8
Mathematics--High Form	32.3	5.0	.81	2.2
Science	13.7	5.2	.83	2.2
Social Studies	18.9	6.0	.85	2.3

Results of psychometric analyses of the first follow-up test battery will be reported in the *NELS:88 First Follow-Up Final Technical Report*.

3.7.3.2 Base Year Quality of Student Responses

Kaufman, Rasinski, Lee and West[35] assessed the reliability and validity of NELS:88 base year student data. Their report examined the correspondence between parent and student responses to similar items, the consistency among student responses to related items, and the internal consistency reliability of scalable survey responses. Their general conclusions were that NELS:88 data exhibited a high degree of consistency and accuracy. While the quality of eighth grade reports compared favorably to the reports of high school students as gathered by High School and Beyond, a gradual increase in the quality of responses may be observed as one moves from the eighth grade, to the tenth, and then the twelfth grade cohort. Kaufman, Rasinski, Lee and West also found that higher ability students, higher SES students, white and Asian students, and females were more likely to give valid and consistent answers than were their peers. Users of the base year data files may wish to consult the full report for further information on the quality of particular data elements, scales and constructs. When using models that incorporate a provision for measurement error, analysts may wish to consider using the reported validity coefficients as adjustment factors.

3.7.3.3 First Follow-Up Quality of Responses

At this time, extensive data quality analyses have not been conducted for the first follow-up. However, quality of response analyses were conducted for the HS&B tenth and twelfth grade data of 1980 by Fetters, Stowe and Owings. Given that HS&B in 1980 was a similar survey conducted under comparable conditions and with a comparable population, some of the broader conclusions drawn from the HS&B analyses are likely to apply to the tenth grade data in NELS:88.

The HS&B analyses examined student questionnaire data validity, using the parent questionnaire data and high school transcripts as the standard. Reliability coefficients were estimated from twin data.

Fetters, Stowe and Owings found a number of student characteristics to be associated with differences in data reliability and validity. High school seniors provided better quality data than did sophomores, and female students provided slightly better information than did males. White students provided better quality data than did Hispanic or black students, and students with high cognitive test

[35] Kaufman, P., Rasinski, K.A., Lee, R. and West, J. 1991. *Quality of the Responses of Eighth-Grade Students in NELS:88*. Washington, DC, U.S. Department of Education, NCES 91-487.

scores provided better data than did students with low scores on the HS&B tests. In general, Fetters, Stowe and Owings found that contemporaneous and factually-oriented items were more reliable and valid than subjective and retrospective items.

3.7.3.4 First Follow-Up Problematic Variables

Although first follow-up data have not been subjected to the exhaustive systematic reliability and validity analyses that form the basis of the two reports cited above, some quality problems that could not non-arbitrarily be removed through a process such as machine editing were identified in the course of performing quality control checks during data file construction.

Inter-item Consistency. When like or similar first follow-up student questionnaire items were compared, they generally exhibited a high degree of internal consistency. The most notable exception to this generalization applies to variables measuring student course-taking behavior, for which relatively less consistency was observed, particularly for items measuring enrollment in and behavior in history courses.

The pattern of inconsistent responding to course-taking items 21A-D, 22, 23, 24A-E, 26A-D, 27A-D, 28A-D, 29, 30, 31, 32, 36B1-36E1, 36B2-36E2, 39A-D, when the same-subject areas (for example, 21A [math] by 26A [math]) were crossed with one another, suggests that question wording or the course titles used in the questions may be the source of the lesser reliability of these items. When students' responses to items measuring course-taking behavior in English are compared, inconsistent responding ranges from .2 to 1 percent; for math, inconsistent responding ranges from 0 to 3 percent; for reported science courses taken, the range is somewhat higher, 1 to 4 percent. However, it is history, the subject area covered in the questionnaire by the fewest courses (i.e., World History, U.S. History) that demonstrates the highest number of inconsistent responses with 2 to 7 percent.

Course-taking inconsistencies observed within the first follow-up data are unsurprising, given prior evidence of other sorts of problems for student course-taking reports in the base year and HS&B. Using transcripts data as the standard of accuracy, Fetters, Stowe and Owings found that high school seniors tended to report more coursework in most areas than was reflected in their transcripts, with the greatest over-reporting in mathematics and science. Similar over-reporting of mathematics enrollment was encountered in the NELS:88 base year, especially in regard to algebra.[36] Finally, Kaufman, Rasinski, Lee and West comparing parent and student reports from the NELS:88 base year, found significant disagreement between the two sources on the enrollment in bilingual education classes items. For this set of data elements, Kaufman, Rasinski, Lee and West point out (p. 24) that while overall 93 percent of students and parents responded identically to this item, agreement is between students and parents when both state the student did not attend a bilingual class. However, among parents who reported that their child was enrolled in bilingual education, 86 percent of the time their child disagreed. Among students who claimed bilingual education enrollment, 91 percent of their parents disagreed.

Inconsistencies and inaccuracies in student reports can, in time, be corrected by reference to academic transcripts. With respect to level of detail, accuracy, and completeness, transcript data are vastly superior to student self-reports (or to parent reports) on curriculum exposure. When high school

[36] For example, BYS67C tended to pick up algebra-track courses as well as algebra per se; additionally, seemingly some students reported enrollment in an algebra course on the basis of an algebra segment or unit in another mathematics course. While inconsistent course-taking reports can be edited, inflated reports that are not inconsistent cannot readily be corrected in the data. For further details see Hafner, A., Ingels, S. J., Schneider, B., & Stevenson, D. *Profile of The American Eighth Grader*, June 1990; NCES 90-458, pp. B14-15.

transcripts data become available (academic transcripts are being collected in the fall of 1992), a more objective and reliable measure of students' program involvement, grades, and course-taking patterns will enter the NELS:88 dataset.

Miscast Question. Another potential problem discovered during the course of performing quality control checks involves inverted scale labels for question 12 ("How much do you agree with the following statements about the school you left?") in the dropout questionnaire. Instead of the scale reading "strongly disagree," "disagree," "agree," and "strongly agree," the scale reads "strongly disagree," "disagree," "strongly agree," and "agree." Despite this printing error, the distribution of responses to this item suggests that respondents answered the question as if the scale were ordered correctly. Hence the data were left in their original form and the scale labels were recoded to reflect the intended order.

Resolution of Multiple Responses to Student Questionnaire Items 41Aa-i. During the course of reviewing frequencies and crosstabulations of machine-edited data, an error in the optical scanning program, and hence, in how the data were coded, was discovered. The error was isolated to student questionnaire items Q.41Aa-i.

Rather than reading these items as operating according to a "mark all that apply" instruction, they were read as "mark only one response." Item nonresponse in the form of "multiple response" (reserve code "6") ranged from 1.4 percent to a high of 3.0 percent. Given the fact that decision rules could easily be applied to reduce the multiple responses to single responses, the affected data were hand-edited and recoded.

Approximately 1,900 questionnaires were reviewed on microfilm, decision rules applied and a single response, whenever possible, was data entered in the place of the previous multiple response.[37] In essence, the decision rules for resolving the multiple responses were designed to capture the highest form of sports participation as represented by category codes (values) "3" (participated in intramural sports), "4" (participated on a junior varsity or freshman team), and "5" (participated on a varsity team). Because the category code of "6" (participate as a captain/co-captain) does not say anything about the type or form of the team on which the respondent participated, this code was ignored if one or more of codes "3", "4", or "5" were also marked.

For example, if the respondent marked that he/she participated in baseball/softball (Q41Aa) both as an intramural activity (code 3) and as a member of a varsity team (code 5), the previous multiple response was recoded to "participated on a varsity team" (code 5).

The specific decision rules used for resolving multiple responses whenever possible are listed below:

1) If one or more of the forms of sports participation are marked (codes 3, 4, 5), take the highest code.

2) If one or more of the forms of sports participation are marked (codes 3, 4, 5) and code "6" is marked, ignore code "6" and take the highest form of sports participation (code 3, 4, or 5).

3) If both codes "1" and "2" are marked, take code "1."

[37] Coders were trained through several practice runs, their recodes scored, and if less than 100 percent correct they were required to continue practice coding until achieving 18 correctly coded items out of 18. Two coders were employed. An inter-rater reliability estimate was not derived.

4) If more than one form of participation is marked AND EITHER "1" or "2" is marked, take the highest form of sports participation (code, 3, 4, or 5).

5) If only one form of sports participation is marked (either code 3, 4, or 5) AND BOTH codes "1" and "2" are marked, take code "1."

6) If only one form of sports participation is marked (either code 3, 4, or 5) AND EITHER code "1" or "2" is marked, LEAVE THE ITEM AS IS; DO NOT RECODE THE ITEM.

   EXCEPTION: If either code "1" or "2" is marked, and code "6" is marked, LEAVE THE ITEM AS IS: DO NOT RECODE THE ITEM.

7) If BOTH codes "1" and "2" are marked, and more than one form of sports participation is marked, LEAVE THE ITEM AS IS; DO NOT RECODE THE ITEM.

Imperfect Comparability Between Parallel Items in the Student and Dropout Questionnaire. The NELS:88 first follow-up questionnaires were designed to facilitate comparisons between dropout and student sample members. To achieve this end, a considerable number of school and life experiences questions were repeated across the two questionnaires (see Appendix F for a list of overlapping items). However, in rare instances, items that clearly were intended to measure the same concept are somewhat differently worded. The following item pairs are similar but not identical in their wording:

1) Student Q70--"Among the friends you hang out with, how important is it to. . ."
   Dropout Q53--"Among your close friends, how important is it to. . ."

2) Student Q85--"How many hours do/did you usually work a week on your current or most recent job?"
   Dropout Q74--"How many hours do you usually work each week at your current job?"

IV. Data Collection

This chapter describes the data collection procedures for student and dropout survey instruments administered in both the base year and first follow-up. Data collection procedures for all sources of contextual data (e.g., parent, teacher, and school administrator) from both the base year and first follow-up waves are discussed in Appendix A.

4.1 Base Year Data Collection

The base year survey collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests were the principal mode of data collection. Completion rates based on sample eligibility for each instrument are listed in Table 4.1-1. 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%[a]	96.35%[a]
Parent questionnaires	22,651	93.70%	92.08%
Teacher ratings of students	23,188	95.91%[b]	94.26%[b]
Teacher questionnaires	5,193	NA	91.40%
School admin. questionnaire	1,035	98.92%	98.38%

[a] Percentages of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.

[b] Indicates a coverage rate. See section 4.4.

4.2 Base Year 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 Education Information Advisory Council (EIAC) of the Council for Chief State School Officers was asked to give its approval for 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 private schools were organized into an administrative hierarchy, for example, Catholic school dioceses, a "courtesy" call to request permission to contact the principal of the Catholic school was placed at the higher level before the school principal or other chief administrator was actually approached.

Within each cooperating school, principals were asked to designate a school coordinator who would serve as a liaison between NORC staff, and selected respondents--the school administrator, students, teachers, and parents. The school coordinator, who was 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.

4.3 Base Year Student Data Collection Activities

Student questionnaires and tests were administered in group sessions to roughly twenty-three students in each of the schools in the core 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.

NORC organized an Orientation Day for 158 schools that requested it or for schools that were deemed likely to particularly benefit from it.[38] 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 NELS:88, 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.

Base year student data were collected from students[39] in the core and state 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 leader" and a clerical assistant, were responsible for overseeing the administration of the questionnaires and tests during the planned session.

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[38] 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.)

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

Survey administration, normally conducted in a school classroom or library, consisted of several steps. Students were instructed to first complete the student questionnaire. A ten-minute break followed, during which time NORC field staff began their review of the questionnaires for completeness (i.e., checked for missing or multiple-response critical items).[40] 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.

At the end of the session, arrangements were made to conduct make-up sessions for students who were scheduled, but unable to attend 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.[41] 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.

4.4 Base Year Data Collection Results

Tables 4.4-1 through 4.4-4 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. Approximately 70 percent of the original selections cooperated. 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 refused to participate. The tables that follow (Table 4.4-2 and Table 4.4-4) present three sets of completion statistics for the four study components that constituted the NELS:88 base year 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, such as the 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.[42]

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[40] An NORC field staff member was instructed to review the questionnaires 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.

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

[42] The statistics given for teachers represent more strictly a student coverage rate than a teacher response rate. 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 Table 4.4-2, a student coverage rate is given for the teacher survey rather than a teacher response rate.

Table 4.4-4 presents the the same *base year* completion rates for all base year sample members retained in the first follow-up (N = 19,646). By definition, completion rates do not include base year nonrespondents' parents and teachers who completed a questionnaire. The sampling strata correspond to the base year school, as do the completion rates.

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

Stratum	Estimated[a] Size	Eligible Original Selections	Target N	Total N Cooperating Schools	Sample Realization (% of target achieved)	Cooperating Original Selections	Cooperating Alternative Selections
Total	38,837	1,002	1,032	1,057[b]	102%	698	359
Public Schools[c]	22,690	774	800	817	102%	295	295
Catholic Schools[c]	6,928	91	95	104	109%	34	34
Other Private Schools	9,219	137	137	136	99%	106	30

[a] Estimated as the sum of the school-level weights for each school type.

[b] 1,057 schools participated at some level, though usable student data were received for only 1,052.

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

Table 4.4-2 NELS:88 base year completion rates by sample eligibility

	Student questionnaire Completion rates		Student 8th grade test Completion rates		Parent questionnaire Completion rates		Teacher ratings[a] Completion rates		School questionnaire Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	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	26,432		24,599		24,599		24,599		1,052	
School type										
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
Urbanicity										
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
Region										
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
Ethnicity										
Hispanic	90.86	90.24	94.95	94.88	88.35	87.57	92.58	92.50	NA	NA
API	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
Minority schools										
Schools with more than 19% minority stdnts	89.64	89.43	95.21	95.44	89.94	88.79	92.78	92.44	98.54	98.04
Schools with equal to 19% minority stdnts	93.83	93.51	96.67	96.45	94.09	92.47	96.24	94.48	98.93	98.42

[a] Indicates a coverage rate.

Table 4.4-3 NELS:88 base year completion rates by sample selection

	Student questionnaire Completion rates		Student 8th grade test Completion rates		Parent questionnaire Completion rates		Teacher ratings[a] Completion rates		School questionnaire Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	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	26,432		26,432		26,432		26,432		1,052	
School type										
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
Urbanicity										
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
Region										
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	97.10	97.54
Ethnicity										
Hispanic	90.86	90.24	86.27	85.63	80.28	79.02	84.11	83.48	NA	NA
API	89.70	90.12	88.07	88.17	81.41	82.49	84.37	84.43		
Other	93.75	93.63	90.61	90.31	88.39	86.81	90.26	88.51	NA	NA
Minority schools									NA	NA
Schools with more than 19% minority stdnts	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 stdnts	93.83	93.51	90.70	90.19	88.29	86.47	90.30	88.35	98.93	98.42

[a] Indicates a coverage rate.

Table 4.4-4 NELS:88 base year completion rates by sample eligibility for *base year sample members retained in the first follow-up*

	Student questionnaire Completion rates		Student 8th grade test Completion rates		Parent questionnaire Completion rates		Teacher ratings[a] Completion rates		School questionnaire[b] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	93.95	93.63	96.54	96.32	94.69	93.47	96.33	95.09	98.67	98.14
Participated	18,394		17,717		17,193		17,491		1,001	
Selected	19,646		18,394		18,394		18,394		1,020	
School type[c]										
Public	93.81	93.52	96.42	96.15	95.06	94.69	96.96	96.40	98.52	98.03
Catholic	95.68	94.65	97.75	97.21	91.13	86.04	89.78	85.25	100.0	100.0
Other Private	94.89	93.78	97.52	97.09	90.71	88.80	90.24	91.54	97.14	97.37
Urbanicity[c]										
Urban	92.86	92.82	95.62	95.76	92.40	91.26	95.24	94.32	98.57	97.08
Suburban	93.09	92.71	96.52	96.41	94.55	93.13	96.00	94.84	97.82	97.91
Rural	95.73	95.61	97.08	96.66	96.20	95.80	97.38	96.07	99.57	99.65
Region[c]										
Northeast	93.81	92.59	96.12	95.28	92.45	87.07	93.35	88.73	98.57	97.66
South	93.76	94.00	96.56	96.58	95.71	95.46	98.46	98.53	98.74	98.31
North Central	95.50	95.37	97.39	97.23	96.74	96.79	96.83	95.98	99.71	98.83
West	92.27	91.77	95.68	95.66	92.07	91.71	94.57	93.94	96.54	97.44
Ethnicity										
Hispanic	92.60	91.77	95.07	95.11	90.10	89.05	92.38	92.01	NA	NA
API	92.67	91.95	96.38	96.94	90.30	91.25	95.44	94.49	NA	NA
Black	94.29	94.72	95.12	95.06	92.15	91.75	96.19	95.53	NA	NA
White	95.81	95.68	96.91	96.64	96.25	95.14	96.96	95.72	NA	NA
Amer. Indian	87.97	87.45	99.07	98.61	78.25	75.00	93.66	91.20	NA	NA
Minority schools[c]										
Schools with more than 19% minority stdnts	91.61	91.41	95.56	95.89	90.96	90.49	93.90	93.44	98.54	98.04
Schools with less than or equal to 19% minority stdnts	94.17	93.87	96.63	96.37	95.04	93.79	96.55	95.27	98.67	98.15

[a] Indicates a coverage rate.
[b] Indicates school completion rate for schools where at least one student has completed a questionnaire.
[c] Refers to eighth grade school.

4.5 First Follow-Up Data Collection

Summary of Procedures and Results. In the spring of 1990, the first follow-up survey gathered a second wave of data from the eighth grade cohort of 1988, the majority of whom were enrolled in tenth grade, and a first wave of data from freshened students (that is, selected students who were enrolled in tenth grade in the spring term of 1990, but not enrolled in eighth grade in the base year). Again, as in the base year, two teachers of each sampled student and students' current school principal were asked to complete, respectively, a teacher and school administrator questionnaire. Sample members who had dropped out of school, and remained so at the time of data collection, were administered the dropout questionnaire and cognitive test battery. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

In-school data collection methods adhered closely to those used in the base year survey. Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated several activities that had not been performed previously. First, in order to select the first follow-up sample, an extensive locating effort was undertaken. Second, the base year sample was "freshened" to generate a representative sample of the tenth grade class of 1990. Third, off-campus survey sessions, similar to those used in HS&B, were scheduled to administer the student or dropout questionnaire to sample members who were currently not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth grade cohort of 1988, a subsample of first follow-up nonrespondents (and of base year ineligible students) was further pursued.

Overall, data collection activities for the first follow-up survey were executed in four phases which spanned two years (see Figure 4-1). The first and second phases of the study were conducted from January to December of 1989 and involved the pre-data collection activities of securing state, district (for public schools) and school permission to conduct the study, "tracing," enrollment verification, and sample freshening. Phase three, conducted from late January to July of 1990, constituted the main data collection effort. Phase four (January to June of 1991) constituted a second data collection effort.

The number of completed instruments and completion rates based on sample eligibility for each instrument are summarized in Table 4.5-1. For readers who desire more information about first follow-up data collection procedures, Sections 4.6 and 4.7 of this chapter supply full details. Completion rates for all first follow-up components (except the teacher survey) and response rates by component for 1988-1990 panel members and 1990 tenth grade cohort are presented in section 4.8.

4.6 First Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance, and securing state, district, and school permission to conduct the study.

Since the vast majority of the base year sample would change schools between eighth and tenth grades, an extensive student tracing effort was undertaken. The primary purpose of tracing was to locate and define the first follow-up student sample and its associated schools. As described in Chapter III, selection of the student sample (through which first follow-up schools were selected) was based on sample member clustering, with the objective of selecting approximately 21,500 base year sample members

Table 4.5-1
Summary of NELS:88 first follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	18,221	91.21%	94.18%
Student tests	17,352	94.14%[a]	95.23%[a]
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%[a]	50.05%[a]
School admin. questionnaire[b]	17,663	91.97%	96.94%
School admin. questionnaire	1,291	NA	97.07%

[a] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[b] Coverage rate for participants who also have a completed school administrator questionnaire.

while restricting the number of schools in which survey sessions would be conducted to roughly 1,500. In order to draw the first follow-up sample it was, therefore, necessary to definitively identify sample member clustering within the 3,362 schools to which base year sample members reported they would matriculate. Specifically, tracing was accomplished through sample members' base year reported 1989-1990 school of attendance, and involved contacting schools directly and verifying sample members' enrollment. A second purpose of tracing was to serve as a beginning point for measuring the fluid process of dropping in and out of school.[43]

Tracing began in the base year through a student questionnaire item that asked respondents to name, in order of probability, the two schools they were most likely to attend during the 1989-1990 academic year. Collectively, the 24,599 base year respondents (who in the base year attended one of 1,052 eighth grade schools) reported 3,362 first choice schools. For cost reasons, school-based tracing occurred only in first choice ("most likely") or "nominated" schools enrolling three or more base year sample members. Of the 24,599 base year respondents, 92 percent (N=22,631) nominated a school that at least three other respondents also nominated. In January of 1989, students who reported attending a school with fewer than three base year sample members (N=1,968) and non-respondents (N=1,833) were mailed a postage paid return postcard which asked them to confirm that they were indeed attending the school they had nominated in the base year, or provide the name and address of the school they would be attending during the 1989-1990 school year. After four weeks, 30 percent (N=1,140) of these sample members had returned a postcard.

[43] Since one of the major phenomena to be studied in the first follow-up was school leaving prior to graduation, sample members' enrollment status was continually assessed throughout the various phases of the study. Specifically, enrollment status data were gathered at three temporally distinct periods of time: during the spring of 1989 when sample members were traced to their 1989 school of enrollment; during the fall of 1989 after the student sample was finalized and NORC interviewers re-contacted first follow-up schools to freshen the sample; and during the spring of 1990 when the data were collected. This continual assessment of enrollment served two purposes. First, it would provide researchers with a measure of within-study dropout and stopout events for performing event history analyses. Second, it provided NORC field staff with the timeliest address information available for, typically, the hardest to locate respondents.

Figure 4-1: First follow-up data collection phase diagram

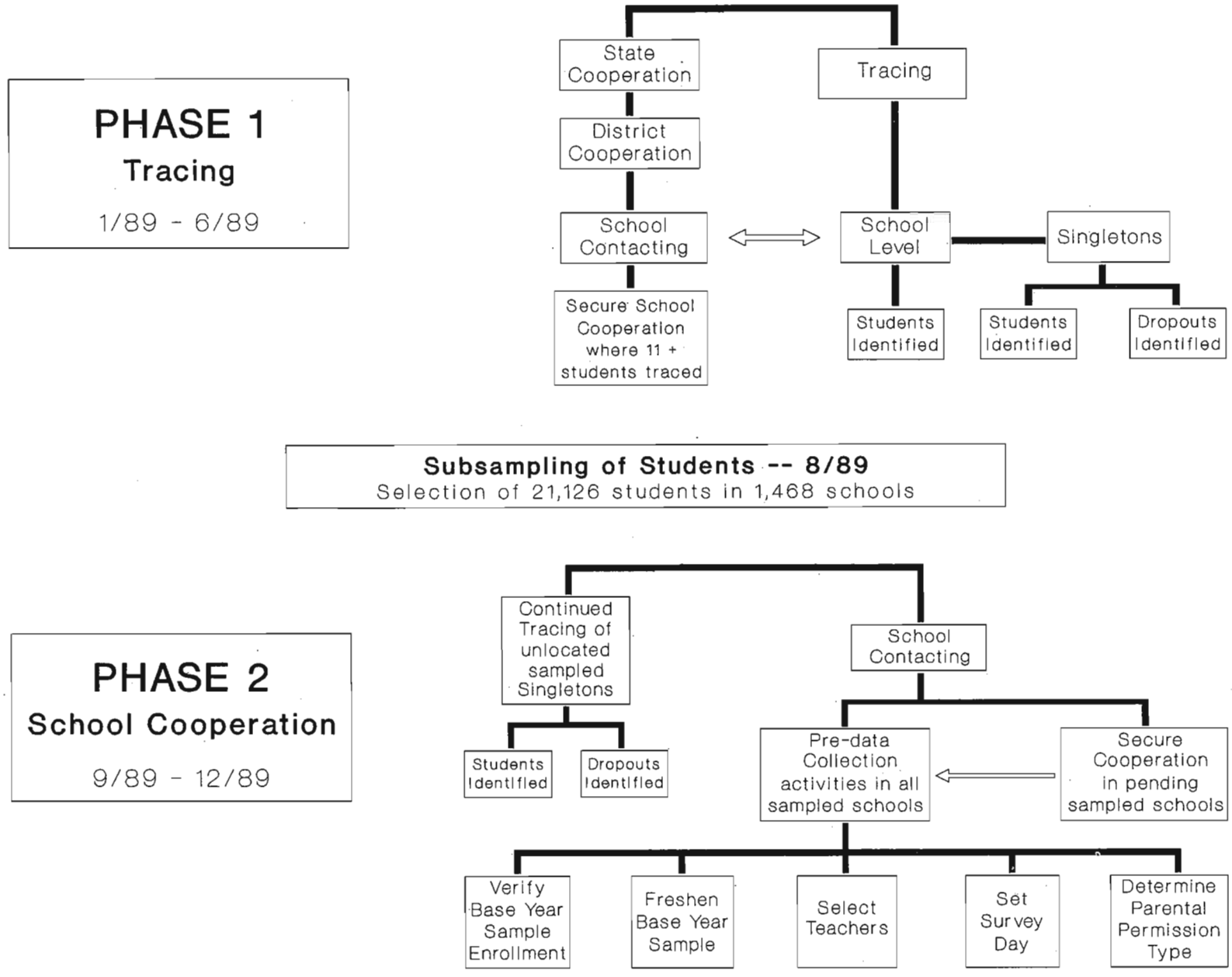
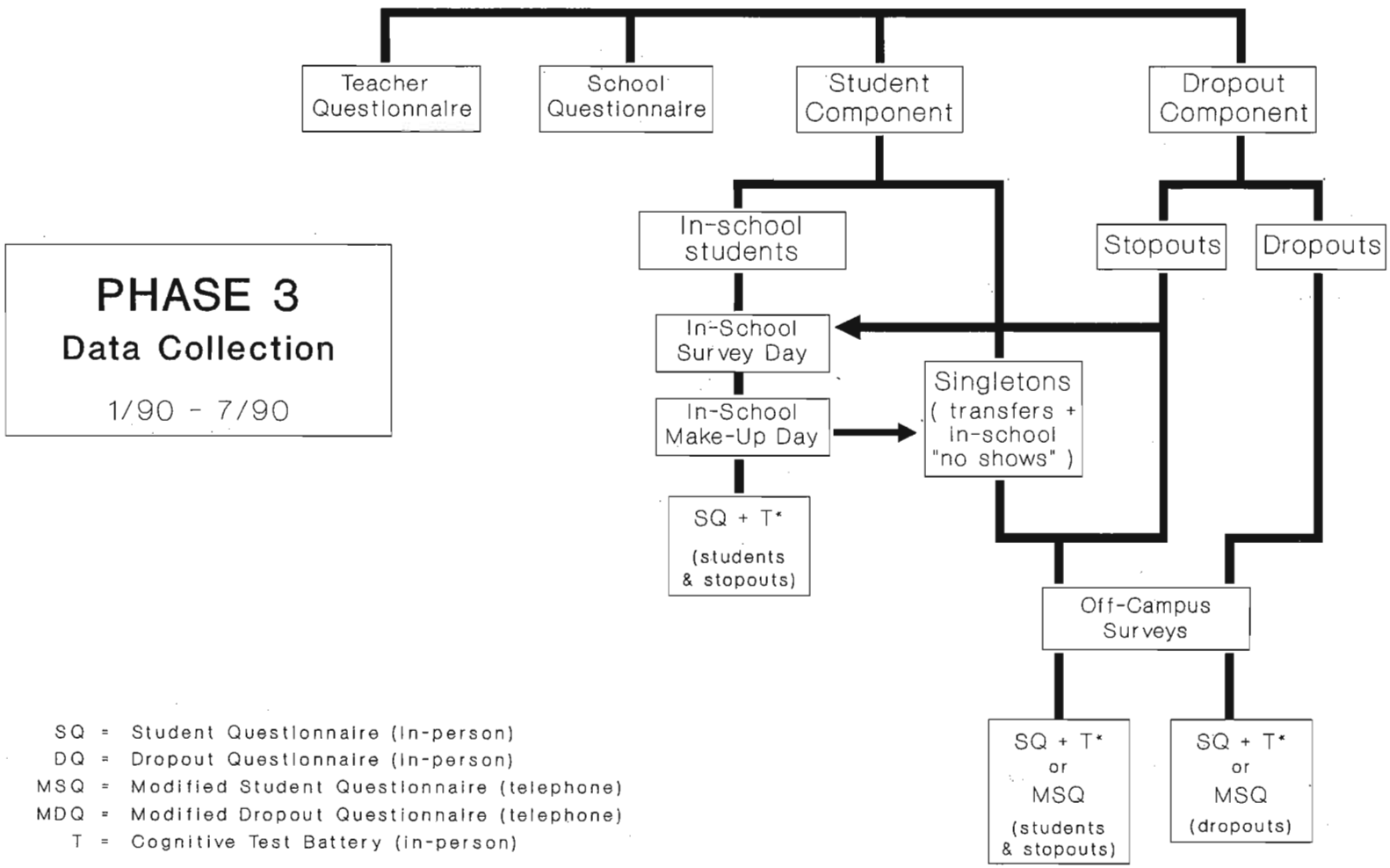


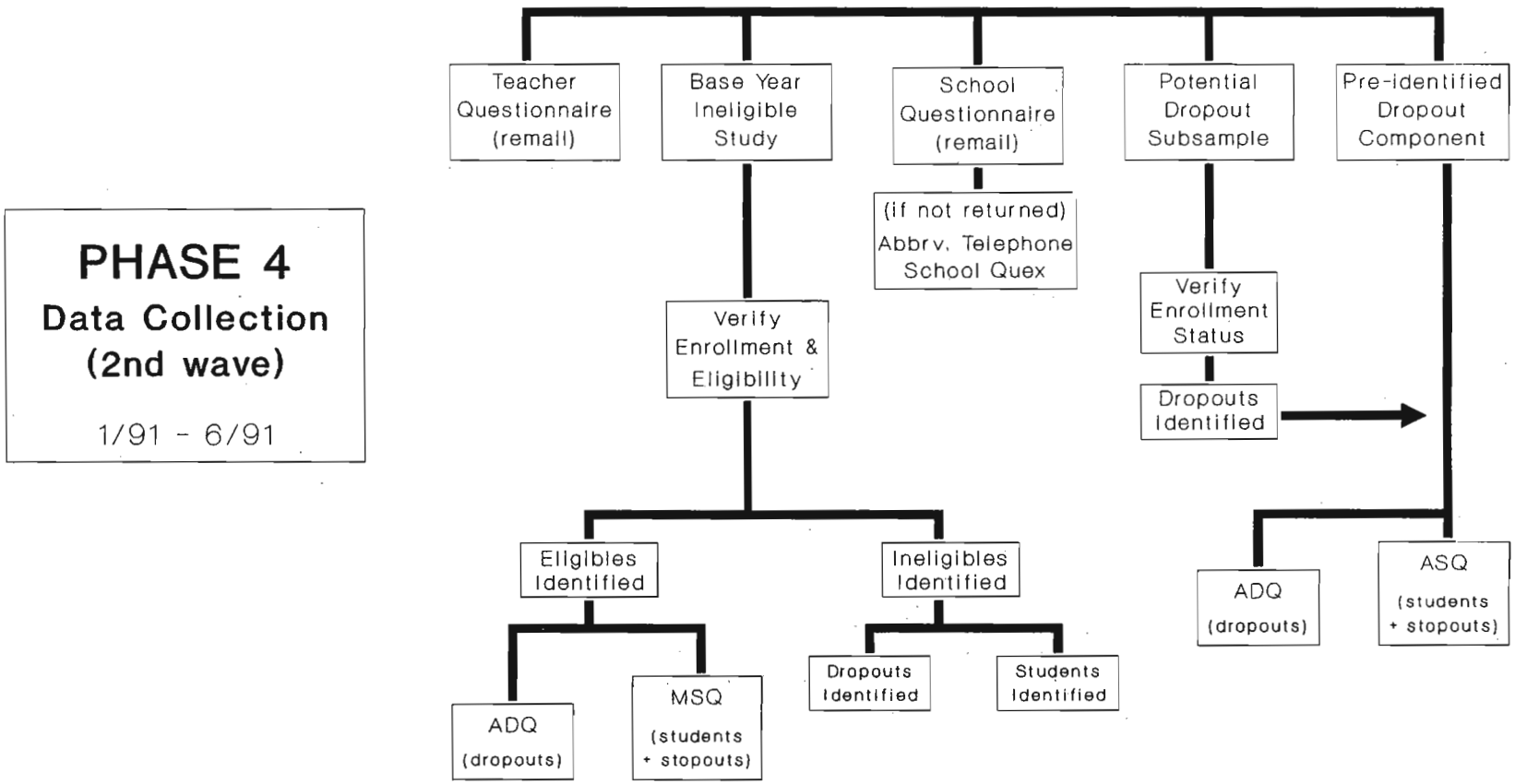
Figure 4-1 (cont.): First follow-up data collection phase diagram



SQ = Student Questionnaire (in-person)
DQ = Dropout Questionnaire (in-person)
MSQ = Modified Student Questionnaire (telephone)
MDQ = Modified Dropout Questionnaire (telephone)
T = Cognitive Test Battery (in-person)

* Cognitive Test administration attempted at all in-person survey sessions.

Figure 4-1 (cont.): First follow-up data collection phase diagram



MSQ = Modified Student Questionnaire (telephone)
ASQ = Abbreviated Student Questionnaire (telephone or in-person)
ADQ = Abbreviated Dropout Questionnaire (telephone or in-person)

For the 22,631 base year sample members who were attending a school with a student cluster size of 3 or more, tracing was accomplished through a personal visit to the school. From March 1 to June 30 of 1989, field interviewers conducted on-site verification of enrollment at 1,662 schools enrolling 3 or more base year sample members. Equipped with a roster of base year sample members who reported that they would be attending the school, interviewers explained to the school principal or vice principal the reason for their visit (which included an explanation of the study's research objectives), and verified sample member enrollment. If a sample member was not enrolled at his or her first choice school, interviewers contacted, in order of the likelihood of attendance, the sample members' second choice school, the school most frequently named by his or her eighth grade classmates (called the modal school), if different from the sample members first and second choice schools, and finally, the sample member at home.[44]

After 18 weeks of tracing, 99 percent (*N*=26,211) of the base year sample had been located. As Figure 4-2 illustrates, with 80 percent of the base year sample traced to their nominated school, students' 1988 reports of the school they would be most likely to attend in 1990 proved reasonably reliable. Of the remaining sample members (20%), 87.3 percent were located at a school other than their first or second choice school or modal school, 4.7 percent were verified dropouts, 1 percent were identified by school officials as dropouts but were not confirmed as such, 2.4 percent were deemed unlocatable, 3 percent were deemed ineligible to participate in the first follow-up study (e.g., deceased, moved out of the country), and 1 percent, cumulatively, were found to be institutionalized or studying at home. Figure 4-3 provides an interesting comparison of specific tracing results for base year respondents and non-respondents.

A second activity occurring simultaneously with tracing was school contacting. After confirming with school officials that 11 or more sample members were enrolled in the school, permission to conduct the first follow-up survey was sought from the school principal.[45] As in the base year, however, before a commitment to participate in the study was requested from school principals, approval to conduct the study was first sought from education governing bodies several levels above individual schools.

For public schools, the Chief State School Officer of each state, was first contacted, then the District Superintendent of each district that oversaw a school in which a NELS:88 sample member was enrolled was contacted. At both the state and district levels, officials were informed of the study's purpose, data collection procedures, and future tracing activities. The same contacting procedures were follow with private schools if they also were organized into an administrative hierarchy, such as Catholic school dioceses.

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[44] For postcard non-respondents, the majority of whom were base year non-respondents, tracing continued through their assigned modal school, and if unsuccessful, at all other first and/or second choice schools named by their eighth grade classmates. At the end of tracing, 93 percent of base year non-respondents (*N*=1,701) had been successfully located.

[45] Prior to tracing, a frequency distribution of student cluster sizes showed that approximately 75 percent of the base year respondents attended a school enrolling 11 or more sample members. As part of the sampling strategy, it was deemed, a priori, that these 18,103 students and their associated 856 schools would be sampled with certainty. As such, only principals of schools with student cluster sizes of 11 or more (i.e., certainty schools) were asked during the spring of 1989 to participate in the study. After tracing, and identifying sample member clustering, sample members who were enrolled in schools with cluster sizes ranging from 1 to 10 were subsampled. The principals of these subsample schools were asked during the fall of 1989 to participate in the study.

Figure 4-2: First follow-up tracing results after 18 weeks of tracing

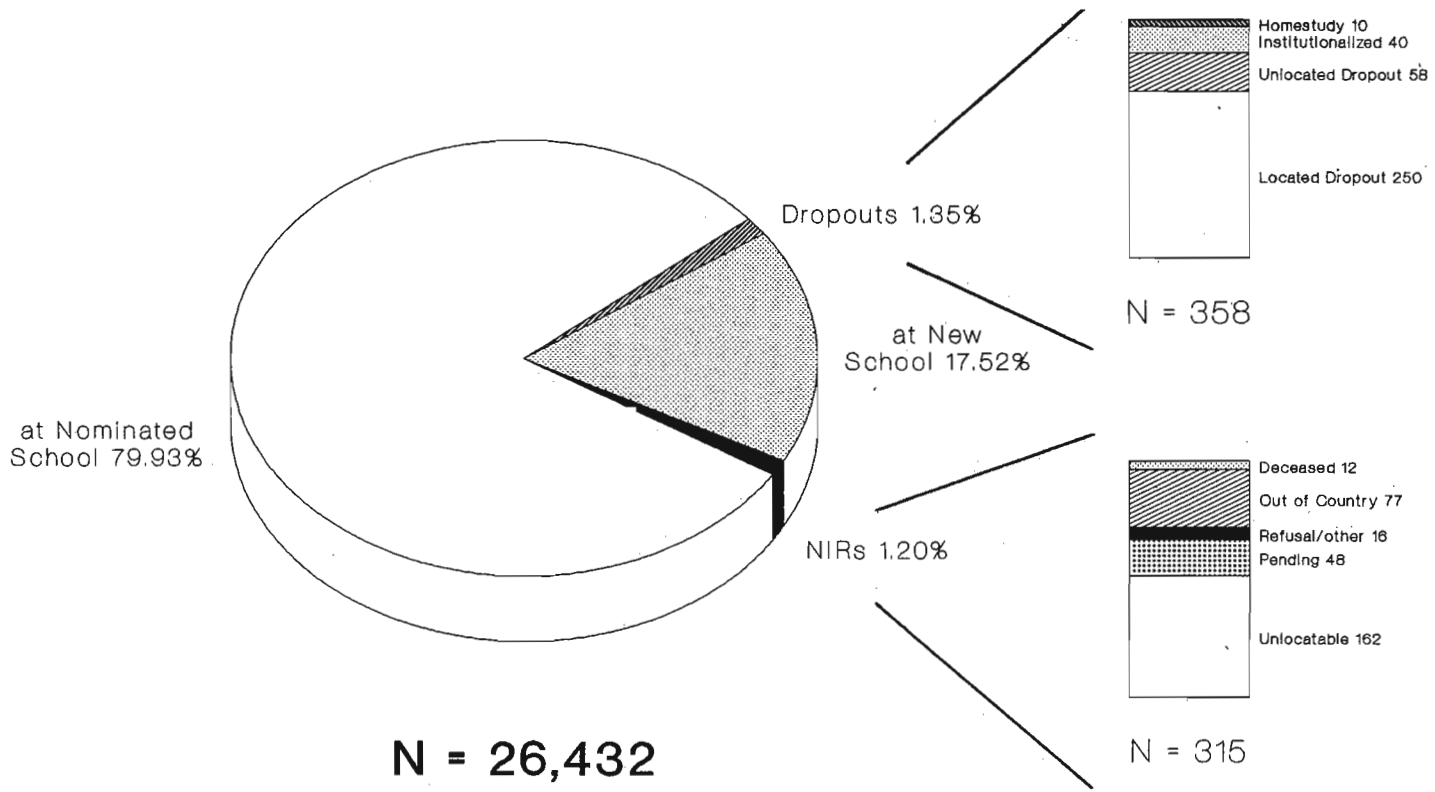
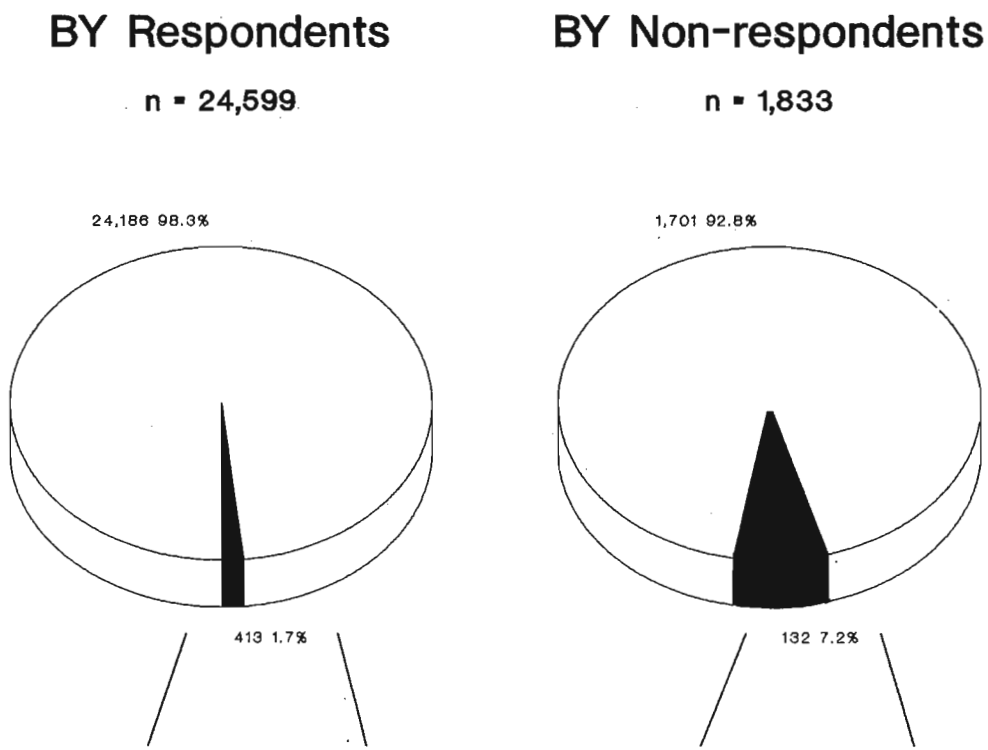


Figure 4-3: First follow-up specific tracing results for base year respondents versus non-respondents



Deceased/Out of Country:	0.32 % (78)	0.60 % (11)
Unlocatable:	0.44 % (108)	2.95 % (54)
Institutionalized:	0.13 % (31)	0.49 % (9)
Dropouts:	1.02 % (250)	3.17 % (58)

Just prior to contacting state and district or diocesan officials, endorsement of the study was sought from key educational organizations. Again, as in the base year, approval for the first follow-up survey was requested and obtained from the Education Information Advisory Council (EIAC) of the Council of Chief State School Officers, the National Catholic Education Association (NCEA), and the National Association of Independent Schools (NAIS). Endorsements were received as well from the American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP), and the National School Boards Association (NSBA).

Table 4.6-1 summarizes the results of district or diocese and school contacting. The final first follow-up core sample was enrolled in 1,109 public and 249 Catholic or other private schools which fell under the jurisdiction of 885 districts and dioceses. Of the 885 districts and dioceses contacted, 99.2 percent (*N*=878) agreed to participate in the study. School contacting proved equally successful with 99.2 percent (*N*=1,347) of the 1,358 eligible first follow-up schools granting permission for the first follow-up to be conducted in their school.

Table 4.6-1
Summary of NELS:88 first follow-up district/diocese and school contacting

	Eligible Sample[a]	Agreed to Participate	Cooperation Rate
District/Diocese Contacting:			
Public	827	820	99.2%
Catholic/ Other Private	58	58	100.0%
School Contacting:			
Public	1,109	1,100	99.2%
Catholic/ Other Private	249	247	99.2%

[a] Schools that had at least one core sample member still enrolled at the end of the school contacting phase, phase 2, of the study.

Phase 2. After tracing was completed and the first follow-up student sample was finalized, all first follow-up schools were contacted again in the fall of 1989 to re-verify student enrollment, freshen the core and state augmentation student samples, schedule Survey Day sessions, and for small cluster size schools (i.e., schools with fewer than 11 sample members), secure permission to participate in the study. Phase 2 was conducted from September 4 to December 15, 1989.

In the fall of 1989, NORC field interviewers personally visited all 1,468 first follow-up core schools identified after subsampling.[46] During this visit, interviewers first asked school principals to appoint a school coordinator who would serve as a liaison between the school and NORC, and assist interviewers with such activities as sample freshening, distribution and collection of survey materials, and verification of student enrollment. Principals were also asked to schedule a Survey Day and Make-Up Day date sometime between February 1 and June 30, 1990. During this same visit, interviewers re-verified students' enrollment, and gathered additional locating information, such as a new home address or name of new school, for students who were no longer enrolled in the school.

Another major activity conducted during this visit was sample freshening. At all schools enrolling core sample members, the sample was augmented to obtain, collectively, a representative sample of the tenth grade class of 1990 (see Chapter III for the details of and rationale behind sample freshening).

4.7 First Follow-Up Student and Dropout Data Collection Activities

First follow-up data collection followed phase 1 and 2 activities of tracing and securing cooperation, and was undertaken in two phases: phase 3 (January to July, 1990) and phase 4 (January to June, 1991).

Phase 3. Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school (including stopouts, that is, temporary dropouts who had returned to school)[47] either through an in-school or off-campus group survey session. In-school survey sessions were held from January 26 to June 30, 1990. Student questionnaires and cognitive tests were administered in group sessions to approximately 13 students in each of the participating core and augmentation schools. (The average group session for School Effects Augmentation schools was approximately 30 students.) As of March 30, 1990, approximately 75 percent of first follow-up schools, which accounted for 90 percent of the first follow-up core sample, or 17,315 core sample members, had held a Survey Day.

Off-campus survey sessions, typically attended by one to three students, were conducted primarily from April 1 to July 27, 1990. Students who had transferred to new schools, or who had missed both Survey Day and Make-Up Day, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions, and often were surveyed alongside sample members who were currently enrolled in school.

[46] This number includes School Effects Augmentation (SEA) schools which are also "core" sample schools. That is, 248 first follow-up schools in the 30 largest MSAs were selected as SEA schools. In these schools, the first follow-up core sample was augmented to obtain a student sample representative of that particular school.

[47] A stopout was defined as a sample member who had dropped out of school between survey day 1988 and survey day 1990, but who had returned to school by the time an NORC field interviewer contacted the sample member to be surveyed.

Telephone interviews, with a modified version of the student or dropout questionnaire,[48] were conducted with a small portion (1.2%) of sample members who could not attend an off-campus survey session. Given the mode of administration, test data were not collected for these sample members.

Phase 4. In order to derive a more precise dropout rate for the 1988 eighth grade cohort, a second data collection effort was undertaken in the spring of 1991. Between January 2 and June 15, 1991, the population of sample members who missed both Survey Day and Make-Up Day or who were no longer enrolled in their phase 3 school and remained unlocated, was subsampled, pursued, and administered either an abbreviated student or dropout questionnaire (depending upon school enrollment status) either over the telephone or in person.

Sample members previously identified as dropouts (i.e., pre-identified dropouts) by a school official but who had not been surveyed by the close of the main data collection period were also pursued during this time. Pre-identified dropouts were administered either an abbreviated student (if they had returned to school) or dropout questionnaire through either telephone or in-person interviews. Cognitive tests were not administered to any sample members interviewed during phase 4.

Table 4.7-1 shows the number and type of sample members who were administered the different versions of the first follow-up questionnaires in the two data collection periods. Overall, 99.8 percent of student respondents and 75.4 percent of dropout respondents were surveyed during the initial data collection period and received a full or slightly modified version of the questionnaire (either student or dropout). Respondents who received the full version of the student or dropout questionnaire also were administered a cognitive test battery. The remaining 0.2 percent of student respondents and 24.6 percent of dropout respondents completed either an abbreviated student or dropout questionnaire and no cognitive test battery one year later. Given the nature of the abbreviated questionnaires, toward the end of the second data collection effort, NORC interviewers were allowed to interview proxies. Of the 34 students surveyed during phase 4, eight interviews were conducted with a proxy. Of the 256 dropouts interviewed during phase 4, 63 interviews were conducted with a proxy.

4.7.1 First Follow-Up Student Survey and Cognitive Tests

In-School Survey Sessions. From January 26 to June 30, 1990, in-school survey sessions or "Survey Days" were held in all core schools still enrolling first follow-up sample members. On Survey Day, two NORC field representatives, a "team leader" and clerical assistant, supervised sampled students as they completed a self-administered new student supplement, if applicable, student questionnaire and cognitive test battery during a three hour long session.

In general, Survey Day procedures paralleled those used in the base year. Once all sampled students were assembled in the Survey Day venue, which was usually a classroom or library, the team leader took attendance and checked for outstanding parental permission forms. Students in each session were then instructed to first complete a self-administered new student supplement, if they received one[49], and then, a student questionnaire. A ten minute break followed during which time NORC field staff reviewed participants' questionnaires for completeness (i.e., checked for missing or illegitimate multiple

[48] The first follow-up student and dropout questionnaires were modified to facilitate administration of the instruments over the telephone.

[49] Base year non-respondents and freshened students received a new student supplement which asked for basic demographic information collected in the base year but not in the first follow-up.

Table 4.7-1: NELS:88 First Follow-Up Completion Rates by Questionnaire Administration Type

ADMINISTRATION TYPE				QUESTIONNAIRE TYPE					
				STUDENT		DROPOUT		TOTAL	
Quex	Version	Mode	Respondent	n	% of total	n	% of total	N	% OF TOTAL
PHASE 3									
	Full	In-person	Sample Member	18,003	98.8 %	746	71.5 %	18,749	97.33 %
	Modified	Telephone	Sample Member	184	1.0 %	41	3.9 %	225	1.17 %
PHASE 4									
	Abbreviated	In-person	Sample Member	5	0.0 %	16	1.5 %	21	0.11 %
	Abbreviated	In-person	Proxy	2	0.0 %	19	1.8 %	21	0.11 %
	Abbreviated	Telephone	Sample Member	21	0.1 %	177	17.0 %	198	1.02 %
	Abbreviated	Telephone	Proxy	6	0.0 %	44	4.2 %	50	0.23 %
			TOTAL:	18,221		1,043		19,264	

responses to single-response critical items).[50] Immediately following the break, students were administered an 85 minute cognitive test battery. As in the base year, the test consisted of four timed sections covering the subject areas of mathematics, reading, science, and social studies (history/government). Upon completion of the cognitive test battery, a second attempt was made to retrieve missing (or inappropriately marked) questionnaire items before students left the classroom.

At the close of Survey Day, NORC field staff made arrangements for a Make-Up Day to be held for first follow-up sample members who did not participate in the survey session. If 5 or fewer students did not participate, the school coordinator was asked to supervise Make-Up Day.[51] If more than 5 students were scheduled, or the school coordinator was unavailable to conduct Make-Up Day, the NORC team leader returned to the school to conduct the session.

In order to engage the interest of sample members, a NELS:88 student newsletter was distributed four weeks prior to Survey Day. The newsletter, accompanied by a parental permission form, highlighted major findings from the base year, discussed the purpose and importance of the study, its voluntary nature, and the procedures that would be followed to ensure confidentiality. Also to ensure a high turnout on Survey Day, NORC representatives, with the assistance of the school coordinator, developed a plan for tracking students who, although present in school that day, might be missing from the survey session. A third strategy was the request that Survey Days not be scheduled on Monday or Friday since these days are typically high in absences. An average in-school participation rate of 96 percent was achieved for the longitudinal (eighth grade cohort) student sample.

Off-Campus Survey Sessions. Off-campus survey sessions were initially planned as a method for surveying students who were enrolled in schools that had refused to participate in the study or who had transferred to a school outside the original set of first follow-up schools and dropouts. However, if a student who had missed both Survey Day and Make-Up Day resided close to the site of an off-campus session, he or she was also invited to attend. Off-campus survey sessions were held from April 1 to July 27, 1990.

NORC field staff contacted qualified students by telephone and invited them to take part in an off-campus survey session. Students were reimbursed (up to $20) for travel expenses to and from the survey sites. Sessions were conducted using procedures as similar as possible to those of on-campus sessions, and were typically scheduled in a public library or community association meeting room. Field staff scan-edited completed questionnaires during the testing period and attempted to obtain missing or incomplete data before participants left the sites. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in person or over the telephone. Because the off-campus sessions typically involved only one to three participants, these administrations were handled by a single survey representative.

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50 As in the base year, an NORC clerical assistant 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.

51 To ensure confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness.

4.7.2 Dropout Survey

The NELS:88 first follow-up dropout survey is perhaps best understood from the perspective of the study's overall approach to the study of school leavers. This being so, this section discusses the rationale behind the design and methodology of the dropout survey as well as the classification scheme and actual data collection procedures employed in the first follow-up.

Rationale for the First Follow-Up Design. Although another NCES National Education Longitudinal Studies (NELS) study series -- specifically, High School and Beyond (HS&B) -- tracked and examined the phenomenon of school leaving and completion, a number of questions about the process of dropping out of and subsequently returning to school could not be addressed through the study's design. NELS:88, building upon the experiences of HS&B, was designed to address some of these unanswered questions.

One limitation in the HS&B design was that it began with second semester tenth graders, yet many students drop out before the second semester of tenth grade. In an attempt to remedy this limitation, NELS:88 began with eighth graders thus providing a baseline immediately prior to entry into secondary school.[52]

The second limitation in the HS&B design was that it did not provide definitive enrollment status information for the full sample. Analysts have data for those who completed a student questionnaire, but do not have enrollment data for nonparticipants. Participation rates in the HS&B follow-up were extraordinarily high--96 percent. Nonetheless, there may have been "hidden" dropouts in the population of students (as defined by the school) who did not participate despite Survey Days and repeated Make-Up Days.

To remedy this limitation, NELS:88 first follow-up, in phase 4 of the study, screened a 50 percent subsample of all nonrespondents who potentially could be "hidden" dropouts (specifically, sample members not identified as dropouts by their schools but who did not participate at either the initial survey session or at subsequent Make-Up Days; students who were not located at the expected school in the initial data collection phase and required further locating). The rationale for screening nonrespondents is that later information from records sources may frequently supersede the initial phase 3 categorizations given to sample members by schools. (That is, there may be a gap between the time a student leaves a school, and the time when the origin school receives a request for academic transcripts from the destination school; in the meantime, the former student's status is unknown, and he/she may mistakenly be assumed to be a dropout.) There is therefore some benefit in revisiting the question of enrollment status at a later date when the whereabouts and status of missing students/dropouts may more accurately be ascertained.

A third limitation of the HS&B design, related to point two above, is that it excluded certain categories of students: those who dropped out in the course of tenth grade, those with language barriers to participation or with physical or mental barriers to participation. These excluded students do not enter into the cohort dropout rate obtained from HS&B.

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[52] NELS:88, in starting with eighth graders, largely, but not entirely, corrects this limitation in HS&B. M. J. Frase (*Dropout Rates in the United States: 1988*, p. 22. Washington,D.C., NCES 89-609, 1989), using Bureau of the Census CPS data, reports that 12 percent of dropouts have "completed six years of elementary school at most"--presumably, this portion of the dropout population would be missed by a study such as NELS:88.

To address the problem of baseline excluded students, a study of base year ineligible students was undertaken in NELS:88 first follow-up. Data gathered on ineligible students has been used to produce a correction factor for the NELS:88 eighth grade cohort dropout rate.[53] (For details on the research and sample design of the Base Year Ineligible Study, see section 4.7.4 of this chapter; Chapter III of this manual; and *NELS:88 First Follow-Up Final Technical Report.*)

In general, the approach of HS&B--to ground estimation in sample members who have completed the student questionnaire--is supplemented by NELS:88 through its modified research design. The first follow-up survey's non-respondent component and followback of base year ineligibles facilitates more accurate national estimates of a cohort dropout rate.

Defining Dropouts. The first follow-up applied two levels of definition to distinguish between in-school and out-of-school sample members: a classificatory level [a sample member is to be classified as a dropout or former dropout (stopout) or a student] and a data collection level (who should complete the dropout questionnaire?; who should complete the student questionnaire?). The classificatory level carries with it a sampling implication. Dropouts are retained with certainty in NELS:88; students are subsampled. A further implication of this two-level approach is that the population of students in the survey classified as dropouts at some point between 1988 and 1990, and the population of students who were eligible to complete the dropout questionnaire, are not identical.

Moreover, apart from regular students, the first follow-up identified and surveyed three primary groups of sample members or sample members who were at various degrees of school disengagement on a continuum of engagement anchored at the extremes by in-school student status and out-of-school dropout status: **cohort dropouts**--former students who were out of school in the spring term of 1990 when contacted to be surveyed; temporary dropouts--whom we will refer to as **stopouts** (former dropouts, who had a dropout episode between spring term 1988 and spring term 1990, who were back in school in the spring term of 1990); and **chronic truants** (students who do not meet the conditions of the formal dropout definition, but had an exiguous physical presence in the classroom). Each of the three populations of interest: dropouts, stopouts, and chronic truants are considered in turn below.

Cohort Dropouts: The primary dropout statistic that NELS:88 was designed to obtain was the cohort dropout rate for the eighth grade class of 1988. For purposes of estimating the cohort dropout rate, a dropout was defined in terms of the following two conditions:

1. an individual who, **during the spring of 1990**, according to the school (if the sample member could not be located), or according to the school and home, is not attending school or, more precisely, has not been in school for four consecutive weeks or more and is not absent due to accident or illness,

2. a student who, **during the spring of 1990**, has been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

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[53] A 1988-1990 cohort dropout rate (both overall and by subgroups) derived from the base year- eligible and -ineligible samples is reported in Kaufman, P., McMillen, M. M., and Whitener, S. D., *Dropout Rates in the United States: 1990*, pp. 15-18. (Washington, D. C., NCES 91-053, 1991). For further information on use of NELS:88 data to calculate dropout rates and status, see Appendix E of this manual.

Note that this definition requires double-confirmation of enrollment status: both the school and the household must agree in their reports that the sample member's school attendance behavior conforms to the study's definition of a dropout.

With respect to actual data collection, only sample members who satisfied conditions 1 and 2 above were administered a dropout questionnaire. According to this definition, therefore, a sample member who was found by the study to be out of school for 4 consecutive weeks or more but had returned to school for a period of at least 2 weeks at the time of survey administration in the spring of 1990 was not classified as a cohort dropout, and, hence, was not administered a dropout questionnaire; rather, the sample member was classified as a stopout (see definition below).

Unlike HS&B, the first follow-up considered students enrolled in a GED or other alternative program as students rather than dropouts (both for sampling and questionnaire administration), regardless of the nature of the alternative program.[54] In the NELS:88 first follow-up field test in the spring term of 1989, it was found that when students in alternative programs were asked to complete the dropout questionnaire, oftentimes they found it difficult to answer some items because these questions implied that they had left or were not in school. As such, it was concluded that there may be some reluctance to identify oneself as a dropout when one is a participant in an alternative program, and that the student questionnaire -- if one is limited to but two questionnaires -- may be the more appropriate survey instrument for alternative program participants to complete.

In addition to identifying cohort dropouts, the first follow-up also identified, and hence, allows for the study of, sample members residing at less extreme points on the school engagement continuum.

Stopouts: At the classificatory level, "stopouts" are any sample members who demonstrate at least one period of dropping out of, and returning to, school.[55] At the data collection level, in terms of what questionnaire to administer to stopouts, sample members who were identified in phase 1 or phase 2 as a dropout, but who, in phase 3, had been attending school for two weeks or more

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[54] The population of students who are in various degrees of disengagement from school is highly differentiated. There are students who have left school, but there are also those who have returned to alternative or regular programs. Some of these alternative programs are alternative routes to school completion (to a GED, for example) while others are intended to help students re-enter a diploma program. In addition, there are students who are in alternative programs to prevent dropping out, though they may never have left school. Finally, there are significant numbers of students who are chronic truants. There are many gradations of disengagement along the continuum between in-school status and dropout status. A fundamental choice made in the first follow-up was that any student who is receiving any kind of academic instruction -- whether that instruction is designed to lead to a high school diploma, a GED, or to neither -- should be administered the student questionnaire. Thus, students who were institutionalized (for example, in jail or reform school or a drug rehabilitation program) completed the student questionnaire, as long as they received academic instruction, as too students in a home study situation (students who had left school and were being instructed at home owing to religious or other motives of their parents, or to disabilities), and those attending night classes at a school, church, or other setting. Only students who were receiving no academic instruction were administered the out-of-school (dropout) questionnaire.

[55] Theoretically, a first follow-up sample member could be both a stopout and dropout. For example, a sample member who was found to be a dropout in phase 1 may have returned to school in phase 2 and have left school again in phase 3. However, according to the data collection level of the definition of a dropout, this sample member was out of school at the point of data collection, and as such, was administered the dropout questionnaire.

were administered the first follow-up student questionnaire and cognitive test battery. Stopouts--phase 1 or 2 dropouts who were back in school during data collection--who, in phase 3, had been attending school for less than 2 weeks were administered the dropout questionnaire.

Chronic absentees: Because a substantial number of absent on Survey Day/absent on Make-Up Day sample members were successfully surveyed, item 13 in the 1990 student questionnaire may be of some value in identifying chronic absentees. (This item reads: "In the first half of the current school year, about how many days were you absent from school for any reason?" Response options range from "None" to "21 or more.") Nearly 5 percent of the student respondents reported that they were absent from school more than a month (21 or more schools days) during the first half of the 1989-1990 school year.

Field Procedures for Identifying Stopouts and Cohort Dropouts. First follow-up staff identified dropouts and stopouts based on information they obtained in their contacts with schools and household members during three temporally distinct periods of time:

Phase 1: Tracing; spring term 1989 (eighth grade cohort members traced and enrollment status ascertained).

Phase 2: Autumn school contacting; fall 1989 (verifying sample members' school enrollment; freshening the sample).

Phase 3: Data collection; spring term 1990 (reverification of school enrollment status).

During these time periods the following definition was applied:

> **A student is considered a dropout if he or she has not attended school for the last (consecutive) 20 school days (excluding any excused absence).**

When a school official identified a sample member as a dropout, interviewers were instructed to contact the household to confirm the status of the sample member. If an adult household member indicated that the definition above was applicable, the sample member was classified as a dropout. Similarly, if sample members themselves told field interviewers that they were dropouts, they were classified as dropouts. This policy of confirming status through the household was applied during all three points of enrollment status verification.

Furthermore, whenever a sample member was identified as a dropout, the sample member was flagged as such and the date he or she dropped out of school was recorded. If during subsequent enrollment verification contacts, the sample member had returned to school, the date he or she returned was recorded. Once a sample member was flagged as a dropout, regardless of whether or not he or she returned to school, the flag was maintained. This is how stopouts were identified; the presence of a dropout flag, but a completed student questionnaire or drop-back-in date (and no subsequent drop-out date), was used to determine stopout classification. Drop-out and drop-back-in dates were sent to NORC and kept in a separate data base which contained space for recording up to two episodes of dropping out and two episodes of dropping back in to school for each sample member.

Data Collection: Initial Effort. Like the first follow-up student survey, data collection for the dropout survey was executed in two phases, phase 3 (January to June, 1990) and phase 4 (January to June, 1991). Under the initial data collection period, team leaders administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions. Team leaders were instructed to procure sites for these sessions that approximated as closely as possible the characteristics necessary for a Survey Day room; off-campus sessions were conducted in public libraries, community centers, and similar locations.

In off-campus survey sessions, team leaders followed the same procedures as for in-school sessions. Attendance was taken; permission was checked; in-school scripts and instructions were read; instruments were administered with the precise timing of an in-school session; and critical items were edited and retrieved.

Dropouts attending off-campus sessions were reimbursed (up to $20) for travel expenses at the end of the session. This reimbursement was not a payment for participation. If possible, dropouts were invited to the same off-campus sessions as in-school students. However, since off-campus sessions averaged one to two sample members per session, dropouts (as well as students) were typically administered a questionnaire and cognitive test in a single survey session.

In few cases, it was preferable to administer the survey in a sample member's home. A home site off-campus administration was held when only one respondent in a particular area was eligible for an off-campus administration, the home environment was suitable, and a more desirable site was unavailable or inaccessible to the respondent. Team leaders followed the same procedures as for in-school and central site off-campus administrations. Respondents participating in home administrations did not receive the $20.00 reimbursement for travel expenses.

Quality control procedures for the dropout questionnaire were very similar to those employed in Survey Day sessions. During the test administration, the team leader edited the dropout questionnaires, checking that critical items were completed in full. If data were missing, the team leader attempted retrieval at the sample member's work area when he or she had completed a test section. At the end of the testing session, sample members were instructed to close and hand in their test booklets. Any sample members with items yet unretrieved were asked to stay for a few minutes after the session.

Second Data Collection Effort. The primary purpose of the second data collection effort, which was conducted from January 2 to June 15, 1991, was to gather enrollment status information on nonrespondents and previously identified dropouts (sample members who were identified as dropouts by school officials, but not home-confirmed) in an attempt to obtain a more precise estimate of the cohort dropout rate for the eighth grade class of 1988. To this extent, the main dropout data collection plan was modified slightly for dropouts survey during the second data collection effort (phase 4).

The primary modification was drawing a 50 percent subsample of nonresponding students, and then, screening for dropouts. For the phase 4 screening of the 50 percent subsample of nonresponding students, telephone interviewers verified enrollment for all cases. If a sample member was identified as a cohort dropout, he or she was administered an abbreviated version of the dropout questionnaire over the telephone. Conversely, if a sample member was identified as a stopout, he or she was administered an abbreviated student questionnaire. If the sample member was a student, he or she was not surveyed. Since, the abbreviated questionnaire gathered primarily objective

behavioral information, such as sample member's address, enrollment status, and basic background information (sex, race/ethnicity), interviewers were allowed to conduct a telephone interview with a proxy.[56] Proxy administrations were used as a "last-resort" method of acquiring enrollment data on dropouts.

Nonrespondents for whom no telephone number was available were pursued, screened, and surveyed in person. Again, in-person interviews took place with an abbreviated version of the dropout (or student) questionnaire and were conducted with either the sample member or a proxy.

The other category of sample members pursued during this time--sample members who were previously identified as dropouts--were surveyed in the same manner as non-responding students.

For both categories of sample members surveyed during phase 4, cognitive tests were not administered given the date of this second effort--some six months to one year after the initial data collection effort. Incentives of up to $20 for completing an abbreviated interview were offered to sample members interviewed during this second data collection effort.

To ensure strict comparability with the cohort dropout definition employed in the spring of 1990, cohort dropouts were defined as sample members who, between April and June, 1990, missed school for 20 or more consecutive days. Specifically, sample members were screened through the questions:

> **"Did you have 20 or more consecutive unexcused absences between April, 1990 and June, 1990?"**
>
> **"Did you have 20 or more consecutive unexcused absences between March, 1989 and March 1990?"**

If sample members answered yes to the first question, then they were administered an abbreviated dropout questionnaire. If they answered no, but had missed school for 20 or more consecutive days sometime between March of 1989 and March of 1990, then they were administered an abbreviated student questionnaire. (The phase 4 enrollment screener appears in Appendix U.) The dates of April to June, 1990 were selected as the reference period for classifying a sample member as a dropout because these dates represent the period of time when they would have been contacted and surveyed, if located during the initial data collection effort. The dates of March, 1989 to March, 1990 coincide with phases 1, 2 and early phase 3. This question was asked to identify stopouts or former dropouts who had returned to school by the time an NORC interviewer contacted them for survey administration.

4.7.3 School Effects Augmentation (SEA)

Since the School Effects Augmentation (SEA) student sample was drawn from within NELS:88 first follow-up schools, SEA students were exposed to the same data collection procedures as first follow-up core students. Self-administered student questionnaires and cognitive tests were administered to SEA students through both in-school and off-campus survey sessions. The average

[56] The first follow-up defined proxies as friends, relatives, or acquaintances who could verify dropout status and provide sample member address information.

size of in-school survey sessions for SEA schools was approximately 30 students. In all cases, SEA sample members were surveyed in a manner identical to first follow-up core and state augmentation students.

In the 248 participating SEA schools, both core and SEA sample members, on the school's Survey Day, were administered the student questionnaire and cognitive tests by an NORC team leader and clerical assistant. SEA students were also invited to and surveyed at off-campus survey sessions if they had either transferred to a new school or had missed both Survey Day and Make-Up Day and resided close to the site of the off-campus session. In-school (both Survey Day and Make-Up Day) and off-campus survey session procedures were carried out exactly as described in section 4.7.1.

Additionally, two teachers of each SEA student were asked to complete a teacher questionnaire. Similarly, by virtue of SEA schools being one in the same with core schools, the school's chief administrator was asked to complete a school administrator questionnaire. Again, in all cases, data collection procedures for both the SEA teacher and school administrator surveys mirrored those of the first follow-up core teacher and school administrator surveys. The exact details of SEA data collection procedures, and completion rates for the SEA surveys will be presented in the *NELS:88 School Effects Augmentation Data File User's Manual* which will be available upon the completion of NELS:88 second follow-up.

4.7.4 First Follow-Up Survey of Base Year Ineligible Students

The Base Year Ineligibles Study (BYI) of the NELS:88 first follow-up was a followback of students who had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year. The BYI study had several purposes; three of these purposes seem especially worthy of note. **First**, if the five percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this could bias certain baseline results. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates (for example, of dropping out between eighth and tenth grade). **Second**, an individual's eligibility status could potentially change. For example, a student excluded on language grounds in 1988 could have gained sufficient proficiency in English by 1990 to complete the survey forms (or at least the student questionnaire). Just as sample freshening is one precondition of generating from an eighth grade longitudinal cohort a nationally representative sample of tenth grade students two years later, so too granting excluded 1988 eighth graders who have changed in their eligibility characteristics some chance of selection into the 1990 sample is a further precondition of tenth grade sample representativeness. **Third**, eligibility rules were modified in the first follow-up, so that eligibility depended upon ability to complete a student questionnaire in English <u>or Spanish</u>. By giving 1988 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1990, the changed eligibility rules of the first follow-up were successfully carried back to the base year cohort.

Two kinds of information were sought from the sample of excluded students. **First**, it was to be determined if their eligibility status had changed (or was affected by the changed eligibility rules of the first follow-up). If so, these students were to be reclassified, and added to the longitudinal sample. They would then be administered, as appropriate, a student or dropout questionnaire. **Second**, for those who remained ineligible, their school enrollment status was to be ascertained, and basic information about their characteristics recorded. Their eligibility status (and school enrollment

status) will be reviewed again, in the second follow-up of NELS:88, in 1992. Readers should refer to Figure 3-1, in Chapter III, for an illustration of the relationship of base year eligible and ineligible students to the core first follow-up and second follow-up samples.

Data collection procedures. Data collection for the followback study of base year excluded students took place during the second data collection effort (phase 4) conducted from January 2 to June 15, 1991. Although executed as a separate study, this component's data collection effort most resembled that of the dropout survey conducted during phase 4. That is, BYI students were screened first for enrollment and eligibility information, and then, if deemed eligible to participate in the first follow-up survey, administered the slightly modified version of the student questionnaire or the abbreviated dropout questionnaire (depending on enrollment). No cognitive tests were administered. Questionnaires were administered to sample member either over the phone or in person.

BYI screening entailed collecting information on two status dimensions, enrollment and eligibility. For all base year ineligible students, the following status information was obtained from the student's current school (if enrolled) or school last attended (if a dropout) upon screening:

> **Sex:** male or female;
> **Race/ethnicity:** white, black, Hispanic, Asian/PI, American Indian, other
> **School enrollment status:** dropout=20 or more consecutive unexcused absences between April 1, 1990 and June 30, 1990;
> **Eligibility:** English language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire and cognitive test), reading ability level of at least sixth grade

If a sample member was reported to be a dropout (or former dropout, that is, the school reported that the student had 20 or more consecutive unexcused absences between March 31, 1989 and March 31, 1990), according to the above definition, confirmation was then to be obtained from the home.

The next step in the screening process was ascertaining eligibility status. Eligibility information was gathered for all sample members. In determining eligibility status in 1990, interviewers were instructed to obtain reports from a person with first-hand knowledge of the student, such as the special education teacher, the bilingual education teacher or the language arts teacher. The process typically entailed talking to multiple staff members of the school, until the individual best qualified to assess the student's eligibility status was identified.

NORC interviewers were given explicit criteria to follow for determining eligibility. Overall, it was the intention of the study to include all sample members who were capable of meaningful participation in the regular first follow-up survey under normal conditions. Unless there were severe mental or physical handicaps or lack of facility in written English or Spanish and a sample member was not capable of completing the survey instruments under normal circumstances, the student was considered eligible for the survey.

Users should note that BYI data are not included on this BY-F1 combined student component data file. Data gathered from BYI students who were deemed eligible for participation in the first follow-up will be included in the combined BY-F1-F2 data release and may be made available as a

separate restricted use file prior to that time. For a more detailed account of the BYI study along with major findings and interviewer instructions for determining eligibility can be found in the *First Follow-up Final Technical Report*.

4.8 First Follow-Up 1990 and 1988-90 Panel Data Collection Results

Tables 4.8-1 through 4.8-3 summarize the data collection results for the NELS:88 first follow-up study. All completion rates have been derived based on eligible sample members only. That is, for these tables, completion rates are calculated as the number of completed interviews divided by the number of in-scope sample members. Also, note that the first follow-up student/dropout sample constitutes the basic unit of analysis and that all other samples--school administrators[57] and teachers[58]--are defined in relation to participating sample members.

Unlike the completion rates reported for the base year student and first follow-up dropout components, weighted completion rates for the first follow-up student component are lower than their corresponding unweighted rates. This is primarily due to subsampling and the fact that subsampled groups with higher weights participated at a lower rate.

Table 4.8-1 presents statistics for the first follow-up full cross-sectional sample, which includes both base year retained and freshened sample members. The statistics are reported with respect to three study components--student, dropout, and school--and selected sample member and tenth grade school characteristics.

Although students participated at a somewhat higher overall rate in the first follow-up than did students in the base year, the first follow-up weighted response rate is lower (91.1% versus 93.4%). The lower first follow-up rate is largely due to subsampling, in particular subsampled transfer students because they carry a relatively large weight but participated at a lower rate. A second factor contributing marginally to the slightly lower first follow-up student completion rate is the rate of participation among freshened students. The response rate among first time sample members was 87.5 percent (unweighted) compared to 94.1 percent (unweighted) for their base year retained classmates.

With regard to dropouts, 91 percent completed a dropout questionnaire. And, of those who completed a questionnaire, 49 percent completed a cognitive test. The lower rate of participation on the cognitive tests can be attributed primarily to the resource conservation strategy of not administering cognitive tests to sample members who completed either an abbreviated or modified version of the dropout questionnaire.

Completion rates for the panel sample (students and dropouts combined) are reported in Table 4.8-2. For the purpose of this table, completion rates are calculated as the number of interviews

[57] First follow-up schools do not constitute a representative sample of tenth grade schools, although a representative sample of eighth graders matriculated to them. Schools, and hence, school administrators were selected for participation in the first follow-up through association with selected first follow-up sample members. To conduct school effectiveness research, users should use the School Effects Augmentation data which will become available after the completion of the second follow-up.

[58] The teacher completion rate is not available for this user's manual, but will be included in the user's manual for the NELS:88 first follow-up teacher component and in the final technical report.

completed in both the base year and first follow-up (N of panel members) divided by the number of all in-scope base year retained sample members who completed a base year student questionnaire (N of potential panel members).[59] Panel completion rates are shown for students and dropouts combined by selected sample member and eighth grade school characteristics. Weighted and unweighted response rates are also displayed in terms of panel members whose parents completed a parent questionnaire in the base year.

Base-year retained respondents participated at approximately the same rate in the first follow-up (93%) as they did in the base year (94%; Table 4.4-4). Cognitive test data were collected from 89 percent of panel students and dropouts who completed a questionnaire. Again, this somewhat lower rate of response on the cognitive test is largely due to the strategy of not administering cognitive tests to sample members who completed either an abbreviated or modified version of the first follow-up questionnaire. However, 99 percent of the panel sample completed at least one cognitive test either in the base year or first follow-up. Additionally, for 94.3 percent of base year retained sample members, a parent completed a parent questionnaire in the base year. The high correspondence between sample member and parent participation makes it possible to use the first follow-up panel weight with parent data with only little risk of appreciable bias.

Table 4.8-3 displays summary completion rate statistics for panel student members only by selected student and eighth grade school characteristics. The first follow-up response rate for base year retained students alone is 93 percent. First follow-up school questionnaire data were collected for 91 percent of panel students; for almost 100 percent of panel students, either base year or first follow-up school data is available.

[59] Readers may notice what appears to be a discrepancy between the number of "potential panel" members reported in Table 4.8-2 (N=18,261) and Table 4.4-4 (N=18,394). While both figures reflect the number of base year retained sample members who completed a base year student questionnaire, subsequent to the base year, 133 base year completers who were selected for participation in the first follow-up became out-of-scope (i.e., deceased, mentally or physically disabled, or out-of-country).

Table 4.8-1 NELS:88 first follow-up completion rates (10th grade cross-section) by sample eligibility

	Student questionnaire Completion rates		Student 10th grade test[a] Completion rates		Dropout questionnaire Completion rates		Dropout 10th grade test[b] Completion rates		School questionnaire[c] Completion rates		School questionnaire[d] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.09	94.10	94.14	95.23	90.97	89.84	48.56	50.05	NA	97.07	91.97	96.94
Participated	18,221		17,352		1,043		522		1,291		17,663	
Selected	19,363		18,221		1,161		1,043		1,330		18,221	
School type[e]												
Public	91.66	94.38	94.34	95.39	NA	NA	NA	NA	NA	97.41	93.20	97.28
Catholic	97.53	97.62	95.22	97.05	NA	NA	NA	NA	NA	95.90	88.95	95.22
Other private	89.51	93.27	91.64	93.53	NA	NA	NA	NA	NA	95.16	82.77	97.89
Urbanicity[e]												
Urban	90.36	93.64	92.29	93.53	NA	NA	NA	NA	NA	96.65	90.95	96.90
Suburban	92.25	94.53	94.80	95.91	NA	NA	NA	NA	NA	96.94	92.97	97.19
Rural	93.31	95.73	95.91	96.66	NA	NA	NA	NA	NA	98.76	94.17	98.11
Region[e]												
Northeast	91.84	93.26	93.57	94.32	NA	NA	NA	NA	NA	95.10	93.83	96.87
South	93.09	95.78	94.68	96.12	NA	NA	NA	NA	NA	97.82	91.43	97.18
North Central	93.60	95.42	97.22	97.45	NA	NA	NA	NA	NA	98.46	94.70	98.58
West	87.46	92.02	90.02	92.08	NA	NA	NA	NA	NA	96.17	90.17	95.80
Ethnicity												
Asian/PI	90.71	92.96	93.59	94.64	70.37	75.00	23.77	28.57	NA	NA	94.63	97.28
Hispanic	88.32	92.75	90.18	92.54	91.72	87.64	43.81	50.22	NA	NA	89.46	94.39
Black	88.85	93.89	92.13	94.02	89.02	87.10	39.41	48.77	NA	NA	87.92	95.88
White	93.56	95.69	95.14	96.02	93.78	94.06	55.26	52.39	NA	NA	92.95	97.55
Am. Indian	88.46	92.15	97.78	97.76	88.62	83.33	40.46	36.00	NA	NA	93.65	97.31
Refused/Missing	28.92	35.52	80.40	80.43	66.25	62.86	27.72	31.82	NA	NA	NA	NA

[a] 10th grade cognitive test coverage rate for each student who has completed a student questionnaire.
[b] 10th grade cognitive test coverage rate for each dropout who has completed a dropout questionnaire.
[c] 10th grade school completion rate (for school questionnaire), where at least one student has completed a student questionnaire.
[d] 10th grade school questionnaire coverage rate for each student who has completed a student questionnaire.
[e] Refers to 10th grade school.

Table 4.8-2 NELS:88 *combined* base year and first follow-up completion rates (panel members) by sample eligibility for student/dropout and parent surveys

	Student/Dropout questionnaire (Both BY and 1F) Completion rates		Student/Dropout cognitive test[a] (Both BY and 1F) Completion rates		Student/Dropout cognitive test[a] (BY and/or 1F) Completion rates		Parent questionnaire[b] (BY only) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	92.77	95.42	89.05	90.47	99.53	99.66	94.32	94.00
Participated	17,424[c]		15,763		17,365		16,378	
Selected	18,261		17,424		17,424		17,424	
School type[d]								
Public	92.43	95.37	88.50	90.00	99.54	99.67	94.77	95.17
Catholic	95.24	96.12	93.82	93.72	99.23	99.63	90.44	86.61
Other private	94.84	95.25	91.11	91.91	99.85	99.64	92.61	89.67
Urbanicity[d]								
Urban	91.02	94.39	84.89	88.32	99.02	99.60	92.31	92.05
Suburban	92.29	94.85	89.61	90.65	99.65	99.63	94.44	93.69
Rural	94.94	97.05	91.67	91.98	99.78	99.75	95.80	96.00
Region[d]								
Northeast	93.09	94.51	88.90	89.55	99.63	99.60	91.77	87.90
South	93.86	96.61	87.97	90.46	99.25	99.61	95.66	95.10
North central	94.35	96.18	93.85	94.07	99.74	99.78	96.73	97.18
West	88.28	93.16	84.34	86.45	99.67	99.64	90.95	92.45
Ethnicity								
Asian/PI	90.68	93.87	87.65	90.53	99.99	99.91	91.32	91.86
Hispanic	89.38	93.73	84.83	86.38	99.56	99.58	89.96	89.87
Black	88.48	93.44	81.59	86.98	98.62	99.55	90.90	92.47
White	94.30	96.23	91.03	91.71	99.68	99.68	96.08	95.51
Am. Indian	87.36	91.16	91.36	90.31	99.38	99.49	76.80	76.53
Refused/Missing	83.98	92.86	53.41	69.23	93.10	92.31	00.00	00.00
Minority schools[d]								
Schools with more than 19% minority students	85.87	92.69	79.63	83.14	99.72	99.76	90.98	91.45
Schools with less than 19% minority students	93.54	95.71	90.02	91.23	99.51	99.65	94.67	94.26

[a] Cognitive test coverage rate for each sample member who has completed a BY student questionnaire and 1F student/dropout questionnaire.
[b] BY parent questionnaire coverage rate for each sample member who has completed a BY student questionnaire and 1F student/dropout questionnaire.
[c] Sample members who participated in the base year and first follow-up.
[d] Refers to 8th grade schools.

Table 4.8-3 NELS:88 *combined* base year and first follow-up completion rates (panel members) by sample eligibility for the student (only) and school surveys

	Student questionnaire (Both BY and 1F) Completion rates		School questionnaire[a] (Both BY and 1F) Completion rates		School questionnaire[a] (BY and/or 1F) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	92.57	95.41	90.59	95.68	99.88	99.91
Participated	16,659[b]		15,939		16,644	
Selected	17,461		16,659		16,659	
School type[c]						
Public	92.19	95.36	91.45	95.58	99.86	99.89
Catholic	95.19	96.07	87.77	95.75	100.0	100.0
Other private	94.83	95.24	81.11	96.40	100.0	100.0
Urbanicity[c]						
Urban	90.68	94.37	85.08	93.50	99.83	99.74
Suburban	92.10	94.86	90.25	95.03	99.82	99.94
Rural	94.83	97.02	95.51	98.32	100.0	100.0
Region[c]						
Northeast	92.88	94.44	91.52	95.57	99.96	99.97
South	93.58	96.57	90.36	95.98	99.85	99.97
North central	94.34	96.18	92.47	97.84	99.77	99.75
West	88.01	93.31	87.26	92.28	99.99	99.97
Ethnicity						
Asian/PI	90.74	94.03	90.06	93.85	99.90	99.90
Hispanic	88.77	93.65	85.89	91.30	99.64	99.80
Black	87.92	93.56	86.03	94.56	99.94	99.94
White	94.16	96.17	91.99	96.73	99.89	99.92
Am. Indian	86.69	91.33	91.58	95.53	100.0	100.0
Refused/Missing	78.10	91.67	100.0	100.0	100.0	100.0
Minority schools[c]						
Schools with more than 19% minority students	85.13	92.89	85.35	89.52	00.00	100.0
Schools with less than 19% minority students	93.39	95.67	91.12	96.31	00.00	99.00

[a] School questionnaire coverage rate for each student who has completed a BY student questionnaire and 1F student questionnaire.
[b] PANEL students only.
[c] Refers to 8th grade schools.

V. Data Control and Preparation

This chapter describes the procedures used to transform responses from first follow-up questionnaires into a data file. The procedures followed during the first follow-up were identical to the ones used in the base year. To efficiently accommodate the large number of documents, the student questionnaires and cognitive tests were optically scanned. Dropout and new student supplement data were captured by conventional key-to-disk methods. Several procedures were implemented to prepare these documents for optical scanning or data entry. These procedures included monitoring the receipt of completed questionnaires, editing completed questionnaires for missing information, retrieving the missing information, coding certain questionnaire items, if applicable, and preparing the documents for microfilming or archival storage.

5.1 On-site Editing and Retrieval

As in the base year, the first student and dropout questionnaire (including the new student supplement) data control and preparation activity was editing questionnaires and retrieving missing information. NORC field staff conducted on-site editing of the student and dropout questionnaires by first checking that the respondent identification number was correctly filled in. Next, "critical items," were checked for completeness. Critical items are listed in Appendix T.

If the response to one or more of the critical items was missing, undecipherable, or had multiple categories marked when only one response was admissable, the NORC field staff member privately pointed out the problem to the respondent. If, after prompting, the sample member 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.

5.2 Monitoring and Receipt Control

After completing data collection and on-site editing, NORC field staff prepared the student and/or dropout questionnaires and cognitive tests for mailing to NORC. Once these packages were received at NORC they passed through several steps. First, receipt control clerks checked each student/dropout 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 sample member by the team leader. The disposition code indicated whether test data, questionnaire data, or a combination of the two were completed by the sample member. As in the base year, receipt control clerks then entered this disposition code into NORC's microcomputer-based system called the Survey Management System (SMS). At the time of entry, the SMS generated and automatically entered the date that data for each case was received.

5.3 In-house Editing and Coding

The next step was to edit the confidential locator pages for legibility and remove the pages from the rest of the questionnaire. (Only the student questionnaire contained removable locator pages.) For the new student supplements, students and dropouts were asked to provide information about their parents' occupations which required coding. NORC coders used the same coding procedure used in the base year

to collapse the open-ended occupation responses into one of nineteen categories. (A list of the occupation categories can be found on page 14 of the base year parent questionnaire in question 34B.)

5.4 Data Entry and Archival Storage

When editing was completed, student questionnaires were separated into two parts, each of which received different treatment with respect to data entry and archiving. First, the locator pages, containing identifying information, were removed from each questionnaire. This information was subsequently filed in locked file cabinets in a locked and secured room. Data entry for the remaining part of the each student questionnaire and the cognitive tests was performed 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 and tests were scanned and photographed they were destroyed and the rolls of microfilmed questionnaires and tests were returned to NORC for archival storage. The new student supplements and dropout questionnaires were converted to machine readable form at NORC.

VI. Data Processing of the Student and Dropout Questionnaires

Data processing activities spanned the entire length of the NELS:88 base year and first follow-up student surveys, beginning with sample selection, through receipt control and machine editing, and ending with the preparation of public use data files and user documentation. Since data processing activities varied little between the base year and first follow-up, this chapter is written with respect to data processing activities in the first follow-up. If an activity deviated substantially from what was performed in the base year, an explanation of how processing occurred in the base year is given.

6.1 Receipt Control Procedures

Tracking and receipt of questionnaire data for all respondent populations was accomplished through the NORC Survey Management System. The system kept a record for each sample member which contained such information as the school ID, the sample member ID, and student/dropout disposition codes. Student/dropout disposition codes were used to track completion rates of the sample during data collection. At the end of the data collection period the SMS file of disposition codes was merged with the scanned or keyed data to identify discrepancies in IDs or final status. In most cases, it was possible to resolve such discrepancies by referring to the microfilm or hardcopy of the documents.

6.2 Storage and Protection of Completed Instruments and Records

Whenever questionnaires were not being processed, they were filed in locked cabinets. After editing, the locator pages containing the respondent's name and ID were 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. Dropout questionnaires were handled similarly. When the documents were not actually being keyed, they were stored in locked cabinets in a locked room.

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 base year and first follow-up student questionnaire and tests. (Key-to-disk equipment at NORC was used for conversion of the locator section of the base year student questionnaire and for the entire first follow-up dropout questionnaire and the new student supplement). Student 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. To check the accuracy of data conversion, the scanning programs were tested in two ways: through use of dummy questionnaires specifically designed to detect scanning errors or problems, and by running a substantial number of real documents through the system. Final data from the first batch of questionnaires scanned were carefully checked against the original documents to assure that complete accuracy had been 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 student data conversion and supplied NORC with a raw data tape and the dropout data were keyed, 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, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Variable frequencies and crosstabulations were inspected before and after these steps to verify the correctness and appropriateness of the automated machine editing 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 a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that subsequent questions(s), should have been skipped, the subsequent dependent questions were set to a value of legitimate skip with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent within the dependent items, the filter was back edited (changed) and made consistent with the dependent responses. If a multiple response or no answer was given to a filter question, 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.

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 crosstabulations so that staff could verify the correctness of the recoding.

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.

Critical items followed a somewhat different machine editing process. This process relied on reading whether the critical item "retrieval oval" was marked. Data collection procedures instructed field interviewers to mark the retrieval oval 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

was not marked 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 or data entry for all questions except those permitting an open-ended response. Questions with unusually high non-response or multiple response were checked by verifying the data in the questionnaire (on microfilm for student, hardcopy for dropout).

Many questions were posed in both the student and dropout questionnaires. However, occasionally the response codes used in the two questionnaires were different. In addition, some of the response scales used were the same as those used in base year and/or HS&B but with the scale reversed. After machine editing was completed, the affected items were recoded. First follow-up student questionnaire items were recoded to match comparable items in HS&B and base year. Then the dropout items were recoded to coincide with the student codes.

6.5 Data File Preparation

The conventions used to assign SAS and SPSS-X 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. Likewise, F1S7D, is from the first follow-up student survey, question 7 part D.

Most composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were derived from variables from different databases. Others were constructed by recoding a variable and some were simply copied from a different data source to this file for the user's convenience. Generally, the names of the first follow-up flags and weights begin with F1, while the base year flag variables and weights begin with BY. If the variable is a school-level variable placed on the student file, the composite variable name begins with G10 (for grade 10) or G8 (for grade 8 in base year). The names of the first follow-up composite variables built from student level files all begin with F1. This scheme varies somewhat from base year. Base year composites thought to be valid for all waves of NELS:88 were not prefaced with BY, while those thought to be specific to the base year survey were. The composite variables which do not follow a consistent rule from base year to first follow-up are:

Base Year	**First Follow-Up**
SEX	F1SEX
RACE	F1RACE
HISP	Not in F1
API	F1API
HEARIMP	Not in F1
HANDPAST	Not in F1
BIRTHMO	F1BIRTHM
BIRTHYR	F1BIRTHY

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 missing due to either item nonresponse or nonparticipation in all or part of the components of the study. Appendices H (base year) and I (first follow-up) contain 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 first follow-up public use data files are available on four separate magnetic tapes, [51] one for each study component: the student (including key classification variables for dropouts) survey, the dropout survey, the teacher survey and the school administrator survey. The data set for the student survey component includes two data files. They are:

1. **Base year data.** The base year file contains the base year student questionnaire data, the base year weight and base year composites. There is a record in this file for every base year participant (*N*=24,599), regardless of whether or not the sample member was retained in the first follow-up. That is, the first file is the same data set as the original base year student file.

2. **First follow-up student data.** The first follow-up "student" file merges first follow-up data from the student and dropout questionnaires. This "student" file contains first follow-up student questionnaire data, first follow-up dropout questionnaire data for 21 dropout items which also appear in the student questionnaire,[52] first follow-up weights, first follow-up composites and new student supplement data (basic demographic data collected from freshened sample members and base year non-respondents). Base year data that are equivalent to those items asked in the new student supplement have been mapped into the new student supplement data. Basic demographic information is available on this data file for all cases that completed either a base year student questionnaire or a new student supplement. The file contains a record for every first follow-up sample member, whether or not they participated. Thus, there are 20,706 records in this file including the OBEMLA oversamples (18,221 participating students, 1,043 participating dropouts and 1,442 non-participants.)

The first follow-up student file can be used alone or merged with the base year student file, parent file or with the base year or first follow-up teacher and school files.

Since several types of sample members exist (first time participating freshened students, base year and first follow-up participants and base year participants not enrolled in tenth grade in 1990), the analyst must use the proper sample identification and participation flags and weights to produce accurate statistics. Therefore, before describing the data files, several suggestions on how to use the files are offered that should be helpful to the analyst. These are followed by a complete description of the content and organization of the two data files and a guide to the associated codebooks.

In the section on the data files, the reader should pay particular attention to the composite variables which have been specially constructed to streamline substantive analyses. Since researchers often need to control for education level, urbanicity of school, socioeconomic status and the like, a set of classification variables has been carefully constructed that can be used for this purpose. Complete

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[51] While the initial release of the data is in tape format, a version of both the restricted and public use data files is currently being prepared in a Compact Disc Read-Only Memory (CD-ROM) format.

[52] In fact, 257 items are held in common across the dropout and student questionnaires. However, due to the adminstration of abbreviated questionnaires, only 21 of the 257 commonly held items have been mapped into the student data file. For a complete explanation of the mapping of these 21 items, the reader should consult section 7.2 of this chapter.

specifications used to create these composite variables can be found in Appendix H for base year composites and Appendix I for first follow-up composites. Should the analyst choose to create alternatives, the data offer many possibilities for doing so.

7.1 Suggestions for Selecting Participation Flags and Weights and Using Statistical Programs

Participation flags. One of the first steps to take before running statistical analyses is to select the proper participation flags and weight. There are six participation flags (F1 indicates first follow-up, BY indicates base year) which define subsets of the participating sample members. Four of the participation flags have two levels, while the remaining two participation flags have three levels.

For the following four flags, a "1" means that the indicated documents were completed and a "0" means that they were not.

F1BYQFLG	base year student questionnaire completed (1) or not completed (0)
F1PANFLG	both base year and first follow-up questionnaire completed (1) or not completed (0)
F1TXFLG	the cognitive test battery completed (1) or not completed (0)
F1NSSFLG	new student supplement questionnaire completed (1) or not completed (0)

There are three levels (0, 1 and 2) for the remaining two participation flags.

1. **F1QFLG** is the first follow-up participation flag. A value of "2" for this flag indicates that the first follow-up sample member completed a dropout questionnaire. A value of "1" for F1QFLG indicates that the sample member completed a student questionnaire and a value of "0" indicates that the sample member did not complete a first follow-up questionnaire.

2. **F1ADMFLG** indicates whether or not a school administrator questionnaire is available for the sample member. A value of "2" indicates that the flag is not applicable for the case. This value applies to dropouts, transfer students (no school level data were obtained for dropouts and transfer students) and to nonrespondents. A value of "1" indicates that a school administrator questionnaire is available and a value of "0" means that a school administrator questionnaire is not available -- that is, the school did not respond.

Sample identification flags. There are two sample identification flags of importance for selecting the appropriate sample members for analyses:

1. **F1SEQFLG** indicates whether or not the sample member was enrolled in tenth grade at the time the questionnaire was administered. A value of "1" indicates that the sample member was enrolled in a grade other than tenth, while a value of "0" indicates the sample member was enrolled in tenth grade when the questionnaire was administered.

2. **F1SMPFLG** indicates the sample member type. A value of "1" indicates that a sample member is a freshened sample member (first time participant), while a value of "0" indicates that a sample member is an eighth grade cohort member.

These flags should be used to select the subset of responding sample members the analyst wishes to examine. For example, if data are desired from all students who participated in both waves of NELS:88 and who have a first follow-up school questionnaire completed, the analysts should use or select for F1PANFLG=1 and F1ADMFLG=1. If a tenth grade cross-sectional analysis is desired, F1QFLG (selecting for F1QFLG > 1), and F1SEQFLG (selecting for F1SEQFLG=0) should be used to select sample members in the tenth grade who completed a first follow-up questionnaire. (Even when running unweighted statistics, the participation flags should be used).

Weights. When the user combines a flag with the appropriate weight, he or she can produce population estimates. There are two weights for NELS:88 first follow-up that are included in the first follow-up data: F1QWT and F1PNLWT. **F1QWT** should be used for producing weighted tenth grade student statistics. **F1PNLWT** should be used for producing weighted student statistics when using both the base year and first follow-up data. Panel analyses will use the F1PNLWT, while cross-sectional analyses will use the F1QWT. Thus, if F1PANFLG is used to select cases of interest, F1PNLWT should be used in analysis. Likewise, if F1BYQFLG is used to select a subset of respondents, BYQWT should be used and if F1QFLG is used for selecting cases for analysis, F1QWT should be used. (See Chapter III for an explanation of sample weights).

To compute a weighted estimate of the proportion of students with corresponding school data who felt that the school was a safe place (question F1S7M), for example, one would take the following steps:

1. select all cases with F1QFLG equal to "1" (sample member completed a student questionnaire) and F1ADMFLG equal to "1" (school questionnaire data available);

2. invoke the appropriate weight F1QWT; and

3. run weighted frequencies for the variable F1S7M

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

Note on use of F1PNLWT with base year parent data. For researchers interested in using base year parent data with first follow-up student data, the F1PNLWT should be used. F1PNLWT should also be used when analyses of solely parent data are performed. Regardless of the research questions under examination, when using the F1PNLWT with parent data, users are cautioned to be alert for possible skews (due to the fact that nonresponse is not random), and adjust accordingly, especially when conducting analyses on subgroups that did not form the differential weighting cells used to adjust for nonresponse. However, since both base year student and parent response rates across various subgroups (for example, sex and race/ethnicity) were so high, the first follow-up panel weight (which sums to the population total of all students enrolled in eighth grade in 1987-1988) may be used with base year parent data with only a small decrease in precision.

For example, although 6 percent more parents of panel students than panel dropouts participated in the base year (94.9 percent and 89 percent respectively), when the longitudinal cohort dropout rate is computed as a function of parents who completed a base year questionnaire, the parent derived-dropout rate differs from the sample member-derived rate by .4 percent (5.7 percent and 6.1 percent respectively).

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 NELS sample design increases the risk of 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 only 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 J, using SAS with NELS:88 data. SPSS-X can also be used, and the data files contain 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. While this utility is probably available at most installations, it should be unnecessary in working with the NELS:88 data since both SAS and SPSS-X control cards are provided with the data.

7.2 Content and Organization of the Data Files

The base year raw data file contains 24,599 records; one for each base year sample member who completed a base year student questionnaire.

The first follow-up student raw data file contains a record for all 20,706 participating and nonparticipating sample members. Of the 20,706 first follow sample members, 18,221 participated as students, 1,043 participated as dropouts and 1,422 did not participate.

This raw data file contains 546 questionnaire variables on the 18,221 participating students and 21 questionnaire variables on the 1,043 participating dropouts. Although almost one-half (257) of the 546 student questionnaire variables also appeared as questions in the dropout questionnaire, only items that were completed by all dropout sample members are included on this first follow-up student file.

By design, appproximately 25 percent of participating dropouts were administered an abbreviated questionnaire which included only 21 of the 257 overlapping student-dropout items. Overlapping student-dropout items not on this data file are included on the separate dropout component data file, and are accompanied by an additional questionnaire weight. This additional weight adjusts for the fact that 25 percent of the dropouts did not answer a significant portion of the dropout items. When conducting analyses with items not in common to the full and abbreviated dropout questionnaires, users must use this special nonresponse adjusted weight in order to generalize their findings to the first follow-up population of dropouts.

Although standard classification information and some item of key policy relevance were gathered from dropouts who completed the abbreviated questionnaire, more comprehensive information will be collected in the second follow-up. (For more information on the design of the dropout component, see section 4.7.2 in this manual and the *NELS:88 First Follow-Up Dropout Component Data File User's Manual*.)

Record layouts for the two files--base year student and first follow-up student--appear in Appendix G. The layouts show in detail the organization of the records for each file. The variables are grouped

into similar 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 set contains eight related files. They are:

1. The base year raw data file with the following items for each sample member participating in the base year:

   a. Randomized ID number (positions 1-7)
   b. Base year student questionnaire data (positions 8-358)
   c. Base year weight, flags, and composites (positions 359-577).

2. The student raw data file consisting of the following items:

   a. Randomized ID number (positions 1-7)
   b. First follow-up student questionnaire data (and dropout questionnaire data that match student questions) (positions 8-664)
   c. First follow-up weights, flags, and composites (positions 665-866)
   d. First follow-up new student supplement data with equivalent base year data mapped into the new student supplement items (positions 867-941).

3. SPSS-X control cards for the base year file

4. SPSS-X control cards for the first follow-up student file

5. SAS control cards for the base year file

6. SAS control cards for the first follow-up student file

7. SAS system file for the base year data

8. SAS system file for the first follow-up student file

The separate first follow-up school file contains school administrator data from 1,296 schools that were eligible to receive a school administrator questionnaire (that is, a sample member was enrolled in the school as of the 1990 spring term), <u>and</u> that had at least one student sample member participate in the study (that is, complete, at minimum, the student questionnaire). The 1,296 school administrator questionnaires cover 92 percent (weighted; and 97% unweighted) of first follow-up participating students.

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit student identification code consisting of a five digit base year school ID followed by a two-digit student code. Both sets of numbers have been randomly assigned to maintain confidentiality. The STU_ID for students added to the first follow-up (freshened students) also consists of a five digit base year school ID followed by a two digit student code. Students added to the first follow-up were linked to a base year student.

The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links the first follow-up student to a base year school.

The four components of the NELS:88 base year--student, parent, teacher, and school--may be linked to one another through the indentification codes of each component. The parent identification code is the student ID and the first seven-digits of the base year teacher identification code is the student ID, and the base year school ID is embedded in the first five digits of each base year component identification code.

Similarly, the three "linkable" components of the first follow-up--student, teacher and school--may be linked to one another also through the identification codes of each component. (Note that the first follow-up dropout component is not considered a "linkable" component because no teacher or school data were collected for dropouts.) As in the base year, the first seven digits of the first follow-up school and teacher identification codes are the student's ID (STU_ID). Thus, contextual teacher and school data may be appended to student data through a merge statement employing the seven-digit STU_ID variable which appears on all files. First follow-up school data may also be linked to student data through the variable F1SCHLID which is a unique five-digit school ID for students' first follow-up schools. The five-digit unique F1SCHLID variable appears on the student file. It also appears on the student-level school file as part of the 12-digit school identification code. That is, the first seven-digits of the school identification code on the school file is the student ID (STU_ID) followed by a five-digit unique school ID (F1SCHLID). Students may be linked to schools, therefore, by merging on the variable F1SCHLID which appears in both files. For more information on how to merge and link first follow-up students to their first follow-up schools, consult the *NELS:88 First Follow-Up School Data File User's Manual.*

Finally, given this identification code strategy--all components' (base year and first follow-up) identification codes begin with the unique seven-digit student identification code--base year contextual data (school, parent, teacher) may be linked to first follow-up student data through the shared first seven-digits of each components' identification code. Similarly, base year student data may be linked to first follow-up student data through the variable STU_ID appearing on both student files. Figure 7-1 illustrates the base year and first follow-up data file linkages.

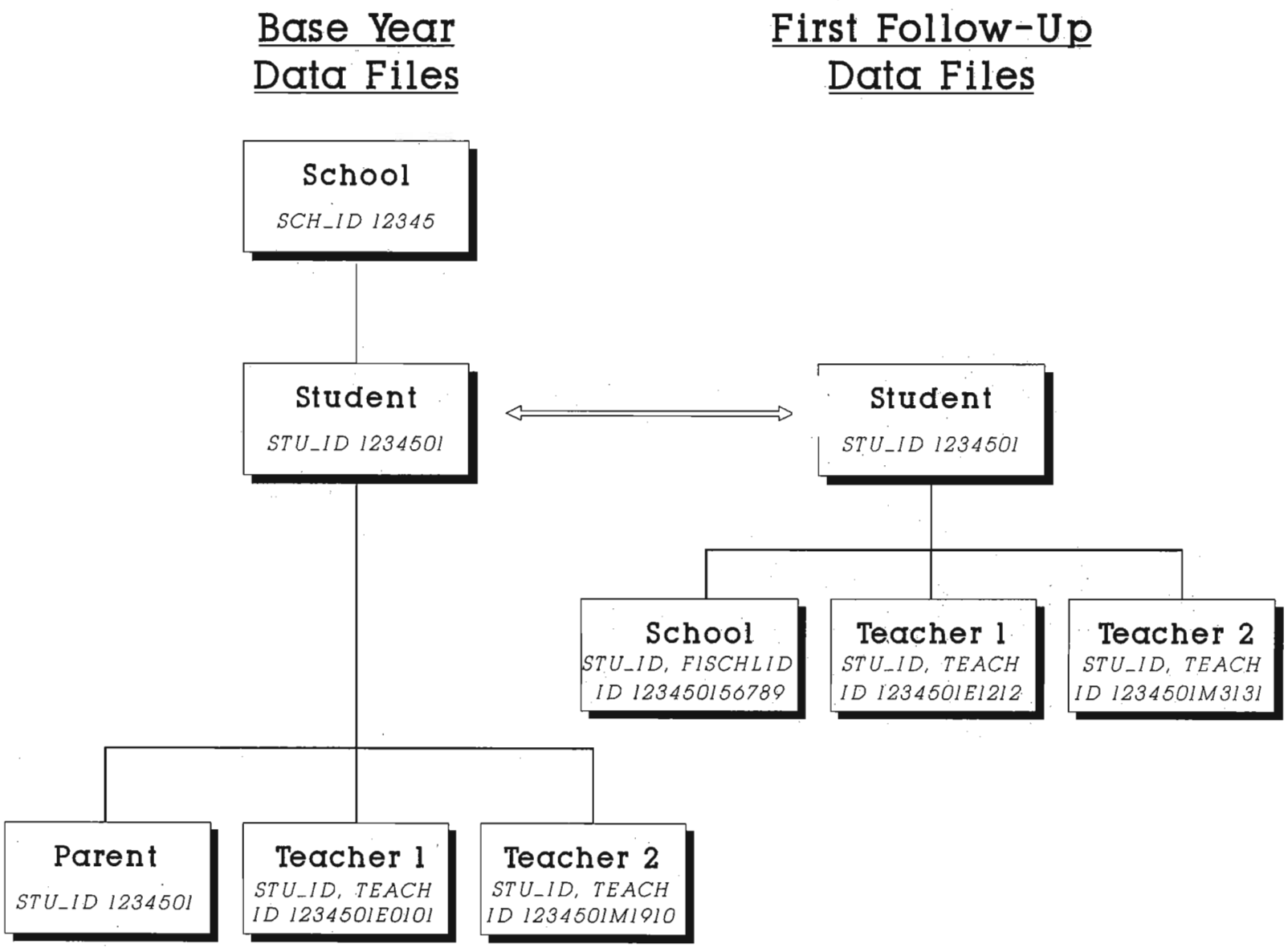
7.2.2 Student Questionnaire Information

Data from the student questionnaire is presented in the same order as the questions appear in the document. Dropout data have been mapped into the equivalent student items and therefore do not appear in the data file in the same order as the questions were asked in the dropout questionnaire (see Appendix G for the record layout for the first follow-up student file). Variables are identified by their SAS (SPSS-X) name. The first three characters of the variable names indicate the survey wave and source document, while the last characters of the variable name are composed of the question number and part. Thus, BYS prefaces Base Year Student data, F1S First follow-up Student data, and F1N First follow-up New student supplement data. For example, F1S23H is question 23, part H from the first follow-up student questionnaire.

7.2.3 Sampling Weights

The F1QWT is calculated from the base year design weight for the student in conjunction with his/her probability of selection into the first follow-up and adjusted for the fact that some of the selected sample members did not complete the questionnaire.

Figure 7-1: Guide to data file linkage for NELS:88 base year and first follow-up



The F1PNLWT was developed only for individuals who completed a questionnaire in both the base year and first follow-up. The same basic procedures and nonresponse adjustment groups were used in computing F1PNLWT as those employed in calculating F1QWT.

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 variables from different databases. Others were constructed by recoding a variable. A few were simply copied from a different data source to this file for the user's convenience. All of the derived variables are described in detail in Appendices H and I, where they are listed along with flags and weights in the order in which they appear on the data file. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may sometimes be referred to as classification variables in this document.

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

G10CTRL1 classifies the school into one of five categories: public, Catholic, other religious private, other nonreligious private and private--religous affiliation not ascertained. The information for G10CTRL1 was taken primarily from the school data file after combining types of private schools. F1SCENRL categorizes the school enrollment and G10ENROL categorizes the tenth grade enrollment as reported by the school. G10URBAN classifies urbanicity; this classification was taken directly from the QED (Quality Education Data) file. G10REGON indicates in which of the four U.S. Census regions the school is located. G10CTRL2 classifies the school into public, Catholic, NAIS private, other private (not NAIS), and other (non-traditional schooling such as home study, academic instruction while incarcerated or institutionalized, receiving vocational instruction at a job corps site, and so on). These values were obtained from the QED. G10CTRL2 appears only on the restricted use files.

Some school level composites can be considered demographic information, such as school region (G10REGON) and urbanicity of the respondent's school (G1URBAN).

Other composite and special variables. Many of the NELS:88 composite variables mark **respondent demographic characteristics.** F1SEX, F1RACE, F1API, F1BIRTHM and F1BIRTHY were taken directly from the first follow-up new student supplement or the base year composite. The F1SEX variable was taken first from the base year student questionnaire or first follow-up new student supplement. If these sources were missing or not available, sample member sex was taken from base year school rosters. Any records with this variable still missing had sex imputed from the respondent's first name, or if that could not be done unambiguously, the value for F1SEX was randomly assigned. F1RACE also was constructed from several sources of information. The first source was the student self report (from either the base year student questionnaire or the first follow-up new student supplement). If the student information was missing or, for student-reported race of American Indian, inconsistent with that of the parent, data from the parent questionnaire were used. If F1RACE was still missing, the school roster race was used (see Appendix I). F1API (Asian and Pacific Island subgroup) was taken from the base year student questionnaire or first follow-up new student supplement and several categories were combined. F1BIRTHM and F1BIRTHY were taken directly from the student data and were not subject to recoding.

Socioeconomic status can be determined from F1SES and F1SESQ. The base year 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 occupations, and family income. For cases without parent data, student data were used from either the base year student questionnaire or the first follow-up new student supplement. The first four components from the student data are the same as the components used from the parent data and a ranking of material possessions was substituted for family income. F1SESQ is simply the F1SES quartile to which the respondent belongs.

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 (F1LOCUS1 and F1LOCUS2) and self-concept (F1CNCPT1 and F1CNCPT2). F1LOCUS1 and F1CNCPT1 represent the scale items that correspond to NLS-72 and HS&B items. F1LOCUS2 and F1CNCPT2 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. A quartile ranking was calculated for F1LOCUS2 and F1CNCPT2. These variables are named F1LOCU2Q and F1CNCP2Q For a list of the component items, the construction procedures and the working of the items in both NELS:88 and HS&B, see Appendix I. It is important to note that while the items are comparable, they are not always identical.

A related set of scales was drawn from Marsh's Self-Description Questionnaire (SDQ II). Marsh's self-concept measure is constructed from a hierarchical facet model of a dimensionalized self; it draws on both generalized and domain-specific self-concepts. Embodied in question 63 on the student questionnaire (and Question 47 on the dropout questionnaire), these scales can be used either in conjunction with the other (more general) self-concept measures, or separately to investigate language self-concept, mathematics self-concept, and relationship with parents, opposite sex, boys' and girls' self-concepts. Because items can be combined to form scales in a number of different ways we have not constructed special variables for this measure. For instructions on how to do so, see Appendix I of this manual.

Educational/test variables. The cognitive test composites are based upon the test battery administered to students participating in the first follow-up. There are four sets of test results for each of the four subject areas of reading, mathematics, science and social studies (history/government) reported. Naming conventions for these variables are: F1TX (first follow-up test), followed by R for reading, M for mathematics, S for science, and H for history/citizenship/geography, and ending with IRR for IRT-estimated number right, STD for standardized score, Q for quartile, G for IRT-estimated gain from base year to first follow-up.

In addition, seven more variables for reading, and thirteen for mathematics, are reported. These variable names end with PL1, PL2, PL3, and PL4 for the various proficiency levels; PRO for overall proficiency; PP1, PP2, PP3, and PP4 for probability of proficiency (again, for the various levels of the mathematics and reading tests) in the first follow-up; and GP1, GP2, GP3, and GP4 for gain in probability for the various levels of the mathematics and reading tests.

Finally, a standardized test composite for reading and mathematics (F1TXCOMP), and its quartile (F1TXQURT) were also constructed. A detailed description of the cognitive test composites and an interpretation of the proficiency ratings appear in Appendix I.

7.3 Guide to the Codebook

The codebook provides a comprehensive description of the base year and first follow-up student data files. For each variable on the data file, 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 unweighted frequency and percent and weighted percent are shown. (Please refer to 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 where information not provided by the school administrator or the student was obtained from other sources. One example is when information from the QED data file was used to fill in missing information about the school. Similarly, information on a sample members' sex and race were obtained from the base year school rosters if a base year student questionnaire or first follow-up new student supplement was not completed. A full description of these substitutions is in Appendix I. In addition, as noted in Chapter III (and VI), certain responses were imputed logically as the result of machine editing. In general, however, there were no other attempts at imputing data for missing values. Because of this, nonresponse bias may be a problem for items with high nonresponse. Such items are documented in Chapter III of this user manual.

It should be noted that the base year codebook only includes frequencies on weighted and unweighted data for the 17,424 panel members. For frequencies on the full base year sample, the analyst may produce their own with the SAS or SPSS-X cards provided, or consult the *NELS:88 Base Year Student Component Data File User's Manual* (NCES 90-464).

Figure 7-2: Codebook entry

(1) Question 12L

(2) Tape Pos. 19-19
(3) Format: I1

(4) F1S12L (5) Most Teachers Listen to R

(6) Most of my teachers really listened to what I had to say.

(7) RESPONSE	(8) CODES	(9) FREQ	(10) PER-CENT	(11) WGTD PCT
Strongly agree	1	1672	8.1%	9.7%
Agree	2	10767	52.0%	60.0%
Disagree	3	4402	21.3%	24.7%
Strongly Disagree	4	864	4.2%	5.6%
(12) RESERVED CODES:				
Nonrespondents &/or		2485	12.0%	(MISS)
Dropouts multiple response . . .	6	12	.1%	(MISS)
Missing	8	355	34.0%	(MISS)
Totals:		20706	100.0%	100.0%

Explanations:

1. Question number: In the student files, question number is the same as the student questionnaire item number for variables taken directly from the student questionnaires. For dropout items that have been mapped into the first follow-up student data see Appendix G. In Appendix G, the 21 student questionnaire items containing dropout data are noted with an asterisk. Finally, composite variables and other items such as flags and weights have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of 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 set 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, G10REGON for "Grade 10 Census region" and F1SES for "first follow-up 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 codebooks, 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 skips 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 on the base year student file include only first follow-up sample members who participated in the base year and first follow-up (*N*=17,424). (For frequencies on the full base year sample of 24,599 participants, see the *Base Year Student Component Data File User's Manual* [NCES 90-464]). Frequency counts on the first follow-up student file include all sample members regardless of participation (*N*=20,706). However, first follow-up nonparticipants (did not complete a first follow-up student or dropout questionnaire) and dropout participants who were not asked the identical question in the dropout questionnaire are noted by the value label "NONRESPONDENTS & DROPOUTS" followed by the frequency count of 2,485. For dropout items mapped into student items, the frequency count for this value lable reads "NONRESPONDENTS" equal to 1,442 (the number of first follow-up nonrespondents).[53] Frequency counts for data indicators and composites include the entire first follow-up sample (*N*=20,706).

10. Unweighted percentage frequencies: This column displays the frequency counts of item 12L 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. Reserve codes: In this data set certain codes, termed "reserve codes" have been chosen always to stand for certain situations. 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 questions, data for this item should not be present for this respondent; that is, the value is legitimately missing.

These reserve codes correspond identically to those used in NLS-72 and in HS&B. 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 9's (e.g., 96, 996, 9996).

[53] The categories "NONRESPONDENTS AND DROPOUTS" and "NONRESPONDENTS" are read by SPSSx and SAS as missing cases, and appear, for example, on frequency distributions, as the default missing value of ".".

APPENDICES

Note: **Appendices A - L** appear in volume 1 of the user's manual;
Appendices M - W -- containing English-language versions of the survey instruments and screeners as well as lists of critical items -- appear in volume 2. The Spanish-language version of the student questionnaire, new student supplement, and parent questionnaire for freshened Hispanic students, can be found in the NELS:88 first follow-up final technical report.

Appendix A

NELS:88 Base Year and First Follow-Up

Sources of Contextual Data:

Parent, Teacher, and School Administrator Components

I. Introduction

In addition to surveying students, NELS:88 collected data from students' parents, teachers, and school administrators, in order to provide researchers with contextual sources with which to integrate and analyze the primary student data. Information about instrument development and data collection procedures for these contextual components is contained in this appendix. More detailed information about the base year or first follow-up school, teacher, and parent components may be found in the appropriate user's manuals for each data file.

II. Data Collection Instruments

2.1 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire, both in the base year and first follow-up, 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. This school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school practices and policies. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of the educational setting. The NELS:88 base year survey provided a national probability sample of eighth grade schools, and thereby served a second purpose--to provide a stand-alone school dataset. However, because the first follow-up school sample does not constitute a national probability sample of schools, the first follow-up school administrator data should be used only to supplement student-level analyses.

In the base year, 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. NORC and its subcontractor, Westat, collaborated in designing the base year instrument.

The first follow-up school administrator questionnaire covered much the same topics as in the base year; however, administration time for this instrument in the first follow-up was sixty minutes. The questionnaire was completed by the school principal, headmaster, or other school official designated by the principal of eligible schools.[1]

An abbreviated version of the first follow-up school administrator questionnaire was designed to be administered to school administrators who had not completed a questionnaire when data collection was halted in June, 1990. These school administrators, or their designees, were surveyed over the telephone during the second data collection period of the first follow-up.

[1] New schools brought into NELS:88 by virtue of student mobility (i.e., sample members who transferred to a non-NELS school after the first day of the 1989-90 school year) were not eligible for the school administrator or teacher surveys.

The abbreviated versions of the original instruments consisted mainly of locator information and key policy-relevant items. A list of questions contained in the abbreviated instruments and corresponding question numbers in the original instruments appears in Appendix S.

2.2 Teacher Questionnaire

In both the base year and first follow-up, a self-administered questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four cognitive test subjects (mathematics, science, reading, and social studies). Teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. The teachers of each sample member were chosen, when possible, from the same two cognitive test areas that were chosen for that student in the base year. (In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in "substitute" subjects.)

The NELS:88 teacher component was designed primarily to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. The teacher-student-class linked design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the characteristics and outcome measures for sampled students. The teacher questionnaire is arguably the critical instrument for investigating the student's specific learning environment.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career goals (e.g., likelihood student will go to college, student motivation, effort, absenteeism, and class participation). Respondents completed this section with respect to the sample members they instructed for a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests.

- Information about the teacher's background and activities (e.g., academic training, years of teaching experience, employment status).

- Information about the school social climate and organizational culture and ethos (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

2.3 Parent Questionnaire

In the base year, 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 instructions in the questionnaire and accompanying letter directed the most knowledgeable parent or guardian, defined as the parent who knows the most about the student's educational activities and related behaviors, to complete the questionnaire. 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 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. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. 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. English and Spanish language versions of the questionnaire were made available to parents.

Parents of sample members were not surveyed in the first follow-up, but the parent component will be included once again in the second follow-up wave.

III. Data Collection

3.1 Base Year Data Collection

In the base year, data was collected from 22,651 parents, and from 5,193 teachers and 1,035 school administrators in 1,052 schools. Data collection was accomplished through self-administered instruments that were normally received in the schools and then delivered to the intended respondent via the school coordinator, NORC representative, or, in the case of the parent, the student.

3.1.1 Base Year 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.

Approximately 40 percent of parent questionnaires were returned through the schools or directly to NORC without further intervention. A mixed mode follow-up design was used to pursue parents who failed to return a completed questionnaire several weeks after the questionnaire should have been received. The follow-up was executed in two stages. Parents first received a telephone prompt from an NORC central office interviewer, encouraging them to complete and return the

questionnaire promptly.[2] The telephone prompt accounted for an additional 20 percent of the completed cases. If a case was still outstanding two weeks after the 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. Further details of the parent survey data collection may be found in the *NELS:88 Base Year Parent Component Data File User's Manual.*[3]

3.1.2 Base Year 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 following 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 (public, Catholic, and other private), level (elementary, middle, junior-senior high school), geographical stratum, and school size. On average, five teachers per school were asked to participate in the teacher survey.

As part of a larger mailing, school coordinators received the teacher questionnaires approximately 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.

3.1.3 Base Year School Administrator Survey

For the school survey, the school administrator (principal or other chief administrator) was asked to complete a 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, questionnaire, and 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

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

[3] Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-466.

reply envelopes provided for this purpose. Follow-up activities for administrators who did not return a completed questionnaire were conducted by Westat.

3.2 First Follow-Up Data Collection

Data collection procedures for the first follow-up school and teacher components mirrored those of the corresponding base year surveys. As before, self-administered instruments were sent to the participating schools, and the school coordinator (or, in some cases, the NORC representative) was asked to distribute the questionnaires to the school administrator and designated teachers.

3.2.1 First Follow-Up School Administrator Survey

In the spring of 1990, the chief administrators (or their designees) of all schools with first follow-up sample members still in attendance were asked to complete a self-administered school administrator questionnaire.

In general, school administrator data were collected in the same manner as in the base year. Unlike the base year, however, first follow-up school principals or chief administrators could, if they so chose, designate another knowledgeable school official to complete the first six of seven sections of the questionnaire. The seventh section, which contained items on school climate, was completed only by the school's chief administrator. This change was introduced to lower burden and increase participation, since the first follow-up school questionnaire was more than double the length of the base year instrument.

Approximately two weeks prior to a school's Survey Day, the school coordinator distributed the school administrator questionnaire along with a cover letter and study brochure to the principal of the school. In the cover letter, the principal was instructed, if possible, to return the completed instrument to the school coordinator on or before Survey Day at which time the NORC survey representative would collect it. Administrators who were unable to complete their questionnaire by Survey Day were instructed to return it to NORC in the prepaid business envelope that was provided. At the close of the initial data collection period, 77 percent of eligible school administrators had completed a questionnaire.

A mixed mode follow-up to collect key items from administrators who failed to return a completed questionnaire was undertaken in the second data collection effort. Specifically, in mid-November of 1990, an unabridged version of the school administrator questionnaire was mailed to 338 non-respondents. The remail accounted for an additional four percent of the completed cases (N=57). If a case was still outstanding two weeks after the remail, interviewers contacted the school principal by telephone and attempted to complete an abbreviated telephone interview. The telephone follow-up accounted for an additional 250 questionnaires and brought the response rate up to 97 percent. Overall, 21 percent of the school administrator questionnaires were collected during the second data collection effort.

To ensure comparability of data across the two data collection periods, principals were instructed, during the follow-up period, to reference the 1989-1990 academic school year in their responses. In the event that the spring 1990 chief administrator was no longer at the school, the next highest administrative official who held a position at the school during the 1989-1990 school year was asked to complete the mail survey or telephone interview. (For more detail on the first follow-up school survey, consult the *NELS:88 First Follow-Up School Component Data File User's Manual.*)

3.2.2 First Follow-Up Teacher Survey

Up to two teachers of each first follow-up core sample member were asked to complete a self-administered teacher questionnaire. As in the base year, teachers were selected on a preassigned basis in two of four subject areas---mathematics, science, English, and social studies.

In order to maximize the longitudinal comparability of teacher data, NELS:88 first follow-up teachers were selected based on the subject combinations assigned to students in the base year. In the base year, sample members were randomly assigned to one of four subject combinations: math-English, math-social studies, science-English or science-social studies. (The subject combinations math-science and English-social studies were not used in the base year.) Thus, if a sample member was assigned the subject combination of mathematics-English in the base year, his or her mathematics and English teachers, as of the spring of 1990, were asked to complete a teacher questionnaire for the first follow-up. Freshened students who were not enrolled in the eighth grade in the base year, and hence, not assigned a subject combination previously, were assigned the subject combination of their base year "linked" partner.

In two instances it was necessary to apply subject substitution rules. First, if a given sample member was not enrolled in one or both of his or her preassigned subject areas, subjects were substituted. Second, in certain large cluster size schools, some subject substitution was sometimes instituted to reduce the burden of teachers who had eight or more NELS:88 students to rate.

The decision rules for subject substitution attempted to maximize the number of students with two teacher reports, while maintaining when possible the pairing of mathematics or science with English or social studies. Thus, science was substituted for math (or the inverse was applied); likewise, English and social studies could be substituted for each other. However, when these subject choices were unavailable, the remaining subject was substituted. This meant that combinations such as mathematics and science or social studies and English were, unlike the base year, allowable in the first follow-up. In addition, some first follow-up students had only one eligible teacher; if a student was enrolled in only one of the four subject areas, only one teacher report was sought.

A further difference between the base year and first follow-up is that in 1988 particular combinations were assigned at the school level. Teacher data for each base year school reflects one only of the four possible subject pairings. Because a 1990 tenth grade school might be fed by more than one 1988 NELS:88 eighth grade school, and because of subject substitution, any combination of subjects--that is, any number of the six logically possible subject pairings and the four possible single subjects--may appear at the level of any individual school in the first follow-up.

Possible student-teacher subject pairings in base year and first follow-up are as follows:

Base Year	**First Follow-Up**
English.....Mathematics	English.....Mathematics
Social Studies...Mathematics	Social Studies...Mathematics
Science.....Social Studies	Science.....Social Studies
Science.....English	Science.....English
	Science.....Mathematics
	English.....Social Studies
	English only.....
	Social Studies only..
	Mathematics only.....
	Science only.....

Data collection for the first follow-up teacher survey occurred in two phases. During the initial data collection effort (February to June, 1990), approximately two weeks prior to a school's Survey Day, school coordinators distributed a teacher packet which contained a teacher questionnaire, cover letter, and study brochure to selected teachers. Teachers were instructed to complete the questionnaire and return it to the school coordinator on or before the school's Survey Day. If a teacher was unable to return the questionnaire to the school coordinator by the desired date, he or she was instructed to mail the completed questionnaire directly to NORC in the enclosed return envelope.

Non-responding teachers were pursued during the second data collection effort. In January of 1991, "full version" teacher questionnaires were mailed to 2,671 non-respondents. Non-responding teachers were instructed to complete the questionnaire with respect to the first follow-up sample member(s) who was enrolled in a particular class the teacher instructed as of spring 1990. Follow-up procedures, such as a remail or telephone prompt, were not undertaken. For more detail on the first follow-up teacher survey, consult the *NELS:88 First Follow-Up Teacher Component Data File User's Manual.*

Appendix B

NELS:88-Related 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 NELS:88. In the base year survey, these included: 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; and 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 Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effects Augmentation (SEA), supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. These auxiliary data files greatly expand and enrich the analytic uses of the public use data sets.

In the base year, 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. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students.

Data for the state augmentations and other 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 the NELS:88 base year school sample. 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. Data from the Christian School Supplement will be made available on a restricted use basis in the fall of 1992.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year 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.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and also sponsored instrument supplements in the first follow-up.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced 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 Effective Schooling for Disadvantaged Students (CDS) 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 augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

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 interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons 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, described in Chapter I, records studies were 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, postsecondary 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 C

National Center for Education Statistics, Longitudinal

and

Household Studies Branch (LHSB) NELS:88 Publications

Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications

RELEASED ANALYSIS REPORTS.

Hafner, A.; Ingels, S.J.; Schneider, B.; and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992.

RELEASED E.D. TABULATIONS.

Rasinski, K.A.; and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A.; Pollack, J.M.; and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class***, April 1991; NCES 91-460.

RELEASED USER'S MANUALS/TECHNICAL REPORTS.

Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R.; Owings, J.A. ***NELS:88 Base Year Data File User's Manuals:***

PARENT COMPONENT: March 1990; NCES 90-466

SCHOOL COMPONENT: March 1990; NCES 90-482

TEACHER COMPONENT: March 1990; NCES 90-484

STUDENT COMPONENT: March 1990; NCES 90-464*

Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Rock, D.A.; and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Kaufman, P.; Rasinski, K.A.; Lee, R.; and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

* contains a codebook with frequency distributions for the full (24,599) 1988 participating cross-sectional sample.

Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; and Buckley, P.B. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

FORTHCOMING LHSB NELS:88 REPORTS/E.D. TABULATIONS/USER'S MANUALS.

Ingels, S.J.; Scott, L.A.; Lindmark, J.T., Frankel, M.R.; Myers, S.L.; and Wu, S.
NELS:88 First Follow-Up Data File User's Manuals:

STUDENT COMPONENT	February 1992; NCES 92-030
SCHOOL COMPONENT	March 1992
DROPOUT COMPONENT	April 1992
TEACHER COMPONENT	May 1992

A Profile of American Eighth Grade Math and Science Instruction: NELS:88 Teachers, Schools, and Students (Estimated Release April 1992).

NELS:88 Base Year Parent Descriptive Report (Estimated Release April 1992).

Portrait of the At-Risk Eighth Grader (Estimated Release May 1992).

NELS:88 Transition Patterns Experienced by Students as They Move from Eighth Grade to Tenth Grade (Estimated Release December 1992).

NELS:88 First Follow-Up Student Profile: descriptive summary of the American tenth-grader. (Estimated Release April 1992).

NELS:88 First Follow-Up Final Technical Report (includes base year ineligibles survey report) (June 1992).

Comparison of NELS:88 1990 Sophomores and HS&B 1980 Sophomores. (Estimated Release December 1992).

NELS:88 First Follow-Up Dropout Descriptive Report (Estimated Release September 1992).

Appendix D

Conducting Trend Analyses of HS&B 1980 Sophomores

and

NELS:88 1990 Sophomores:

Analytic Implications of Design and Content Differences Between the Studies

NELS:88 has been designed to facilitate both cross-sectional and longitudinal comparisons with NLS-72 and HS&B. Three kinds of comparative analyses will be possible. (1) Cohorts can be compared on an intergenerational or intercohort time-lag basis. For example, NELS:88 first follow-up sophomores in 1990 can be compared to HS&B base year sophomores in 1980. (2) Fixed time comparisons are also possible, in which groups within each study are compared to each other at different ages though at the same moment in time. For example, one might compare the 1992 self-concept scores of HS&B Fourth Follow-Up sophomore cohort members with the self-concept scores of the 1992 NELS:88 Second Follow-Up survey participants. (Since only NELS:88 sample members were surveyed in 1990, the NELS:88 first follow-up data does not lend itself to this use). (3) Finally, longitudinal comparative analysis of the cohorts can be performed by modeling the history of the age cohorts.

Data users who are familiar with HS&B will find that despite the considerable similarity between HS&B and NELS:88, there are also significant sample definition and statistical design differences between the studies. Analysts who would like to compare the HS&B sophomore cohort and NELS:88 tenth graders should take special note of these differences.

Differences in sample design. The overall sample design for NELS:88 is essentially similar to the design employed in HS&B and NLS-72. In the base year, students were selected through a two stage stratified probability sample, with schools as the first units and students within schools as the second stage units. Nevertheless, there are several important sample design differences between HS&B and NELS:88, such as: (1) the more variable, typically smaller and unrepresentative within-school sample sizes in NELS:88 first follow-up as contrasted to the more uniform, larger, and representative within-school student samples of HS&B; (2) the fact that, unlike HS&B in 1980, NELS:88 1990 high schools do not constitute a probability sample of schools; (3) NELS:88 has employed different school and subgroup oversampling strategies than did HS&B.

First, in-school sample sizes are more variable in NELS:88, and, on the whole, smaller. In the NELS:88 first follow-up, the average cluster size was around 13 students and ranged from one student in a school to over fifty. In HS&B, 36 sophomores were selected per school. (In those schools with fewer than 36 sophomores, all eligible students were drawn in the sample.) Not only are there typically many fewer students per school in NELS:88 first follow-up than in HS&B base year, but also the within-school NELS:88 students are not necessarily representative of students within their schools -- both because most dispersed to new schools between 1988 and 1990, and because there has been no systematic sampling of transfers into the few schools that span the grade eight to ten transition.

It should be noted that in a probability subsample of NELS:88 suburban and urban public and private schools in the thirty largest metropolitan statistical areas, conditions more comparable to those of the High School and Beyond base year have been deliberately achieved. This has been accomplished through an augmentation of the NELS:88 student sample designed to both increase in-school sample size and achieve within-school student sample representativeness. Data from this special School Effects Augmentation will be released separately, at a later date, and will provide additional important points of analytic comparison to the HS&B schools.

A second sample difference between the studies may be seen at the level of the school sample. HS&B 1980 secondary schools constituted a national probability sample of schools. NELS:88 eighth grade schools in the 1987-88 school year constituted a national probability sample of schools, but the 1989-90 high schools attended by the cohort are not a representative national sample of schools, even though these are the high schools attended by a representative national sample of tenth graders.

Third, target subgroups for institutional and individual level oversampling, and the means of achieving oversamples of rare policy-relevant populations, have differed somewhat in HS&B and NELS:88. At the school level, the stratification schemes of the two studies evince subtle differences (for further details of the stratification schema of each, see the respective base year sample design reports[1]). But the major difference between the initial school samples for the two studies is the considerably higher rate of selection accorded non-Catholic private schools in NELS:88.

At the student level, strategies for oversampling policy-relevant subgroups differed between the two studies. NELS:88 oversampled Asians; in HS&B, Asians were not oversampled. Consequently, only limited comparisons of Asian subgroups can be sustained across the two cohorts.

In HS&B, as in NELS:88, Hispanics were oversampled. In HS&B, it was presumed that sufficient numbers of Mexican-Americans would be brought into the sample through the normal student selection process, but that Hispanic subgroup analyses -- that is, investigation of Puerto Ricans and Cubans -- would require a special oversampling strategy to increase the overall numbers of these groups. In HS&B, additional numbers of Cuban and Puerto Rican Hispanics were inducted by identifying schools in which these subgroups predominated, then selecting schools with a probability which was an increasing function of the proportion of Hispanic subgroup students in the student body. This strategy was not followed in NELS:88. Instead, all Hispanics (including Mexican-Americans) as well as the Asians in the new Asian-Pacific American supplement were oversampled within the regular sample of schools.

Some of the more extreme subgroup weighting phenomena that occurred in HS&B will certainly be minimized by oversampling Hispanics and Asians within all NELS:88 schools. More uniform selection probabilities confer the benefit of greater reliability and statistical precision. The NELS:88 strategy does, however, produce a different distribution of Hispanics across subgroups (with some loss, compared to HS&B, in sample size for rare subpopulations not independently targeted such as Cubans). It also provides fewer schools with large clusters of Hispanics; this in turn may affect some analysis and comparison strategies.

Differences in student population elements. In High School and Beyond, all members of the student sample were spring term 1980 sophomores (or seniors). Because NELS:88 began at eighth grade, the NELS:88 first follow-up encompasses both students and dropouts. It contains as well both 1988 eighth graders who are in the modal progression sequence (tenth grade in 1990) and who fall outside it through having progressed more quickly, or having been held back. HS&B was designed to provide two separate cohorts -- a representative sample of 1980 sophomores and a representative sample of 1980 seniors. NELS:88 is designed to provide a representative sample of 1988 eighth graders, a further representative sample of 1990 sophomores, and finally a representative sample of 1992 seniors. Even in the High School and Beyond first follow-up, students were not added to the original sample (that is, the 1980 sophomore cohort sample was not freshened in 1982 with seniors who had not been sophomores two years before and who therefore had had no chance of selection into the HS&B baseline). However, in NELS:88, owing to the need to provide sample representativeness at three distinct points in time, new students can enter the study at tenth grade through two routes: sample freshening (addition of 1990 tenth graders who were not 1988 eighth graders or who were not in the United States in 1988) and change of eligibility status.

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[1] M.Frankel, L.Kohnke, D.Buonanno, R.Tourangeau, *High School and Beyond Sample Design Report* (Chicago: NORC, 1981); B.Spencer, M.Frankel, S.Ingels, K.Rasinski, R.Tourangeau, *NELS:88 Base Year Sample Design Report* (Washington, DC: NCES, 1990).

The HS&B student sample in 1980 encompassed both a sample of high school sophomores, and a sample of seniors, each derived from within the eligible school sample. Since NELS:88 tenth graders and HS&B tenth graders are the obvious comparison point for this survey wave, it should be noted that HS&B defined a sophomore as a student who expected to complete his/her tenth grade course work between April 1, 1980 and August 31, 1980. This definition included students whose expectation to complete tenth grade was not realized (for example, those who failed courses and had to repeat tenth grade in 1980-81), but excluded students who dropped out before administration of the HS&B questionnaire in the spring term of 1980. NELS:88 first follow-up dropouts should be excluded from trend comparisons to HS&B 1980 sophomores. Since NELS:88 first follow-up defined a tenth grader as any individual who was enrolled in the tenth grade as of the first day of the fall term of the 1989-90 school year, normally those NELS:88 freshened students who are classified as dropouts should be excluded from trend analyses. Likewise cross-cohort comparability wil be violated if any of the dropouts from the longitudinal cohort of eighth graders are employed in 1980-1990 trend analyses. HS&B sophomore cohort 1980 data deals only with students, officially enrolled in the spring term, although of course a small number of these students did drop out between their data collection date and the last day of the spring term in 1980 (some NELS:88 students likewise became dropouts after data collection but before the end of the 1990 spring term). Thus for HS&B comparisons analysts should select students enrolled in tenth grade with cases equal to F1QFLG=1 (student questionnaire completers) only, using the cross-sectional nonresponse-adjusted student weight (F1QWT).

The NELS:88 first follow-up student sample contains several elements. Some of these constituents must be included, and other excluded, in order to meaningfully compare HS&B 1980 tenth graders with NELS:88 1990 tenth graders.

(i) The first element consists of a subsample of all students selected in the base year who were in tenth grade in the 1989-90 school year

(ii) The second element comprises all base year selected students who dropped out of school between the base year and first follow-up surveys

(iii) The third element consists of a subsample of all base year selected students who did not drop out of school but who are enrolled in school in a grade other than the tenth

(iv) The fourth element comprises a sample of all tenth grade students who were not in the eighth grade in the 1987-88 school year (this group constitutes the "freshened students" in the first follow-up)

(v) The fifth element consists of a subsample of students and dropouts who were eighth graders in the 1987-88 school year but who were not eligible for selection into NELS:88 (that is, some members of the base year ineligible population were eligible for the first follow-up)

Element (i) provides a sample of 1988 eighth grade students who follow the modal grade progression. Elements (i) - (iii) provide a longitudinal sample of the 1988 eighth grade cohort. Element (ii) provides a sample of the dropouts from the cohort. The in-school populations within components (i), (iv) and (v)[2] together provide a cross-sectional sample of the tenth grade class of 1990. It is this cross-

[2] A number of students (N =343) excluded in the base year were found to be eligible in the first follow-up, either because they had changed in a way that affected their eligibility status, or because they conformed to modified eligibility criteria implemented in the first follow-up (in 1990, but not in 1988, sample members able to complete a student questionnaire in Spanish but not in English, were deemed eligible).

sectional sample of the sophomore class of 1990 that may appropriately be compared to the HS&B tenth grade class of 1980. Chapter 7 (Section 7.1) of this manual offers suggestions for selecting participation flags and selecting specific populations and weights, and should be closely consulted as trend analyses are planned.

Items Common to HS&B and NELS:88. Appendix F provides a summary of questionnaire items that overlap across the two studies; intercohort comparisons are also possible using cognitive test data. Because the two studies took place a decade apart and therefore reflect somewhat different policy agendas and different states of development in social theory, there are many topics that are covered in one study but not the other, or that are covered by questions that are substantially different. Nonetheless, for many topics common to the two studies, HS&B item wordings were adhered to literally in the NELS:88 first follow-up. These overlapping questions include a number of powerful indicators that can be employed in trend analyses.

In addition to comparability in the standard classification variables (race, sex, family/household composition and socioeconomic status, school control type attended [public, Catholic, other private], religious affiliation), the following themes may be explored using comparable items from HS&B base year and NELS:88 first follow-up: program participation (bilingual education, remedial math or English, etc.); school preparedness (how often respondent comes to class without pencil, paper or books, or without completed homework); college plans; expected occupation at age 30; time spent on homework or leisure time activities -- how often the respondent reads for pleasure, watches television, and so on; whether would consider having a child if not married; values -- the importance placed on various life goals; self-concept: self-esteem, locus of control, how others see respondent (popular, good student, and so on); religiosity; respondent's perception of maternal educational aspirations for him or her; what others (father, mother, counselor) think respondent should do after high school. In addition, some elements of the NELS:88 minority language question series -- how well one understands, speaks, reads, and writes English and one's mother tongue -- are comparable to items in the HS&B special Language File.

In some cases, however, the same topics were explored in both studies, but comparable item wordings were not maintained. For example, the course-taking items in HS&B inquired about the amount of course work taken during the tenth grade. In the NELS:88 first follow-up, however, the coursework question takes as its reference period both ninth and tenth grade. Course-taking therefore cannot be compared across HS&B and NELS:88 on the basis of the first follow-up data; comparison can only take place after high school transcripts data are released in 1993 as part of the second follow-up. Absences from school were asked about somewhat differently in the two studies as well, with HS&B referencing the period from the start of the school year to the onset of Christmas vacation and NELS:88 first follow-up the first half of the school year. The same difference in reference period applies to the tardiness item as well (BB017 and F1S10A). Likewise, HS&B base year asks whether the tenth grader has <u>ever</u> been in serious trouble with the law, but the NELS:88 first follow-up ties this question to the first half of the current school year and gives it greater specificity ("I was arrested") with the result that answers cannot strictly be compared. School safety and discipline questions were asked in both studies, but here too the particular items do not underwrite true comparisons (YB019 -- contrasted to F1S7 and F1S9, which were also asked in the NELS:88 base year) except for items such as "I don't feel safe in this school" (BB059F and F1S7M).

First follow-up questionnaire data for base year ineligible students who were reclassified as eligible and surveyed in the first follow-up is not included in this initial release, but will be made available at a later time. Absence of these cases from the current public release file should have little impact on most estimates, including comparisons to HS&B sophomores; however, for selected populations -- such as Limited English Proficiency students -- the impact of these cases may be considerable.

Items on money and work were also asked in a way in first follow-up that does not preserve comparability with the sophomore questionnaire of HS&B. Three examples will illustrate this. (1) The data superficially suggest that 35 percent of NELS:88 sophomores have never worked for pay, as contrasted to 12 percent in HS&B; however, this difference is likely to reflect the differences in the way the question was asked on the two studies. HS&B sophomore questionnaire item 21 (BB018) asked how old the respondent was when he or she first worked for pay, and begins with a response category of "11 or younger" while ending with "never have worked for pay". NELS:88 first follow-up F1S84 asks "are you currently employed or have you ever been employed" and begins with the option "never employed". "Being employed" is likely to be interpreted as a more formal concept than is "working for pay"; moreover, the HS&B item is given context (for example, the invocation of all age ranges, including 11 or younger) by the response options before the terminal option of "never employed" is encountered, while the NELS first follow-up item offers no context before "never employed" is encountered as the first option. Moreover, the NELS:88 item is a filter question; all who answer "never employed" are routed past the entire money and work series, thus affecting all dependent items. (2) Hours worked per week categories (from BB022) cannot be mapped into the equivalent NELS:88 first follow-up item (F1S85) because of the use of incompatible cut points for the ranges. (3) In comparing BB024 (type of work of most recent job) with F1S87 it is impossible to tell whether the dramatic differences in some of the response options (21.5% of HS&B sophomores cite babysitting as their most recent work for pay as compared to 5% of NELS:88 sophomores; 10% cite lawn work in HS&B compared to 3% in NELS:88) reflect change over time or change in wording of the item (NELS:88 first follow-up added a clause to the HS&B question, stipulating that work for pay in one's own home must be excluded).

In yet some other instances, however, although strict identity of item wording has not been maintained, rough equivalence of meaning should still be present. For example, all but one of the basic NLS-72/HS&B locus of control and self-esteem items have been retained on the first follow-up questionnaire, although the wording of the items follows that of the NELS:88 base year -- a simplification of the original wording that was adopted in order to make these items more comprehensible to eighth graders. The self-concept scales, despite differences in item wording,[3] should still be largely comparable across the two studies. For purposes of trend comparisons, F1LOCUS1 and F1CNCPT1 should be used in preference to F1LOCUS2 and F1CNCPT2; the latter contain additional items that were not used in HS&B.

Another difference between HS&B and NELS:88 first follow-up items that users should be aware of, but which we believe will not make a large difference to comparisons, is that even where the wording of the stem and response categories has been repeated precisely, ordering of the response categories has quite often been reversed. Thus an item in HS&B such as "Would you consider having a child if you weren't married" was attached to response options of "Yes, Maybe, No" in 1980. Response categories for the identically worded question stem in NELS:88 in 1990 are ordered "No, Maybe, Yes, Don't Know"

Accepted item-writing practice is to array options in the order of the frequency with which they are likely to be chosen, with least frequently chosen items appearing first. This practice is grounded in the finding that respondents generally scan response options until they find one that fits, leading to a self-terminating rather than an exhaustive examination of the answer categories. (The longer the list of

[3] There is also a difference in response categories. HS&B allowed a "No opinion" response; NELS:88 instruments did not contain this response option. In conducting intercohort comparisons using the individual data elements that make up the self-concept scales, somewhat different results will be obtained depending on whether or not the HS&B "No opinion" response is treated as missing data.

choices, the more pronounced this tendency is likely to be.) Thus, respondents may never reach a category that potentially fits their case even better than the category that, by virtue of having been encountered earlier, has been chosen. Arraying options from the least to the most often chosen is therefore likely to maximize the quality of responses. However, while sometimes this rule will dictate beginning with a positive option, and other times with a negative, there are surely other cases -- dichotomous choices, extremely short lists of response options -- in which it is a matter of indifference how the response options are arrayed. It may be useful to adopt a consistent convention for these other cases. The consistent convention adopted for NELS:88 first follow-up -- to always proceed from the negative to the positive -- effectively reverses the conventions employed in NLS-72, HS&B, and the NELS:88 base year.

While the literature on response effects strongly suggests that a different order of response categories often influences responses, reversal of response categories on HS&B base year-NELS:88 first follow-up comparison items (and NELS:88 base year to first follow-up comparison items) will probably not much affect their comparability in this case. This is so for two reasons. First, while order effects do occur on self-completion forms, they are more likely to occur in verbally-administered formats (few first follow-up questionnaires were administered over the phone; most were self-administered in group sessions). Second, long lists of response categories are more susceptible to such effects than comparatively short lists. Since the NELS:88 first follow-up rarely has more than five or six response categories -- indeed, on many comparison items, the options are simply "no" and "yes" -- the likelihood of order effects is lessened.

Need for caution in comparing data across cohorts. Caution must be exercised in comparing data for the HS&B and NELS:88 sophomore cohorts. Student response rates differ in the two surveys. Student participation rates were substantially lower in HS&B base year than in NELS:88 first follow-up. For the HS&B sophomores in 1980, 84 percent of the sample completed the student questionnaire and 77 percent completed the cognitive tests. For the NELS:88 sophomores in 1990, 94 percent completed the student questionnaire and 90 percent completed the cognitive tests. Moreover, the characteristics of the nonrespondents may also differ across the two studies.

Item response rates for questions that appear in both surveys differ, and some trend items have high nonresponse.[4] In addition, while there are common items in the cognitive test batteries that will facilitate HS&B-NELS:88 equating of the mathematics tests, the tests used in the two studies differ in many ways. Nevertheless, group differences by standard deviation units may profitably be examined.

Other differences between the 1980 and 1990 studies--the typically smaller group administration sizes for NELS:88, the fact that most NELS:88 sample members had also been surveyed as eighth graders, differences in context and question order for trend items in the two student questionnaires, and other factors as well, may also influence the accuracy of comparisons between the NELS:88 and HS&B sophomore cohorts.

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[4] An extreme example of high nonresponse is the HS&B trend question comprising five data elements (BB096A-BB096E) that request counts of the number of siblings in five age ranges. Between 24 and 44 percent of respondents failed to respond to elements of this question series. (One possible explanation of high nonresponse for the HS&B siblings series is that the format led respondents with no siblings in the specified category to ignore the subpart of the question, rather than, as required, choosing the "none" response). For high nonresponse items in particular, cross-cohort comparisons should be made with caution.

Appendix E

Dropout Statistics in the National Education Longitudinal Study of 1988: Definitional and Conceptual Issues in Using NELS:88 First Follow-Up Data to Estimate National Dropout Rates.

Introduction.

NELS:88 is a study of critical transitions. One of the most important of the transitions it studies is leaving school prior to high school graduation. In this appendix, we consider the various ways that dropout rates and other key school-leaving and re-enrollment statistics can be calculated from the information provided by the study.

NELS:88 defined dropouts as individuals who had twenty or more consecutive unexcused absences from school, at any time between the student's survey session in the spring term of 1988 and survey session in the spring term of 1990.[1] Despite the specificity of this definition, many different estimates can be obtained from the NELS:88 data, depending on the sample and dropout definitions employed. Each dropout rate calculation has a different meaning and context; each serves an additional purpose; all taken together provide a fuller picture of school retention and school leaving, and can be further related to the many explanatory variables contained in the NELS:88 data set. Below--to point to the possibilities, limitations, and complexities of using the first follow-up data files as a tool of statistical reporting--we illustrate some of the ways in which NELS:88 data can be used to generate dropout statistics.

There are two primary reasons why multiple dropout rates can be computed from the NELS:88 first follow-up data. One reason is sample definition--dropout or stopout rates can be calculated for four distinct NELS:88 populations. A second reason is that a longitudinal cohort approach underwrites two kinds of reporting--a historical tallying of individuals' school leaving and re-entry events, and an assessment of the proportion of the cohort that is out of school at a given time.

Sample Types. The NELS:88 sample can be defined at four levels. The first two of these sample definitions derive from the way the base year survey population is defined, while the third and fourth are grounded in the special characteristics of the first follow-up sample. These sample types, and the different kinds of dropout statistics associated with them, are illustrated in the figure below.

[1] Much of the discussion of dropout definitions and data sources in this appendix represents an edited version of the paper "National Dropout Statistics From a Longitudinal Cohort Perspective" by Steven Ingels and Leslie A. Scott, which was presented at the American Educational Research Association annual meeting in April of 1991 in Session 7.04.

Figure 1: NELS:88 Sample Types and Dropout Statistics

Sample Definition	Statistic
NELS:88 Eighth-Grade Eligible Cohort Note: undercoverage bias; five percent of potential base year sample excluded Note: longitudinal analyses use the panel weight (F1PNLWT) 1987-88 eighth grade sample members who were retained in the first follow-up	**Cohort Dropout Rate**: Proportion of Sample Members in School in spring term 1988 Not Enrolled spring term 1990 **Cohort Stopout Rate**: Proportion of cohort members in school in spring term 1990 who had at least one dropout event since spring term 1988
NELS:88 Eighth Grade Expanded Cohort Note: virtually full coverage of 1987-1988 eighth grade population. Note: analyses use expanded sample weight. (not available on public use file)	**Expanded Cohort Dropout Rate**: Proportion of 1988-eligible and 1988-ineligible eighth graders out of school in spring term 1990.
NELS:88 First Follow-Up Cross-Sectional (1990) Sample. All first follow-up 1990 sample members; combines 1988-eligible eighth-grade cohort and 1990 tenth-grade freshened sample. Note: analyses use F1QWT.	**Combined First Follow-Up Dropout-Stopout Rates.** School-leaving statistics for longitudinal and freshened cohort as of spring 1990.
NELS:88 Sophomore Cohort Sample. Representative tenth-grade sample of students in the spring term of 1990. Differs from 1990 cross-sectional sample in that dropouts and out-of-sequence (< or > G10) students are excluded. This sample is comparable to the HS&B 1980 sophomore cohort and should be used for 1980-1990 trend analyses. Note: analyses use F1QWT.	No first follow-up dropout rate can be calculated for the NELS:88 sophomore cohort, although some stopout statistics can be generated.

It may be useful, however to further explain these distinctions between the four sample types, and between a time-specific cohort dropout statistic and the historical accounting of dropout spells.

The Four Sample Types. (1) **NELS:88 Eighth-Grade Cohort**. The first level of sample definition for dropout reporting in NELS:88 consists of the 1988-eligible participants from the first follow-up retained subsample of the base year eighth-grade cohort. There is some population undercoverage in this sample. Correction for undercoverage biases can be obtained through the expanded sample described below.

(2) **NELS:88 Eighth-Grade Expanded Cohort**. The eighth grade expanded cohort encompasses both base year eligible and ineligible students (the 94.66 percent of the potential sample that was deemed capable of participation and the 5.34 percent of the sample that was deemed incapable of completing the survey instruments and therefore ineligible), and encompasses both participants and nonparticipants (school enrollment and demographic data have been recorded for individuals regardless of whether they completed a NELS:88 student questionnaire). The appropriate data and weights for generating expanded cohort statistics are not included on the public release files. The expanded cohort NELS:88 data have, however, been used to generate nationally-reported dropout rates.[2]

(3) **NELS:88 First Follow-Up (1990) Sample**. The first follow-up sample comprises a representative subsample of 1987-88 eligible eighth graders (sample type [1] above). However, this longitudinal cohort has been freshened (to provide full tenth grade representativeness) by 1989-90 sophomores who were not in eighth grade two years ago and hence had no chance of selection into the baseline survey. A further distinction relevant to calculating dropout statistics then is whether students from the freshened sample who drop out in the course of tenth grade are to be included in first follow-up dropout rate estimates. While panel statistics cannot be generated for the freshened students, their enrollment status in 1990 can be viewed cross-sectionally.

(4) **NELS:88 Sophomore Cohort Sample**. By removing dropouts and out-of-sequence (enrolled in a grade other than grade ten) student cases from the sample, one obtains a representative sample of high school sophomores in the United States in the 1989-90 academic year. This sample is fully comparable to the High School and Beyond Sophomore Cohort base year sample of 1980, and provides cross-cohort comparisons to HS&B. However, there are by definition no dropouts in this sample. The only school-leaving statistics derivable for this group are therefore historical (that is, a stopout episode [a temporary spell of dropping out] experienced by a freshened student in the course of tenth grade or by an eighth grade cohort member between the base year survey and the spring term of 1990). On the other hand, the sophomore cohort, like the eighth grade cohort, will provide the basis for a cohort dropout rate in 1992 when the second follow-up measures the proportion of 1990 sophomores still in school two years later.

SCHOOL-LEAVING AND SCHOOL RETENTION RATES: Stopout Events and Cohort Dropout Rates. A second broad factor that licenses different ways of calculating school-leaving statistics is that the NELS:88 data capture both dropout event histories, and dropout status at defined intervals. Events and statuses are analytically distinguishable. Moreover, NELS:88 captures both events and statuses from a longitudinal cohort perspective, thus bringing school enrollment statuses and events into relation with individual-level change over time.

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[2] See, for example, P.Kaufman, M.M.McMillen, S.D.Whitener, Dropout Rates in the United States: 1990. 1991. Washington, D.C., National Center for Education Statistics. (NCES 91-053).

Frase[3] notes that event, status, and cohort dropout rates are the three kinds of statistics normally used to gauge the different facets of dropping out. She helpfully sets out the three distinctions as follows.

Event rates point to how many students leave school each year. The event dropout rate indicates (typically, by grade) the proportion of students who leave school prior to completion in a single academic or calendar year.

Frase (op. cit.) notes that status dropout rates tend to be higher than annual event rates and give a truer reading of the magnitude of the dropout problem; they measure "the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out." Finally, cohort dropout rates measure what happens to a cohort over an extended time period. These distinctions may be viewed in the context of NELS:88, the basic approach of which is to follow the same individuals (or cohort members) over time.

In terms of the event definition, while it is true that we speak of tallying dropout events in the NELS:88 data, the NELS:88 usage is tied to the concept of a longitudinal cohort which records re-entry and stopout events as well as school-leaving. One could attempt to use NELS:88 dropout-stopout data to generate an annual event rate but it is not the purpose to which the data are best suited.[4]

In terms of a status definition, NELS:88 provides a critical school enrollment status measurement of a longitudinal cohort at two year intervals. The first follow-up in fact also ascertains enrollment status at two intermediate points in time:

1. During the tracing phase of the study (spring 1989, when 99% of eighth grade cohort members were successfully traced and their enrollment status ascertained).

2. Autumn school contacting (the fall 1989 school visit during which verifying of school enrollment was performed and freshening samples were drawn).

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[3] M.J.Frase, Dropout Rates in The United States: 1988, 1989, Washington, D.C.: U.S. Department of Education, NCES 89-609.

[4] For example, one could derive the rate at which students dropped out of tenth grade (with the caveat that some students drop out of tenth grade after their spring term survey session) by looking only at dropout events that occurred in 1989-90 (using the variable on the dropout questionnaire that indicates month and year of last school attendance), by including both freshened and eighth grade cohort students, and by excluding from the analysis any students in grades other than grade ten. However, since no freshening was done on the longitudinal sample in 1988-89, there is no representative ninth grade sample to form a basis for estimating ninth grade dropout rates.

Because NELS:88 is a longitudinal study, it accommodates the fact that statuses can change. If dropout status recorded at an earlier phase had changed to a re-enrollment status by phase three (that is, spring term of 1990), the earlier dropout designation was re-classified to reflect "stopout" status--that is, a temporary dropout episode on the part of the sample member.

Indeed, the distinctive feature of the NELS:88 design is that it is a grade-based[5] longitudinal cohort approach to identifying and studying dropouts--both to estimating their numbers, and to investigating the antecedents and consequences of dropping out. There are, to be sure, alternative--non-longitudinal--means of estimating cohort dropout rates. For example, one may combine an annual event dropout statistic across grades to provide a cumulative dropout-retention or "synthetic cohort" estimate. However, many dropouts re-enroll, and some students drop out more than once; annual event rates, even when viewed cumulatively across grade spans, do not fully accommodate this fact. It is this power to monitor changing statuses and to amass histories of individual school-leaving and re-entry events that marks the longitudinal cohort approach.

In sum, longitudinal cohort enrollment status data provide information about the incidence and timing of two critical transitions: the decision to leave school, and the decision to return to school, and provide as well more general information on persistence in schooling. The longitudinal cohort focus enables one to say how many school leavers eventually return to school, and how many students who return eventually complete school or earn alternative credentials.[6] The longitudinal cohort approach, then, registers both dropout events and statuses, transforming changes of status into a record of dated past events, thus producing both status and event history statistics.

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[5] Cohorts most often are defined by age, or by grade; the NELS:88 cohorts are defined by grade, although grade in school is associated with a limited range of ages. (Most eighth graders [62%] turned 14 in 1988 though over 31 percent were born in 1973 and 5.5 percent were born in 1972 or before.) In particular, NELS:88 is concerned with what happens to each of three grade-defined (eighth grade, tenth grade, twelfth grade) nationally-representative cohorts over time. In contrast, the HS&B sophomore cohort provides only a tenth-grade representative sample. Since the HS&B sophomore cohort was not freshened when cohort members were resurveyed as seniors in 1982, the cohort is not representative of 1982 high school seniors and understates the degree to which 1982 seniors dropped out (twelfth graders who were not in tenth grade two years before were not represented in the study). However, the HS&B approach generated a sample of 1980 sophomores who were retained as sophomores, juniors, or seniors and graduated late (or not at all).

[6] Results from the High School and Beyond fourth follow-up are not yet available; the latest wave of HS&B sophomore cohort data collection will take place early in 1992. HS&B third follow-up (1986) data, however, indicate that within four years of the time that HS&B students in the normal progression had completed high school, 46 percent of the cohort dropouts had also completed a diploma course, or had completed a GED. (See Frase, 1989, for further details.) This suggests that a goodly number of those who leave school eventually return and obtain secondary schooling qualifications. However, NELS:88 will be far better able to estimate the proportion who return than was HS&B, since HS&B missed early dropouts altogether; the school completion propensities of individuals who leave school before the end of the sophomore year are entirely unknown.

I. DROPOUT STATISTICS IN NELS:88

1. Definitions

Dropouts may be differently defined for different purposes. The particular definition that is chosen matters importantly both to estimation of dropout rates, and to causal modeling of dropout phenomena. NELS:88 defines dropping out in a standardized way while simultaneously embodying distinctions that permit flexibility in classifying kinds of dropouts and in generating estimates that may be compared to other data sources. In the NELS:88 first follow-up, the following dropout definition was used:

1. a dropout is an individual who, according to the school (if the sample member could not be located), or according to the school and home, is not attending school (that is, has not been in school for four consecutive weeks or more and is not absent due to accident or illness)

2. a student who has been in school less than two weeks after a period in which he or she was classified as a dropout should be administered the dropout (rather than the student) questionnaire; all other in-school stopouts should be administered the student questionnaire

As in HS&B, dropout status was double-confirmed, since schools oftentimes mistakenly classify transfer students as dropouts; households can readily supply information about transfer status, which in turn can be confirmed by the destination school. Less often, dropouts are incorrectly labeled as transfers. Since the NELS:88 methodology requires transfers too to be followed, absence at the supposed destination school triggers further inquiry into the sample member's whereabouts and enrollment status.

2. NELS:88 First Follow-Up Dropout Rates

In the discussion below, we consider NELS:88 dropout statistics from four broad sample perspectives. First, we report panel statistics for the 1988-eligible eighth grade cohort. Data on the dropout, stopout, and truancy status of the first follow-up eighth grade cohort are reported in two tables:

Table 1: spring 1990 enrollment status for panel members
Table 2: spring 1990 panel enrollment status by key characteristics

Dropout rates are presented with breakdowns (Table 2) by such key characteristics as race, sex, socioeconomic status, and cognitive test results.

Second, we generate panel statistics for the expanded eighth grade cohort, that is, the sample of 1988 eligible and ineligible students. Dropout data are summarized for this group in a single table:

Table 3: expanded eighth grade cohort spring term 1990 dropout rates

Third, we examine the dropout, stopout, and truancy status of the full first follow-up sample (that is, of the eighth grade cohort two years later, regardless of grade; and of the freshening sample of tenth graders added to the NELS:88 sample in the first follow-up). These results are reported in a further pair of tables:

Table 4: spring 1990 enrollment status of full NELS:88 sample
Table 5: full sample enrollment summary by key characteristics

Fourth, we examine the school-leaving (recorded stopout episodes) and (using chronic truancy as an example) dropout risk factor statistics that can be generated for the NELS:88 sophomore cohort (the HS&B-comparable sample of enrolled spring 1990 tenth graders) in a final table:

Table 6: stopout/truancy status for NELS:88 sophomore cohort by key characteristics, with a comparison to the first follow-up full sample

First, then, let us look at panel statistics for the eighth grade cohort, as we attempt to measure how many remain in school two years after the base year.

A. EIGHTH-GRADE COHORT DROPOUT RATE: PANEL

The 1988-eligible cohort dropout rate is computed with the panel weight (F1PNLWT). At this time, the NELS:88 first follow-up public release files contain data only for members of the 1988-eligible sample, a significant subset of whom are panel participants. Hence the defined sample for the panel-based cohort dropout rate is the 17,424 members of the eighth-grade cohort who were retained for the first follow-up and who completed a questionnaire in both the 1988 baseline and the 1990 follow-up survey. The sum of the panel weights is 3,007,812; the weights project to the population of 1987-88 eligible eighth graders two years later.

The cohort dropout rate is a status count of the proportion of eligible base-year eighth graders who are out-of-school two years later. It is not designed to capture the sum of dropout events during the reference period. Dropout events that took place between the baseline measurement and the follow-up two years later do not enter into the calculation of the dropout rate if the individual was in school both in the spring term of 1988 and the spring term of 1990. However, the "stopout" and "multiple episode dropout or stopout" distinctions that are embodied in the NELS:88 data do capture (though imperfectly) the dropout spells that are confined to periods between the two measurements. The cohort dropout rate is also a slightly conservative estimate of the extent of school leaving in the sense that it understates the number of individuals who drop out in the course of the tenth grade. Survey sessions were held as early as January of 1990. The dropout status of a student who dropped out after survey day but before the end of the spring term might not be detected until the second follow-up, when the sample member would again be pursued for test and questionnaire completion, and that individuals' transcripts would be collected as well. Finally, the cohort dropout rate will be slightly conservative from the point of view of some alternative sources of information that apply a more stringent definition of what it is to be in school. The NELS:88 first follow-up counted as "in school" any sample member who was receiving academic instruction, whether in a school, at home, an alternative program, or an institutional setting.

TABLE 1: Weighted enrollment status rates for panel members, NELS:88 first follow-up spring term 1990

	dropout
(A) Cohort dropouts:	**6.1%**
(Standard Error of Measurement)	(0.480)
	stopout
(B) Cohort members enrolled spring 1990 but with at least one dropout event 1988-90	**.8%**
(Standard Error Of Measurement)	(0.116)
	total
(A) + (B) (dropouts plus stopouts)	**6.9%**

(A) depicts the percentage of the longitudinal cohort who were in school in the spring of 1988 but out of school in the spring of 1990. This statistic was produced using the first follow-up panel weight (F1PNLWT) in conjunction with the dropout questionnaire completion flag F1QFLG. (Essentially similar results could be obtained by using F1PNLWT and the G10CTRL variable[7] [a subset--amounting to 765 cases--of the 1,043 cases identified as "not enrolled in school" meet the panel membership criteria] or the F1DOSTAT composite--while F1DOSTAT can be used to identify both dropouts and stopouts, it was used only to identify stopout cases in computing the example above.)

(B) depicts the percentage of the longitudinal cohort who were not counted in the cohort dropout rate because they were in school in the spring of 1990, but had had one or more episodes of dropping out between their spring term 1988 survey day and their spring term 1990 survey day. NELS:88 probably underestimates the number of stopout episodes. Despite checks at three time points over a two year period, brief dropout spells at other time points during the reference period may be missed. Hence the .8 percent of the sample identified as students who have had a dropout episode since eighth grade should be regarded as a conservative estimate. This statistic was produced using F1PNLWT and F1DOSTAT (3 = sample member dropped out of school at one time, but returned to school).

The cumulative weighted rate for A plus B--6.9 percent--is the percentage of persons in the longitudinal cohort (1987-88 eighth graders) who have ever dropped out (that is, had dropout episodes between 1988 and 1990) regardless of their enrollment status in the spring of 1990. A plus B does not sum to the total of dropout events, however, because some individuals may have dropped out of

[7] The results will be essentially similar but need not be identical if one takes missings out of the G10CTRL variable. Thus lowering the base number will result in a very slight increase in the apparent dropout rate.

school more than once in the two year period. A plus B sums solely to the number of individuals with (one or more) dropout episodes within the reference period.[8]

Note that the cohort dropout rate does not represent the rate of attrition between eighth grade and tenth: some students do not reach tenth grade in the modal progression yet remain in school. Out-of-sequence members of the eighth-grade cohort are generally unlikely to complete high school on time and are thought to be at increased risk of dropping out. One should also note that the proportion of the cohort out of school might be larger had NELS:88 begun earlier (say as a birth cohort, or a sixth grade cohort) since some students drop out prior to eighth grade.

Further panel statistics--specifically, dropout, retention, and chronic absenteeism (absent more than one month in the first half of the school year) rates--are depicted in Table 2.

B. EIGHTH GRADE COHORT DROPOUT RATE: EXPANDED PANEL

This dropout rate is computed with the expanded sample weight. Therefore the sample is the 19,646 members of the eighth-grade cohort who were retained for the first follow-up and the subsample of base year ineligible students (N=653). The dropout rate was projected from all first follow-up sample members for whom enrollment and demographic information was successfully collected (N=19,587). Weights were adjusted for final non-response. The sum of the weights is 3.166 million; thus the weights project to the population of 1987-88 eligible and ineligible eighth graders two years later, allowing for attrition by death and for being out of scope for the first follow-up by virtue of being outside the United States.

The expanded sample cohort dropout rate is conservative, that is, the actual rate may be slightly higher either within its own definitional terms or from the perspective of alternative definitions. This is so for the three reasons explained in A (above) -- namely, (1) that the cohort dropout rate measures the proportion of sample members who are out of school two years later, not the total number who have ever (that is, since the baseline measurement) dropped out; (2) because tenth grade school-leaving is subject to undercounting (some tenth grade dropouts leave school after data collection and are not "discovered" until the next round); and (3) because NELS:88 defined "in school" quite liberally--a more conservative definition of in-school status would produce a higher dropout count.

The table below (which uses the same data that appears in Table 8 in Kaufman, McMillen and Whitener, 1991) gives an overall dropout rate for the NELS:88 eighth-grade cohort, and breakdowns by gender, race-ethnicity, base year school urbanicity, base year school census region, and eighth grade school control type. (Standard Errors of Measurement for all tables are given in a special section that follows the text of this appendix. It is important to consult these tables; a few estimates--particularly those pertaining to American Indians--have high standard errors).

[8] Individuals with multiple out-of-school spells are flagged in F1DOSTAT (=5) and out-of-school episodes are recorded in variables F1DRPS89, F1DRPF89, and F1DRPS90. For further detail, see the description of these variables in the addendum.

TABLE 2: Spring term 1990 school engagement status of eligible eighth-grade cohort by key characteristics
(Based on F1PNLWT; N=17,424; Sum of Weights = 3,007,813; SEs in Addendum A)

	retention rate	dropout rate	stopouts	chronic absentees
Total:	93.95	6.05	0.81	4.70
SEX	currently in school	current dropout	stopouts	chronic absentees
M	93.72	6.27	0.87	3.54
F	94.17	5.82	0.75	5.87
RACE	currently in school	current dropout	stopouts	chronic absentees
Asian/PI	96.94	3.06	0.37	2.90
Hispanic	90.76	9.24	1.53	6.75
Black	89.97	10.03	1.14	4.43
White	95.11	4.89	0.63	4.45
Am.Ind./AN	89.51	10.48	2.68	9.90
Socioeconomic Status:				
SES QUARTILE	currently in school	current dropout	stopouts	chronic absentees
lowest	85.17	14.83	1.43	6.31
middle	95.30	4.70	1.09	4.82
middle	96.28	3.72	0.47	5.25
highest	98.37	1.63	0.31	2.60
Base Year Test Quartile (BYTXQURT)				
	currently in school	current dropout	stopouts	chronic absentees
lowest	86.66	13.34	1.08	5.52
middle	93.23	6.77	1.46	5.60
middle	97.04	2.96	0.46	3.96
highest	99.55	0.45	0.32	3.40

TABLE 3: NELS:88 eighth-grade expanded cohort dropout and retention rates, as of spring term 1990

Selected Characteristics	Cohort dropout rate	School retention rate
	(percent)	
Total	6.8	93.2
Sex		
Male	7.2	92.8
Female	6.5	93.5
Race-ethnicity		
Asian/Pacific Islander	4.0	96.0
Hispanic	9.6	90.4
Black, non-Hispanic	10.2	89.8
White, non-Hispanic	5.2	94.8
American Indian/A.N.	9.2	90.8
Community type of 1988 school		
Urban	8.9	91.1
Suburban	5.4	94.6
Rural	7.1	93.0
Census region of 1988 school		
Northeast	5.9	94.1
Midwest	5.5	94.5
South	8.9	91.2
West	5.8	94.2
Eighth Grade School Control Type		
Public	7.6	92.4
Catholic	1.3	98.7
Private, nonsectarian	0.5	99.5
Private, religious (affiliation other than Catholic)	0.4	99.6

Note: For race-ethnicity, not shown separately are 434 persons whose race-ethnicity are unknown. Standard errors for this table are provided in Addendum A.

C. SCHOOL ENGAGEMENT STATUS OF 1990 CROSS-SECTIONAL SAMPLE

The status of the entire NELS:88 sample as of the spring of 1990 can be viewed cross-sectionally. However, the population that is described in such statistics is somewhat peculiar. It includes the entire eighth grade cohort, most of whose members are in tenth grade, but some of whom have dropped out, and others of whom are in other grades. It includes also a freshening sample of individuals who were high school sophomores as of the first day of the autumn term in 1989. Some of these individuals (indeed, a comparatively large proportion) dropped out between the first day of fall term 1989 and their scheduled spring term 1990 survey session. These individuals, however, have been followed for a few months, as contrasted to the eighth grade cohort, which has been followed for two years. Thus ninth and tenth grade dropout events are included for the eighth grade cohort members, but only tenth grade dropout events enter into the rates below. The full-sample statistics below are not generalizable to sophomores as a whole, since non-sophomores are included. Nor are the statistics generalizable to the eighth grade class of 1988, since individuals who were not eighth graders two years before are included.

It is nevertheless of interest to measure the number of freshened tenth graders who drop out; their numbers, added to the attrition in the eighth grade longitudinal cohort, give a truer picture of the number of dropouts missed in an HS&B-type design with a spring term tenth grade starting point.

In general, dropouts from the 1989-90 sophomore freshening sample can be viewed in one of three ways. First, they might be looked at in isolation, as a separate 1990 population of interest (out-of-sequence tenth graders who drop out). Second, they might be looked at in conjunction with all other autumn term sophomores--this group contributes to a 1989-90 sophomore year dropout rate. Third, they can be included in cohort dropout statistics in 1992, if the NELS:88 sophomore cohort is defined as all students enrolled in tenth grade as of the first day of the 1989 fall term. Of course, this is an alternative to the HS&B-comparable definition of the NELS:88 sophomore cohort, which is anchored in student status as of the spring term.

A few comments on these four categorizations--cohort dropouts, cohort stopouts, freshened sample dropouts or stopouts, and longterm or chronic absentees--may be helpful in interpreting the numbers presented above.

Dropouts and stopouts from the population of 1987-88 eighth graders (i.e., A. + B.) comprise the members of the longitudinal cohort who have ever (assuming an eighth grade starting point for this measurement) dropped out.

The category of **freshened school-leavers** (C.) reflects the school enrollment history of tenth grade freshened students over a generally brief but somewhat variable period of the sophomore year (that is, between sample freshening, when all freshened students were enrolled in school, and which was tied to enrollment as of the first day of the autumn term in 1989; and data collection, which took place as early as January of 1990 but more typically in February or March). There were 1,043 eligible freshened students. A strikingly large proportion (about 17%) of the freshened students left school in the several months that they were followed by the study; eighteen percent were either 1989-90 dropouts or stopouts. The high school leaving rate for this group is unsurprising. Most freshened students were not in eighth grade two years ago because of grade retention. Most freshened students also are overage, and of an age now to legally leave school.

TABLE 4: **1990 enrollment status of full NELS:88 sample**
(Expanded Sample Not Taken Into Account)

	dropout rate
A. **Dropouts**	**6.86%**
(Standard Error of Measurement)	(0.448)
B. **Stopouts** (sample members with one or more stopout episode, not included in A	**.84%**
(Standard Error of Measurement)	(0.116)
C. (A. + B.) **Dropouts and stopouts**	**7.70%**
D. **Chronic truants**	**4.70%**

Notes: These dropout rates are based on the use of the basic first follow-up cross-sectional nonresponse adjusted weight (F1QWT) with the dropout questionnaire completion flag (F1QFLG = 2). (Stopout events were identified through F1DOSTAT (=3 or F1DOSTAT=5 and F1QFLG=1). These statistics reflect the entire NELS:88 1990 sample--eighth-grade cohort members and tenth grade freshened students (unweighted N=19,264; weighted N=3.175 million). Because some longitudinal cohort members are out of sequence (dropouts, grade-retained, and those who skipped grades) these estimates are not generalizable to tenth graders in the United States in the 1989-90 school year. The population projected to for these results includes the panel for cohort dropouts and students (that is, projects to 3,007,813), but includes freshened students as well, expanding to project 3,175,250 individuals. However, these estimates do not include the proportion (5.34%) of the base year cohort who were declared ineligible for the survey.

NELS:88 offers the possibility of combining and recombining various elements to generate dropout statistics that match other sources. One could view these freshened dropouts not as part of the 1988-90 dropout measurement but as part of the 1990-1992 measurement. However, to do so would provide a dropout rate that would not be usable for 1982-1992 trend comparisons with HS&B for the simple reason that HS&B in 1980 included no dropouts. Rather than defining its sophomore cohort with reference to the first day of the fall term in 1979, HS&B defined the sophomore cohort with reference to spring term 1980. HS&B specifically classified all tenth graders who were drawn into the sample and dropped out prior to survey day as ineligible for the study. It should be recalled that these freshened students dropped out prior to their spring term survey days; all other students who dropped out in this reference period are counted as first follow-up dropouts. So, for some purposes, one may wish to view these individuals as first follow-up dropouts. If the freshened students who dropped out in the tenth grade prior to survey day are added to the eighth-grade cohort dropout rate, the NELS:88 first follow-up dropout rate increases by over a percentage point. Again, data users are cautioned that the full first follow-up sample is a hybrid of an eighth grade cohort sample two years after its formation and a representative tenth grade sample, and that extreme care must therefore be taken in differentiating its overall characteristics from those of such populations it contains as a representative eighth grade sample in 1988, a representative subsample of 1988 eighth graders two years later, and a representative sample of sophomores in 1990. Data users should be fully aware of the caveat that any dropout statistics based on the full first follow-up sample will not generalize to a pure population. Such statistics will reflect cohort school-leaving events and spells for two school years, sample members who are in tenth grade and others who are not, and tenth grade 1989-90 dropout events and statuses for individuals not in the eighth grade cohort and missing 1988-89 data.

The category of **chronic truants** or longterm absentees--D--comprises all NELS:88 1989-90 sample members (both the longitudinal cohort, and freshened students) who are self-reported as chronically absent, based on item 13 of the student questionnaire which reports absences for the first half of the school year. Specifically, these students were absent more than a month (21 or more school days) in the first half of the 1989-90 school year. If a lesser cutoff point were used (say, absent more than three weeks, that is, 16 or more school days), then 7.7 percent of the sample could be viewed as chronic absentees; or if the criterion "more than two weeks" were used, 14.6 percent of the sample could be viewed as chronic absentees.

The NELS:88 first follow-up item did not ask about consecutive absences, nor about unexcused absences, and is therefore not a wholly reliable guide to which students are at higher risk for dropping out as opposed to students making normal progress who may have had one or more lengthy illnesses. (Nevertheless, it is likely that there are some "hidden stopouts" in the 4.8 percent of the student population who missed more than a month in the first half of the year.)

School Engagement Status: 1988-90 Panel and 1990 Cross-Section. The table below shows dropout and stopout rates, and chronic absenteeism (absent more than one month in first half of the school year) for the 1990 cross-sectional sample (longitudinal cohort, including base year nonparticipants who participated in the first follow-up, and tenth grade freshening sample) by sex, race, socioeconomic status, and base year test quartile.

TABLE 5: 1990 school enrollment status summary by key characteristics for all first follow-up sample members

(Based on F1QWT; Participant N=19,264; Sum of Weights=3,175,250)

selected variables:	currently in school	current dropout
ALL:	**93.14**	**6.86**
SEX:		
M	92.85	7.15
F	93.44	6.56

RACE	currently in school	current dropout
Asian/PI	96.91	3.08
Hispanic	90.11	9.89
Black	89.17	10.83
White	94.36	5.64
Am.Ind./AN	88.31	11.69

SES	currently in school	current dropout
lowest	83.99	16.01
middle	94.23	5.77
middle	96.28	3.72
highest	98.28	1.72

Base Year Test Quartile (BYTXQURT)

	currently in school	current dropout
lowest	87.22	12.78
middle	93.41	6.59
middle	97.18	2.82
highest	99.55	0.45

Note: Standard errors for all estimates are provided in Addendum A.

D. THE NELS:88 SOPHOMORE COHORT

The NELS:88 sophomore cohort--if defined to parallel the HS&B sophomore cohort of 1980--may be viewed as all members of the eighth grade cohort and sophomore freshening sample enrolled in school as of their school's survey session in the spring term of 1990. Cohort dropout status statistics cannot be produced for the NELS:88 eighth grade cohort in 1988 considered cross-sectionally, nor for the sophomore cohort in spring term of 1990; cohort dropout rates arise from longitudinal measurement. Although a condition of grade-defined cohort membership at these specified time periods is in-school status, the biographies of some sample members contain past dropout events. To the extent that these have been recorded by the study, stopout rates can be produced. Also, of course, information can be gathered about risk factors--circumstances and tendencies that increase the likelihood the sample member will not complete school. In the table below, we display stopout statistics for the NELS:88 sophomore cohort, as well as statistics for this group for one important dropout risk factor or predictor, high absenteeism (specifically, self-reports of being absent more than one month in the first half of the 1989-90 academic year). Solely for the purpose of demonstrating the difference in these numbers, we also show the stopout and truancy rates for the entire first follow-up sample. To use the cross-sectional questionnaire completion weight (F1QWT) without removing from one's calculations those students who are not enrolled in tenth grade changes most estimates. In order to generalize about tenth graders in the United States in the 1989-90 school year, non-sophomores must be removed from the analysis.

An alternative definition of the NELS:88 sophomore cohort is produced when membership in tenth grade as of the first day of the autumn term is used as the reference point. While this definition is not compatible with the HS&B definition, it may be a useful way of construing the cohort for some purposes.

II. NELS:88 Dropout Definition and Dropout Rate Estimates: Comparability To Other Statistical Sources

It is useful to ask in what ways NELS:88 first follow-up dropout rate statistics are like or unlike estimates from other data sources. To this end, we briefly compare definitions, methods and results of the first follow-up to three other sources: the Current Population Survey, administrative records sources, and High School and Beyond.

Bureau of the Census Current Population Survey (CPS). The Current Population Survey (CPS) is paradigmatic of the traditional event dropout approach, which records the proportion of students enrolled one year ago who have since dropped out of school. Each year, the CPS calculates the proportion of dropouts during the twelve-month period from October of one year to October of the next (Kominski, 1990), and is thus a rich (indeed, the sole) source of national annual time-series data.

The sample sizes for purposes of dropout estimation are not large and allow for only limited subgroup estimates even at the national level. The time frame differences between NELS:88 and CPS -- "spring term" versus October -- are important in two ways. First, the CPS time period is much narrower and more specific, and second, the measurement occurs at the opposite end of the academic year. Apart from the difference between beginning-of-year and end-of-year enrollments, estimates derived from the broad reference periods of NELS:88 (e.g., spring term 1990) may not correspond to estimates generated from a narrower reference period (say October 1990). In addition, while an annual measurement can be derived from NELS:88, its design has invested more heavily in producing the most accurate possible biennial measurement.

TABLE 6: NELS:88 first follow-up stopout/chronic truant status summary for full first follow-up sample and NELS:88 sophomore cohort, by key characteristics

	All first follow-up sample members (Based on F1QWT; Participant N=19,264 Sum of Wts.=3.175 million)		**NELS:88 sophomore cohort** (all sample members enrolled in tenth grade, spring term 1990; Based on F1QWT; Participant N= 17,544; Sum of Wts.= 2.823 million)	
	stopout	absent student	stopout	absent student
ALL:	0.84	4.84	0.80	4.84
SEX:				
M	0.91	3.62	0.87	3.41
F	0.77	6.08	0.72	6.26
RACE	stopout	absent student	stopout	absent student
Asian/PI	0.32	2.91	0.34	2.80
Hispanic	1.83	7.60	1.82	8.30
Black	1.16	4.60	1.25	4.71
White	0.60	4.49	0.58	4.40
Am.Ind./AN	2.40	8.27	0.83	9.03
SES	stopout	absent student	stopout	absent student
lowest	1.42	6.31	1.39	7.06
middle	1.06	4.82	1.03	4.60
middle	0.51	5.04	0.53	5.06
highest	0.29	2.52	0.27	2.34
BY Test Quartile (BYTXQURT)				
	stopout	absent student	stopout	absent student
lowest	1.05	5.38	0.93	5.84
middle	1.44	5.57	1.52	5.52
middle	0.44	3.98	0.35	3.80
highest	0.32	3.23	0.32	3.23

Note: Standard errors for all estimates are provided in Addendum A.

Both CPS and NELS:88 place some reliance on household proxies, although the methodologies are very different. NELS:88 double-confirms status as reported by the school with the household, then (normally) directly interviews the dropout. Sometimes in HS&B and NELS:88 household members have vehemently denied that their child met the study's dropout definition, yet school records, teachers, and school principals have conclusively established that the parent's denials were mistaken. (Oftentimes too, NELS:88 students reported as dropouts by schools have turned out to be, on the basis of our follow-up to household reports, transfer students, not dropouts.) It is not clear whether any significant amount of social desirability bias attaches to household proxy reports of enrollment status, either in general or differentially for selected ethnic-racial groups, or to what degree estimates might be affected. Far too little research has been done in this area, although Mohadjer, Brick and West (1990)[9] report deriving smaller dropout estimates from household interviews than from youth interviews, particularly with regard to event dropout rates (less so for status dropout rates), and for younger dropouts (in contrast to older dropouts).

While CPS and NELS:88 employ different methodologies to provide different sorts of dropout statistics--an annual event rate in the one case, and a longitudinal cohort measurement in the other--results of the two studies should be highly complementary even when not directly comparable. For example, both CPS time series data and HS&B-NELS:88 cross-cohort data should measure aspects of the same enrollment trends over time. For further information on the uses of CPS data in dropout rate estimation, see Kominski, 1990.[10]

Administrative Records Sources. In general, household surveys such as the Current Population Survey and school-based longitudinal studies such as HS&B and NELS:88 supply a validity check for estimates produced from administrative records sources. While CPS and the NCES national education longitudinal studies of high school cohorts provide very powerful national estimates, neither supplies local needs for detailed state and district-level information. Because of the lack of uniformity in the way that dropout information is collected and the variation in definitions employed, administrative records sources generally cannot be used to produce national or regional estimates comparable to HS&B or NELS:88 data. However, the NCES annual universe survey of state education agencies--the Common Core of Data--has been working to develop a uniform dropout definition which could be used to generate meaningful national statistics from state records systems. The Common Core of Data expects to be able to collect uniform dropout statistics in the 1991-92 school year. Thus, while this potential data source will not provide a comparison point to first follow-up data, it may be able to provide a partial point of reference for the NELS:88 second follow-up.

Comparisons Between the NCES National Education Longitudinal Studies. No dropout rate comparisons can be made between NELS:88 first follow-up and HS&B dropout results because of the different starting points of the studies. Individuals who dropped out during or prior to tenth grade were not in the HS&B sampling frame. Individuals who dropped out in the course of tenth grade were declared ineligible for the study. HS&B measured, in the spring of 1982, the enrollment status of those individuals only who completed the spring term of the sophomore year in the spring of 1980.

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9 Mohadjer, Leyla; Brick, Mike; and West, Jerry. 1990. "Proxy Respondents and Measurement Errors for Statistics on Dropouts." International Conference on Measurement Error in Surveys, Phoenix, November 1990.

10 Kominski, Robert. 1990. Estimating the High School Dropout Rate. Demography, 27(2).

Even though HS&B-NELS:88 dropout statistics cannot be compared (until the 1992 data have been collected and processed), it nevertheless is instructive to consider definitional differences and similarities between the first follow-ups of NELS:88 and HS&B. Generally speaking, the NELS:88 first follow-up adhered to the dropout definitions, and methodologies for ascertaining dropout status, that were employed in HS&B, including the HS&B method that required (when possible) double confirmation (school and home) of dropout status.

However, the NELS:88 first follow-up, as noted above, did define in-school status liberally--more liberally than had HS&B, which regarded students not in regular high school diploma programs (e.g., GED students, or students receiving any other academic instruction that did not lead to a high school diploma) as a special kind of dropout, to be contrasted to dropouts who were receiving no academic instruction. Many alternative program designations were encountered in the course of the NELS:88 first follow-up. A student might be receiving vocational or GED instruction in a Job Corps Center, attending a school within a school for high-risk students, enrolled in a dropout re-entry program, attending a night school class for GED, attending a continuation school, receiving academic instruction at home from parents, enrolled in a non-diploma course such as travel agent training, attending an adult education school that holds a special class for high school dropouts, enrolled in an independent study school, receiving instruction by correspondence or at a learning center while serving in a juvenile detention facility, receiving instruction while enrolled in a drug rehabilitation clinic--all of these diverse educational situations were regarded as being "in school" for purposes of dropout classification in the NELS:88 first follow-up. A less liberal definition of school enrollment would of course have resulted in a higher recorded dropout rate. (In the NELS:88 second follow-up, data are being collected that will allow regular students and alternative completers to be distinguished, so that second follow-up dropout data can be made comparable to both HS&B and NELS:88 first follow-up, despite their difference in approach to this issue.)

In one central respect, NELS:88 substantially improves on the stopout data gathered by HS&B. By checking enrollment status at three points in time over the two year interval between data collections, NELS:88 attempts to gather maximum information from school personnel and households about dropout events, including events that lead to a return to school prior to the next survey session. HS&B relied on a questionnaire item to identify past dropout events (specifically, item 17 on the 1982 sophomore cohort questionnaire, which asked for the longest period the individual had ever stayed away from school, and offered options ranging from less than one week to an entire quarter or semester, or a school year or longer). Relying on student self-report is a weaker approach to stopout identification than that taken in the NELS:88 first follow-up. Nonetheless, dropout spells of brief duration may be missed by the NELS:88 methodology. For example, a student who was at an eighth grade survey day in February of 1988 may have been a dropout between March and June of 1988. If that student has returned to school in the autumn of 1988, the tracing phase would identify that student as in school, with a resultant underreporting of dropout/stopout events. Neither NELS:88 students nor their schools or families were asked whether the student dropped out before the end of eighth grade. (There may still then be a need to gather questionnaire data on potential stopout episodes--in the NELS:88 second follow-up, the parent questionnaire contains an item that has been designed to do so.)

Several other differences were obtained between the NELS:88 first follow-up approach and that of HS&B. One such difference is in the treatment of ineligible students. While students were excluded from HS&B, no attempt was made to gather demographic or enrollment status information on these individuals, nor to assess whether their eligibility status had changed over time. The effect of exclusions on HS&B estimates has never been examined. Another difference is sample freshening; no

attempt was made to achieve a representative 1982 twelfth grade student sample. Therefore the dropout results obtained from HS&B are limited in their generalizability to a single tenth grade cohort.

Summary and Conclusions.

The major strength of NELS:88 for generating dropout statistics is that it combines event history data (including the month and year the student dropped out, and the grade attended at the time of this transition) and repeated status measurements in a longitudinal design that registers the cumulative school-leaving and school-return transitions of statistically representative individuals over the critical (for completion) period of their school careers. NELS:88 both measures the cumulative percentage of individuals in the cohort who ever drop out, and ascertains the proportion of those who ever return to school and who finally complete their schooling or obtain equivalency certificates. With cohort data, one can readily move back and forth, as needed, between what Barro and Kolstad[11] call gross (any student who has ever dropped out) and net (students who are dropouts at a particular time) definitions. One can accommodate the fact as well that a given individual may drop out (and return to school) multiple times.

Using NELS:88 first follow-up data, the following basic dropout rates can be computed:

EIGHTH-GRADE COHORT PANEL DROPOUT RATE. Given the original base year sample definition in which 5.34 percent of the eighth grade student universe was excluded from the sample, a cohort dropout rate of six percent estimates the percentage of the sample in school in the spring of 1988 who were out of school in the spring of 1990. An additional .8 percent of sample members are estimated to have dropped out of school in the reference period, but returned. While the cohort dropout rate is likely to be extremely accurate, the stopout almost certainly underestimates the incidence of temporary dropout episodes.

EIGHTH-GRADE COHORT DROPOUT RATE: EXPANDED PANEL. If the expanded sample is considered--1988 ineligible as well as eligible students--the cohort dropout rate increases by nearly a percentage point, from just over six percent to just under seven percent (6.8%). It is not known how many members of the ineligibles sample had one or more dropout spells, though in general the school-leaving propensities of this group are much higher than those of the eligible sample. A conservative assumption would be that the rate of stopping out is not less than in the eligible sample. If this is so, then the number of NELS:88 (expanded cohort) sample members who dropped out after spring 1988 and returned to or remained out of school would be at least 7.6 percent.

NELS:88 FIRST FOLLOW-UP FULL SAMPLE. Almost one percent (.84%) of the first follow-up sample (1988-eligible eighth grade cohort and tenth grade freshening sample) had a stopout episode between 1988 and 1990 (or between 1989-90 for freshened students), and 6.86 percent remained outside school in the spring term of 1990. Thus 7.7 percent had a dropout or stopout spell. If the school-leaving propensities of the ineligibles population were taken into account, the percentage with school-leaving events would be still higher. At the same time, 4.8 percent of students reported being absent more than a month in the first half of the school year, and 7.7 percent absent more than three weeks.

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[11] Barro, Stephen M., and Kolstad, Andrew. 1987. Who Drops Out of High School?: Findings from High School and Beyond. Washington, D.C.: National Center for Education Statistics.

Each of the dropout rates that can be generated from NELS:88 data--the 6.1 percent cohort dropout rate for the 1988-eligible panel, the 6.8 percent rate for the expanded eighth-grade cohort panel, or some higher number that counts stopout events as well as dropout status----meaningfully contributes to our understanding of the incidence of school-leaving.

In the addenda that follow, standard errors are provided for tables 2, 3, 5, and 6, and notes on the key NELS:88 dropout analysis flags and variables are supplied, that may assist in the understanding and use of the data.

ADDENDUM A: STANDARD ERRORS FOR DROPOUT STATISTICS TABLES 2, 3, 5, AND 6

TABLE 2-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 2:
SCHOOL ENGAGEMENT STATUS OF ELIGIBLE EIGHTH-GRADE COHORT BY KEY CHARACTERISTICS

TABLE 3-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 3:
NELS:88 EIGHTH-GRADE COHORT DROPOUT AND RETENTION RATES, SPRING TERM 1990

TABLE 5-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 5:
1990 SCHOOL ENROLLMENT STATUS SUMMARY BY KEY CHARACTERISTICS FOR ALL FIRST FOLLOW-UP SAMPLE MEMBERS

TABLE 6-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 6:
NELS:88 FIRST FOLLOW-UP STOPOUT/CHRONIC TRUANT STATUS SUMMARY FOR FULL FIRST FOLLOW-UP SAMPLE AND NELS:88 SOPHOMORE COHORT, BY KEY CHARACTERISTICS

Note: Standard errors for tables 1 and 4 were incorporated in the table presentation of the preceding text. All standard errors reported in this appendix are Taylor-series approximations.

TABLE 2-A: Standard errors of measurement for table 2: School engagement status of eligible eighth-grade cohort by key characteristics

Note: Standard errors of measurement appear parenthetically after each panel estimate.
Weighted N for total=2.991 million; unweighted N for total=17,381.

	retention rate	dropout rate	stopouts	chronic absentees
TOTAL:	93.95	6.05	0.81	4.70
s.e.	(0.480)	(0.480)	(0.204)	(0.328)
SEX	**currently in school**	**current dropout**	**absent stopout**	**student**
M	93.72	6.27	0.87	3.54
s.e.	(0.692)	(0.692)	(0.204)	(0.328)
F	94.17	5.82	0.75	5.87
s.e.	(0.588)	(0.588)	(0.143)	(0.463)
RACE	**currently in school**	**current dropout**	**stopout**	**absent student**
Asian/PI	96.94	3.06	0.37	2.90
s.e.	(1.048)	(1.048)	(0.213)	(0.562)
Hisp	90.76	9.24	1.53	6.75
s.e.	(1.014)	(1.014)	(0.394)	(0.997)
Black	89.97	10.03	1.14	4.43
s.e.	(1.944)	(1.944)	(0.280)	(0.855)
White	95.11	4.89	0.63	4.45
s.e.	(0.529)	(0.529)	(0.147)	(0.324)
Am. Ind./AN	89.51	10.48	2.68	9.90
s.e.	(2.603)	(2.603)	(2.121)	(4.039)

TABLE 2-A: Standard errors for Table 2: Spring term 1990 school engagement status of eligible eighth-grade cohort by key characteristics--continued

SOCIOECONOMIC STATUS (SES) SES QUARTILE	currently in school	current dropout	stopout	absent student
lowest	85.17	14.83	1.43	6.31
s.e.	(1.325)	(1.325)	(0.288)	(0.692)
middle	95.30	4.70	1.09	4.82
s.e.	(0.485)	(0.485)	(0.350)	(0.464)
middle	96.28	3.72	0.47	5.25
s.e.	(0.941)	(0.941)	(0.164)	(0.674)
highest	98.37	1.63	0.31	2.60
s.e.	(0.649)	(0.649)	(0.126)	(0.373)

Base Year Test Quartile (BYTXQURT)	**currently in school**	**current dropout**	**stopout**	**absent student**
lowest	86.66	13.34	1.08	5.52
s.e.	(0.976)	(0.976)	(0.203)	(0.551)
middle	93.23	6.77	1.46	5.60
s.e.	(1.058)	(1.058)	(0.419)	(0.684)
middle	97.04	2.96	0.46	3.96
s.e.	(1.064)	(1.064)	(0.152)	(0.464)
highest	99.55	0.45	0.32	3.40
s.e.	(0.102)	(0.102)	(0.163)	(0.462)

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990), unpublished data.

TABLE 3-A: Standard errors of measurement for table 3: NELS:88 eighth-grade expanded cohort dropout and retention rates, spring term 1990

Note: Standard errors appear parenthetically, after the expanded panel estimate.

Selected Characteristics	Cohort dropout rate	School retention rate
	(percent)	
TOTAL	**6.8**	**93.2**
	(0.40)	(0.40)
SEX		
Male	**7.2**	**92.8**
	(0.55)	(0.55)
Female	**6.5**	**93.5**
	(0.51)	(0.51)
RACE-ETHNICITY		
Asian/Pacific Islander	**4.0**	**96.0**
	(1.02)	(1.02)
Hispanic	**9.6**	**90.4**
	(0.84)	(0.84)
Black, non-Hispanic	**10.2**	**89.8**
	(1.51)	(1.51)
White, non-Hispanic	**5.2**	**94.8**
	(0.44)	(0.44)
American Indian/A.N.	**9.2**	**90.8**
	(2.32)	(2.32)
COMMUNITY TYPE OF 1988 SCHOOL		
Urban	**8.9**	**91.1**
	(0.87)	(0.87)
Suburban	**5.4**	**94.6**
	(0.53)	(0.53)
Rural	**7.1**	**93.0**
	(0.76)	(0.76)

TABLE 3-A: NELS:88 eighth-grade cohort dropout and retention rates, spring term 1990--continued

	Cohort dropout rate	School retention rate
	(percent)	
CENSUS REGION OF 1988 SCHOOL		
Northeast	**5.9** (0.84)	**94.1** (0.84)
Midwest	**5.5** (0.71)	**94.5** (0.71)
South	**8.9** (0.69)	**91.2** (0.69)
West	**5.8** (1.05)	**94.2** (1.05)
EIGHTH GRADE SCHOOL CONTROL TYPE		
Public	**7.6** (0.45)	**92.4** (0.45)
Catholic	**1.3** (0.38)	**98.7** (0.38)
Private, nonsectarian	**0.5** (0.30)	**99.5** (O.30)
Private, religious (affiliation other than Catholic)	**0.4** (0.18)	**99.6** (0.18)

Note: For race-ethnicity, not shown separately are 434 persons whose race-ethnicity are unknown. Percentages may not sum to one hundred percent due to rounding.

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990).

TABLE 5-A: **Standard errors of measurement for Table 5: 1990 school enrollment status summary by key characteristics for all first follow-up sample members**

selected variables:	currently in school	current dropout
ALL:	**93.14**	**6.86**
s.e.	(0.453)	(0.453)
SEX:		
M	92.85	7.15
s.e.	(0.628)	(0.628)
F	93.44	6.56
s.e.	(0.587)	(0.587)
RACE	currently in school	current dropout
Asian/PI	96.91	3.08
s.e.	(0.947)	(0.947)
Hispanic	90.11	9.89
s.e.	(0.922)	(0.922)
Black	89.17	10.83
s.e.	(1.708)	(1.708)
White	94.36	5.64
s.e.	(0.510)	(0.510)
Am.Ind./AN	88.31	11.69
s.e.	(2.483)	(2.483)

TABLE 5-A: **Standard errors of measurement for Table 5: 1990 school enrollment status summary by key characteristics for all first follow-up sample members--continued**

Socioeconomic Status (SES by quartile)

SES	currently in school	current dropout
lowest	83.99	16.01
s.e.	(1.161)	(1.161)
middlle	94.23	5.77
s.e.	(0.645)	(0.645)
middle	96.28	3.72
s.e.	(0.895)	(0.895)
highest	98.28	1.72
s.e.	(0.620)	(0.620)

Base Year Test Quartile (BYTXQURT)

	currently in school	current dropout
lowest	87.22	12.78
s.e.	(0.952)	(0.952)
middle	93.41	6.59
s.e.	(1.053)	(1.053)
middle	97.18	2.82
s.e.	(1.009)	(1.009)
highest	99.55	0.45
s.e.	(0.101)	(0.101)

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990), unpublished data.

TABLE 6-A: **Standard errors of measurement for Table 6: NELS:88 first follow-up stopout/chronic truant status summary for full first follow-up sample and NELS:88 sophomore cohort, by key characteristics**

	All first follow-up **sample members** (unweighted N=19,264; weighted N=3.175 million		**NELS:88 sophomore cohort** (enrolled in grade 10 spring term 1990; wted. N = 2.823 million; unweighted N=17,544)	
	stopout	**absent student**	**stopout**	**absent student**
ALL:	**0.84**	**4.84**	**0.80**	**4.84**
s.e.	(0.116)	(0.276)	(0.126)	(0.288)
SEX:				
M	**0.91**	**3.62**	**0.87**	**3.41**
s.e.	(0.184)	(0.294)	(0.199)	(0.305)
F	**0.77**	**6.08**	**0.72**	**6.26**
s.e.	(0.143)	(0.456)	(0.153)	(0.496)
RACE	**stopout**	**absent student**	**stopout**	**absent student**
Asian/PI	**0.32**	**2.91**	**0.34**	**2.80**
s.e.	(0.186)	(0.530)	(0.195)	(0.534)
Hispanic	**1.83**	**7.60**	**1.82**	**8.30**
s.e.	(0.380)	(1.171)	(0.434)	(1.381)
Black	**1.16**	**4.60**	**1.25**	**4.71**
s.e.	(0.281)	(0.767)	(0.336)	(0.911)
White	**0.60**	**4.49**	**0.58**	**4.40**
s.e.	(0.135)	(0.304)	(0.145)	(0.315)
Am. Ind./AN	**2.40**	**8.27**	**0.83**	**9.03**
s.e.	(1.510)	(3.355)	(0.622)	(4.154)

Table 6-A: **Standard errors of measurement for Table 6: NELS:88 first follow-up stopout/chronic truant status summary for full first follow-up sample and NELS:88 sophomore cohort, by key characteristics--continued**

All first follow-up sample members (unweighted N=19,264; weighted N=3.175 million)			**NELS:88 sophomore cohort** (enrolled in grade 10 spring term 1990; wted. N = 2.823 million)	
SES	**stopout**	**absent student**	**stopout**	**absent student**
lowest	**1.42**	**6.31**	**1.39**	**7.06**
s.e.	(0.252)	(0.610)	(0.288)	(0.765)
middle	**1.06**	**4.82**	**1.03**	**4.60**
s.e.	(0.327)	(0.435)	(0.361)	(0.437)
middle	**0.51**	**5.04**	**0.53**	**5.06**
s.e.	(0.166)	(0.640)	(0.177)	(0.672)
highest	**0.29**	**2.52**	**0.27**	**2.34**
s.e.	(0.120)	(0.344)	(0.122)	(0.319)
Base Year Test Quartile (BYTXQURT)				
	stopout	**absent student**	**stopout**	**absent student**
lowest	**1.05**	**5.38**	**0.93**	**5.84**
s.e.	(0.191)	(0.529)	(0.175)	(0.659)
middle	**1.44**	**5.57**	**1.52**	**5.52**
s.e.	(0.416)	(0.681)	(0.470)	(0.739)
middle	**0.44**	**3.98**	**0.35**	**3.80**
s.e.	(0.144)	(0.465)	(0.140)	(0.446)
highest	**0.32**	**3.23**	**0.32**	**3.23**
s.e.	(0.160)	(0.430)	(0.161)	(0.434)

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990), unpublished data.

ADDENDUM B: KEY NELS:88 DROPOUT ANALYSIS FLAGS AND VARIABLES

This addendum is an annotated guide to the flags, composites and critical variables that are important to defining, in various ways, dropouts and nondropouts, and to analyzing dropout data.

DROPOUT STATUS. Dropout status is summarized in the F1DOSTAT flag. Dropouts under status 3 (who participated) will have completed a student questionnaire; spring term 1990 out-of-school sample members (status 4) will have completed a dropout questionnaire. An individual with multiple dropout episodes (status 5) may have been in school or out of school at the time of the survey, and may have more than one dropout date recorded in the series of three F1DRP variables (see below). Analysts who wish to make 1980-1990 trend comparisons must exclude school leavers from cross-cohort comparisons (there were no dropouts in the HS&B 1980 sample) as well as out-of-sequence sample members (F1SEQFLG=1). (Stopouts [category 3] should be included, if the individual was a 1989-90 tenth grader [many stopouts will be out of sequence, that is, in a grade other than grade ten].)

While a very few NELS:88 sample members were only single-confirmed (category 2), dropout status was double-confirmed for all participants. Both F1DOSTAT and the F1DRP series were constructed for all sample members (as were the base year standard classification variables when data was available) regardless of whether a given individual participated in the first follow-up or not. (However, users are cautioned that there is no first follow-up weight on the file for first follow-up nonparticipants.)

F1DOSTAT	5	=	Sample member had more than one dropout episode.
	4	=	Sample member dropped out of school and did not return to school.[12]
	3	=	Student dropped out of school at one time, but returned to school.[12]
	2	=	Sample member was reported by the school as a dropout, but this was not confirmed by the sample member or his/her family.
	1	=	Dropout status was not determined.
	0	=	Student did not drop out.

The status of individuals in category (5) as of the spring term of 1990 can be determined with reference to which questionnaire they completed. The F1QFLG permits stopouts (who completed the student questionnaire) and dropouts (who completed the dropout questionnaire) to be distinguished.

[12] However, an individual who had returned to school, but had been back in school for less than two weeks (fewer than ten school days), was classified as a dropout (4), not as a stopout (3). Category (5), on the other hand, in concept includes both stopouts-dropouts, and double stopouts. In practice, virtually all of these cases are dropouts (of the 33 individuals classified under category 5, two were nonparticipants, one was a stopout, and 30 were dropouts; the one stopout was not a member of panel).

DROPOUT EVENT DATE. It is of interest not just to know that a particular transitional event (such as leaving school before completion) took place, but also, for a variety or reasons, to know when it took place[13]. For example, dropout rates may vary considerably by grade, or may differ by term within grade. There are two basic sources in NELS:88 of historical data pinpointing the timing of this critical transition. One source is the dropout questionnaire. The separately-released dropout file contains information about what grade the dropout was in when school was last attended, and when (month and year) the dropout left school. The data are very complete -- 94 percent of dropouts were surveyed and these items were included on all versions (full, modified, abbreviated) of the dropout questionnaire. Hence item nonresponse is low (around 2 - 4%).

However, not all event dropouts were administered the dropout questionnaire--apart from nonrespondents, those with in-school status at the time of survey--stopouts who had returned to school for a period of at least two weeks--completed the student questionnaire instead. Also, a few dropouts had multiple school-leaving events; the questionnaire items cover only a sole or the most recent event. (Of course, these event date data from the 1990 dropout questionnaire will, in longitudinal terms, become stopout event data if in 1992 the dropout has returned to school.)

Although far from complete, additional information about when NELS:88 sample members exited school was collected whenever possible from the last school attended, then confirmed with the dropout's family or directly with the dropout. This information has been summarized in a special composite variable, described below. The three constituents of this composite -- F1DRPS89, F1DRPF89, and F1DRPS90; and dropout questionnaire items F1D7MNTH, F1D7YEAR, and F1D8 (which appear on the dropout data file only), can be used in conjunction to extend (and confirm) the event-historical school-leaving data in the first follow-up questionnaire responses, especially by providing information on stopout episodes for which there is no dropout questionnaire data. An explanation of F1DRPS89, F1DRPF89, and F1DRPS90 appears below.

F1DRPS89, F1DRPF89, and F1DRPS90 indicate whether a sample member dropped out during the spring 1989 term (F1DRPS89), the fall 1989 term (F1DRPF89), or the spring 1990 term (F1DRPS90). The variables were derived, when possible, from an actual date that the school provided and the parent or sample member confirmed. If such a date was not available, the date of discovery was used. The discovery date establishes that the dropout event occurred at an indeterminate prior point in time.

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[13] For a helpful general discussion of the importance of the timing of educational transitions and the application of event history analysis methods to dropout phenomena, see John B. Willet and Judith D. Singer, "From Whether to When: New Methods for Studying Student Dropout and Teacher Attrition" in Review of Educational Research, Winter 1991, 61(4), 407-450. For a specific application of event history analysis techniques to HS&B dropout data and discussions of the temporal dimension of educational events and modeling the risk of event occurrence, see Barro and Kolstad (op cit.). The term "event history" has both a conceptual-definitional level of meaning, as well as a not unrelated meaning tied to several basic analytic strategies and techniques for studying events and their causes. (The sociological term event history analysis is interchangeable with survival analysis or hazard modeling as used by some other disciplines.) A recent systematic introduction to models, methods and applications of event history analysis is provided by Kazuo Yamaguchi (Event History Analylsis; Sage, 1991). NELS:88 data are intended to capture the timing of school-leaving (when possible, to the month and year, anchored in specific grade), as well as the timing of return to school, and the fact and timing of eventual school completion. The NELS:88 definition of dropping out is essentially an event history definition.

The values for F1DRPS89, F1DRPF89, and F1DRPS90 are:

0 = Sample member is not a dropout
1 = Sample member dropped out - data from actual confirmed date
2 = Sample member dropped out - data from discovery date
3 = Actual date coded in one of the companion F1DRP variables
4 = Discovery date coded in one of the companion F1DRP variables
8 = Missing

The following time ranges define the three event history variables:

June 89 or earlier	F1DRPS89
Jul, Aug, Sep, Oct, Nov, Dec 89	F1DRPF89
Jan, Feb, Mar, Apr, May, Jun 90	F1DRPS90

It should be noted that an individual could leave school at any time between the spring term 1988 survey day and the data collection conducted by the first follow-up approximately two years later. Hence F1DRPS89 could include an individual who, say, participated in a February 1988 survey day, but left eighth grade two months later. It also should be noted that the date is not an automatic key to the grade in which an event took place; not all members of the eighth-grade cohort followed the modal sequence of grade progression -- some were held back one (or more) years, and an extreme few moved ahead of their peers by skipping a grade. (Out-of-sequence versus in-sequence [= tenth grade in 1989-90] sample members are flagged by F1SEQFLG).

CHRONIC TRUANCY

Self-reports of extended absenteeism are available from item F1S13. Because high absenteeism is a strong predictor of dropping out, and because dropping out tends to be a process of extended disengagement over time, marked by intermittent or progressively decreasing attendance, this questionnaire item is of special interest. The usual difficulty with self-reports of truancy is that chronic absentees are likely to be under-represented as survey respondents. However, given the overall high response rates and the special efforts that were made to obtain participation from a substantial subsample of nonrespondents, this item may be of value in at least setting a minimum value for this population. The item reads:

In the first half the current school year, about how many days were you absent from school for any reason?

None
1 or 2 days
3 or 4 days
5 to 10 days
11 to 15 days
16 to 20 days
21 or more

Note that the item does not give a self-report on dropout status, since the NELS:88 definition requires that the student be absent twenty or more consecutive school days. Also, since excused absences due

to illness and other factors unrelated to school engagement are captured by this item, it may capture an anomalous event (such as serious illness) for some sample members, and a behavioral disposition (disinclination to attend school) for others. The fact that illnesses and other excused absences are included in this item is unfortunate. The parallel item in the HS&B 1980 sophomore questionnaire, which excluded illness as a reason for absence, was extraordinarily powerful in predicting the likelihood of dropping out (and in indicating the likelihood of return to school) as we can see below. The HS&B item inquired into the number of days missed school for reasons other than illness between the beginning of the school year and the Christmas break. Two years later, premature school-leaving and earlier lack of attendance proved to be highly correlated behaviors:

the dropout rate for those who missed no days was 7.5%
for those who missed 5-10 days, 28.5%
for those who missed 11-15 days, 45.1%
for those who missed 16-20, 47.2%, and
for those who missed 21 or more days, 68.7%

It is not unlikely that there is some number of "hidden stopouts" in the quite substantial group of NELS:88 first follow-up students who indicate that they were absent for more than one month in the first half of the school year. However, the item gives us information on attendance for only a quarter of the relevant (two year) enrollment period.

QUESTIONNAIRE COMPLETION STATUS

It is important to note several things about the use of the questionnaire completion status flag in connection with analysis of dropout data. One matter of significance is that students with recorded dropout events who did not have an out-of-school status at the time of survey administration in the spring term of 1990 generally completed the student questionnaire. More specifically, any student with a dropout episode who had been back in school (that is, receiving any kind of academic instruction) for at least two weeks was administered the student questionnaire rather than the dropout.

The following flags indicate the completion (and presence on the data file of corresponding information) or non-completion of specified documents. A value of 1 indicates that the document was completed, 0 that it was not.

F1QFLG. This variable can also serve as a **participation** flag. If the value of F1SQFLG is greater than 0, then the case is a F1 participant. If the value of F1QFLG is 0, then the case is a F1 non-participant.

F1QFLG	2	=	Sample member completed a dropout questionnaire.
	1	=	Sample member completed a student questionnaire.
	0	=	Did not complete a questionnaire.

F1BYQFLG. A few individuals who are recorded as dropouts in the first follow-up were first follow-up nonparticipants. It will be possible to find out more about them if they participated in the base year. This will be indicated by the flag F1BYQFLG. However, no first follow-up analysis weight is available for first follow-up nonparticipants; they can only be analyzed in comparison to all other (24,599) members of the original eighth grade sample that employs BYQWT.

F1BYQFLG	1	=	Student completed a base year student questionnaire.
	0	=	Did not complete a base year student questionnaire.

F1PANFLG. Dropouts (and students) who participated in both waves of the study (that is, completed a questionnaire both in 1988 and 1990) were assigned a panel weight to facilitate longitudinal analysis. Base year nonparticipants who were found to be dropouts and surveyed in the first follow-up will have no panel weight; nor will freshened students who dropped out between the time the freshened sample was drawn (the first day of the autumn term of 1989) and data collection (the spring term of 1990), though dropouts from these two groups will have the cross-sectional F1QWT. The presence of a panel weight is indicated by the flag labeled F1PANFLG:

F1PANFLG	1	=	Student completed a base year student questionnaire and F1 questionnaire.
	0	=	Sample member did not complete a questionnaire in both base year and F1.

F1TXFLG. Only about half of participating dropouts completed the cognitive tests. Analysts are therefore cautioned against looking at dropouts as a separate group in terms of their first follow-up cognitive test results. The presence of first follow-up cognitive test data is indicated by F1TXFLG. Although in HS&B a special nonresponse-adjusted weight was computed for cases with cognitive test results, this procedure was not followed in the NELS:88 first follow-up.

F1TXFLG	1	=	Student completed the tests.
	0	=	Did not complete the tests.

Base year test and contextual information flags. Most dropouts have base year cognitive test and questionnaire results (96.3% of base year participants also completed the cognitive tests) and often have parent and teacher data available as well. BYTXFLG (see the base year codebook) indicates whether test data are available. BYTEQFLG indicates whether zero, one, or two teacher reports are available for the student; BYPAQFLG whether parent questionnaire data are available; BYTXPAFG whether student tests and parent questionnaire data are available, and BYTEPAFG whether parent data and at least one teacher report are available. In analyzing dropouts through panel data that draws on these contextual sources, especially on parent data, researchers should be alert for possible skews in the data, since, for example, parents of dropouts participated at a lower rate than did parents generally (see 7.1 of the student user's manual for further details).

F1NSSFLG. The new student supplement was designed to gather data from freshened students--specifically, the often static but absolutely critical classification information (date of birth, race, sex, socioeconomic status, and so on) that was asked of students and their parents in the base

year but was not re-asked of the same students in the first follow-up. (Much, but not all, of the information from the new student supplement has been used in the basic first follow-up composite variables). However, the new student supplement was also administered to base year nonparticipants who took part in the first follow-up--a fair number of base year nonparticipants were found to be dropouts and were surveyed in the first follow-up. New student supplement data collected in both the base year (from the base year student questionnaire) and the first follow-up (from the supplemental instrument) is appended to the student file, and appears after the composite variables.

F1NSSFLG	1	=	Student completed a New Student Supplement (is a new [freshened] sample member or base year non-respondent).
	0	=	Did not complete a New Student Supplement.

G10CTRL (**G10CTRL2** appears on the restricted use file only; **G10CTRL1** is available on both the public and privileged use files). This variable classifies the type of school the sample member was enrolled in. Dropouts have not been associated with a tenth grade school in the first follow-up data. Therefore the "Not enrolled in school" status is a ready identifier of first follow-up dropouts and can be used in analysis to sort on school-leavers, thus fulfilling the same function as the dropout questionnaire completion flag (**F1QFLG** = 2) and F1DOSTAT.

However, some first follow-up students were enrolled in non-high school diploma courses, some of which lead to a GED, others of which lead to other alternative credentials (or no credentials). Anyone enrolled in any kind of educational program was classified as a student. Dropouts are those individuals who are out of school and receiving no form of academic instruction.

In theory, students in alternative programs could fall into any of the school classification categories below, although predominantly such programs were sited in public schools rather than private. If the alternative program was part of a regular high school, then such students could be assimilated to one of the first four categories in the variable below. Often the alternative program was part of or attached to a regular high school. When this was not so, the student's school type was classified as missing. On the restricted use version of the control variable, there is also a category for non-traditional schooling arrangements--this category embraces home study and other unconventional forms of academic instruction, but encompasses only a handful of individuals. Students receiving no academic instruction--in a word, dropouts--were classified under category 06, not enrolled in school.

The values for G10CTRL are:

01 = Public school
02 = Catholic school
03 = NAIS private school
04 = Other private school - not NAIS
05 = Non-traditional schooling arrangements*
06 = Not enrolled in school
98 = Missing

*does not appear as a codebook value

F1STAT. Several of the categories flagged by F1STAT are of special note. Category 06 means that the sample member has died. It is conceivable that some deceased sample members had dropped out of school and would contribute to the overall dropout rate. The fact that information about the school enrollment status of these individuals was not pursued means that the actual dropout rate may be higher than that recorded by the study. Nevertheless, death was such a rare occurrence within the sample (N =5) that even had all the deceased been dropouts, their impact on overall statistics would be extremely small. Sample members in category 05 were not pursued because they were out of the country at the time of the survey. While out of scope for the first follow-up, they have not permanently left the NELS:88 sample. If these individuals return to the United States, then they will become in scope students for the second follow-up and their school enrollment status should be determined. With respect to category 04, it was a very rare event for an eligible base year student to become ineligible in the first follow-up, although as a result of severe accidents or illnesses, this did happen. These students, however, will be pursued in the second follow-up as part of the study of base year and first follow-up ineligibles so that information about their enrollment status can contribute to the expanded cohort school retention and dropout statistics generated by the study.

F1STAT

06 = Sample member is deceased.
05 = Sample member was out of country.
04 = Sample member found to be ineligible.
03 = Sample member refused to participate.
02 = Sample member unlocatable.
01 = Other non-respondent.
00 = Sample member participated.

F1SRVMTH. This flag indicates the method of questionnaire administration. While for the student sample virtually all questionnaires were self-administered in the full form, this was not the case for dropouts. Some dropout questionnaires were completed by proxies, a quarter of the questionnaires were highly abbreviated versions of the document, and a modified form that again did not ask all questions of dropout respondents was occasionally employed as well.

F1SRVMTH

06 = F1 non-participant.
05 = In-person interview gathering abbreviated questionnaire data from sample member.
04 = In-person interview gathering abbreviated questionnaire data from proxy.
03 = Telephone interview gathering abbreviated questionnaire data from sample member.
02 = Telephone interview gathering abbreviated questionnaire data from proxy.
01 = Telephone interview gathering modified questionnaire data from sample member.
00 = Self-administered.

Appendix F

First Follow-Up Item Overlap with

NELS:88 Base Year and High School and Beyond

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
7a	12a	59a	--	In school students get along well with teachers
7b	12b	59b	--	In school there is real school spirit
7c	12c	59c	--	In school the rules for behavior are strict
7d	12d	59d	--	In school discipline is fair
7e	12e	--	--	In school there are interracial friendships
7f	12f	59e	--	In school other students often disrupt class
7g	12g	59f	--	In school the teaching is good
7h	12h	59g	--	In school teachers are interested in students
7i	12i	59h	--	In school when I work hard teachers praise me
7j	12j	59i	--	In school I often feel put down by teachers
7k	12k	--	--	In school I often feel put down by students
7l	12l	59j	--	In school most of my teachers listen to me
7m	12m	59k	66f*	In school I don't feel safe
7n	12n	59l	--	In school disruptions get in the way of my learning
7o	12o	59m	--	In school misbehaving students often get away with it
9a	--	57a	--	Times at school I had something stolen from me
9b	--	57b	--	Times at school someone offered to sell me drugs
9c	--	57c	--	Times at school someone threatened to hurt me
9d	--	55f	--	Times at school I got into a physical fight
10a	15a	--	--	Times I was late for school
10b	15b	--	--	Times I cut or skipped classes
10c	15c	--	--	Times I got into trouble for not following school rules
10d	15d	--	--	Times I was put on in-school suspension
10e	15e	--	--	Times I was suspended or put on probation from school
10f	15f	--	--	Times I was transferred for disciplinary reasons
10g	15g	--	--	Times I was arrested
11a	13a	--	--	Feel it is OK to work hard for good grades
11b	13b	--	--	Feel it is OK to ask challenging questions
11c	13c	--	--	Feel it is OK to solve problems using new ideas
11d	13d	--	--	Feel it is OK to help others with their homework
12a	14a	--	--	Feel it is OK to be late for school
12b	14b	--	--	Feel it is OK to cut a couple of classes
12c	14c	--	--	Feel it is OK to skip school for a whole day
12d	14d	--	--	Feel it is OK to cheat on tests
12e	14e	--	--	Feel it is OK to copy someone else's homework
12f	14f	--	--	Feel it is OK to get into physical fights
12g	14g	--	--	Feel it is OK to belong to gangs
12h	14h	--	--	Feel it is OK to make racist remarks
12i	14i	--	--	Feel it is OK to make sexist remarks
12j	14j	--	--	Feel it is OK to steal from school, a student, or a teacher
12k	14k	--	--	Feel it is OK to destroy or damage school property
12l	14l	--	--	Feel it is OK to smoke on school grounds

* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
12m	14m	--	--	Feel it is OK to drink alcohol during the school day
12n	14n	--	--	Feel it is OK to use illegal drugs during the school day
12o	14o	--	--	Feel it is OK to bring weapons to school
12p	14p	--	--	Feel it is OK to abuse teachers physically
12q	14q	--	--	Feel it is OK to talk back to teachers
12r	14r	--	--	Feel it is OK to disobey school rules
13	22	--	--	Days absent last semester
14	23	--	--	Main reason for my last absence
15a	24a	--	--	On my last absence the school did not do anything
15b	24b	--	--	On my last absence someone from school called my home
15c	24c	--	--	On my last absence someone from school visited my home
15d	24d	--	--	On my last absence the school sent a letter to my home
15e	24e	--	--	On my last absence the school made me see a counselor
16a	25a	--	--	When I returned my teachers helped me catch up
16b	25b	--	--	When I returned other students helped me catch up
16c	25c	--	--	When I returned someone else helped me
16d	25d	--	--	When I returned I didn't need to catch up
16e	25e	--	--	When I returned a teacher was mad at me or put me down
16f	25f	--	--	When I returned an adult in the school asked where I'd been
16g	25g	--	--	When I returned I fell behind
18A	--	46	3*	How sure I am that I will graduate from high school
18B	--	47	--	How sure I am that I will go on for further education after HS
20	16	49	1	High school program
26a	18a	--	--	How often challenged to use mind in math
26b	18b	--	--	How often challenged to use mind in English
26c	18c	--	--	How often challenged to use mind in history
26d	18d	--	--	How often challenged to use mind in science
34a	--	--	13a	Ever been in remedial English
34b	--	--	13b	Ever been in remedial mathematics
34c	--	--	13e	Ever been in a bilingual or bicultural program
34f	--	--	13h	Ever been in a program for the emotionally handicapped
34g	--	--	13i	Ever been in a program for the physically handicapped
36b	--	79a	--	Time spent each week on math homework
36c	--	79b	--	Time spent each week on science homework
36d	--	79c	--	Time spent each week on English homework
36e	--	79d	--	Time spent each week on social studies homework
36f	--	79e	--	Time spent on homework each week for all other subjects
39	--	81*	--	Grades in specific subject areas
40a	--	78a	16a	How often come to class without pencil or paper
40b	--	78b	16b	How often come to class without books
40c	--	78c	16c	How often come to class without homework done

* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
41Aa-g	--	82b,c*	34a*	Participation in sports
41Ah	--	82d*	34b*	Participation in cheerleading
41Ba		82e,f*	34d,e*	Participation in band, orchestra, chorus, or other music group
41Bc	--	82r*	--	Participation in student government
41Bd	--	82o*	--	Participation in academic honor society
41Be	--	82p,q*	--	Participation in school yearbook or newspaper
41Bg	--	82h-m*	34g*	Participation in academic clubs
41Bh	--	--	34f*	Participation in hobby clubs
41Bi	--	82u*	34h*	Participation in vocational education or professional clubs
43	--	80	--	Additional reading each week
44a	34a	--	47a	How often visit with friends at a local hangout
44b	34b	--	--	How often use personal computers
44c	34c	--	--	How often work on hobbies, arts, or crafts
44d	34d	--	47b	How often read for pleasure
44e	34e	--	--	How often go to park, gym, beach, or pool
44f	34f	--	--	How often play ball or other sports with friends
44g	34g	--	--	How often attend youth groups or recreational programs
44h	34h	--	--	How often volunteer or perform community service
44i	34i	--	47d	How often drive or ride around
44j	34j	--	47e	How often talk with friends on the telephone
44k	34k	--	--	How often talk or do things with mother or father
44l	34l	--	--	How often talk or do things with other adults
44m	34m	--	--	How often take classes: music, art, language, dance
44n	34n	--	--	How often take sports lessons: Karate, tennis, etc.
44o	34p	--	--	How often attend religious activities
45A	35A	42A	48	Hours watch TV on weekdays
45B	35B	42B	--	Hours watch TV on weekends
46a	36a	--	61a	Important in my life to be successful in my line of work
46b	36b	--	61b	Important in my life to find the right person to marry
46c	36c	--	61c	Important in my life to have lots of money
46d	36d	--	61d	Important in my life to have strong friendships
46e	36e	--	61e	Important in my life to be able to find steady work
46f	36f	--	--	Important in my life to help others in my community
46g	36g	--	61g	Important in my life to give my children better opportunities
46h	36h	--	61h	Important in my life to live close to my parents
46i	36i	--	61i	Important in my life to get away from this area
46j	36j	--	61j	Important in my life to work to correct inequalities
46k	36k	--	61k	Important in my life to have children
46l	36l	--	61l	Important in my life to have leisure time to enjoy interests
46m	36m	--	--	Important in my life to get away from my parents
47a	--	--	50a	What father thinks I should do after high school

* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
47b	--	--	50b	What mother thinks I should do after high school
47e	--	--	50c	What counselor thinks I should do after high school
47f	--	--	50d	What teacher thinks I should do after high school
48A	37A	48A	--	How far in school father wants me to go
48B	37B	48B	70	How far in school mother wants me to go
49	38	45	69	How far in school I think I will get
51	--	--	112	Plan to go to college when graduate; how soon
53	39	52	68	Job category expect or plan to be in at age 30
54	41	21	--	Any language other than English spoken at home
55[1]	42	18,22	11,15[2]	What other language is spoken in home
55A	42A	--	--	Whether it is my native language
55Ba	42Ba	--	--	How well understand native language
55Bb	42Bb	--	--	How well speak native language
55Bc	42Bc	--	--	How well read native language
55Bd	42Bd	--	--	How well write native language
57a	44a	27a	19a[2]	How well understand English
57b	44b	27b	19b	How well speak English
57c	44c	27c	19c	How well read English
57d	44d	27d	19d	How well write English
58	45	--	--	Received special help in reading, writing, or speaking English
62a	46a	44a	62a	I feel good about myself
62b	46b	44b	--	I don't have enough control over the direction of my life
62c	46c	44c	62b	In my life, good luck is more important than hard work
62d	46d	44d	62c	I feel I am a person of worth, the equal of other people
62e	46e	44e	62d	I am able to do things as well as most other people
62f	46f	44f	62e	When I try to get ahead, somebody or something stops me
62g	46g	44g	62f	My plans hardly ever work out; planning makes me unhappy
62h	46h	44h	62h	On the whole, I am satisfied with myself
62i	46i	44i	--	I feel useless at times
62j	46j	44j	62j	At times I think I am no good at all
62k	46k	44k	62k	I am almost certain I can make my plans work
62l	46l	44l	62l	I feel I do not have much to be proud of
62m	46m	44m	--	Chance and luck are very important in my life
62n	46n	--	--	I feel emotionally empty most of the time
63a	47a.	--	--	My parents treat me fairly
63b	47b	--	--	I learn things quickly in English classes
63c	47c	--	--	I have good friends who are members of my own sex

[1] Questions 55 and 55A should be combined in order to achieve comparability with language items in HS&B and NELS:88 base year. If the answer to 55A is "Yes", then question 55 would be comparable to HS&B items 11 and 15, and NELS:88 base year Q.18 and 22. If the answer to Q.55A is "No", then Q.55 can only be compared to HS&B Q.15 and NELS:88 base year Q.22.

[2] Questions 11, 15, and 19 are not from the main HS&B Sophomore Questionnaire, but from the Student Identification Pages.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
63d	47d	--	--	Mathematics is one of my best subjects
63e	47e	--	--	English is one of my best subjects
63f	47f	--	--	I do not like my parents very much
63g	47g	--	--	I get good marks in English
63h	47h	--	--	I get a lot of attention from members of the opposite sex
63i	47i	--	--	I get along well with my parents
63j	47j	--	--	I have always done well in mathematics
63k	47k	--	--	I make friends easily with girls
63l	47l	--	--	I make friends easily with boys
63m	47m	--	--	My parents are unhappy or disappointed with what I do
63n	47n	--	--	I'm hopeless in English classes
63o	47o	--	--	I do not get along very well with girls
63p	47p	--	--	I do not get along very well with boys
63q	47q	--	--	I get good marks in mathematics
63r	47r	--	--	It is difficult to make friends with members of my own sex
63s	47s	--	--	I do badly in tests of mathematics
63t	47t	--	--	I'm not very popular with members of the opposite sex
63u	47u	--	--	My parents understand me
64a	48a	--	--	Chances will gradsuate from high school
64b	48b	--	--	Chances will go to college
64c	48c	--	--	Chances will have a job that pays well
64d	48d	--	--	Chances will be able to own home
64e	48e	--	--	Chances will have an enjoyable job
64f	48f	--	--	Chances will have a happy family life
64g	48g	--	--	Chances will stay in good health most of the time
64h	48h	--	--	Chances will be able to live wherever want in country
64i	48i	--	--	Chances will be respected in the community
64j	48j	--	--	Chances will have good friends
64k	48k	--	--	Chances life will turn out better than it has for parents
64l	48l	--	--	Chances children will have a better life
67a	--	56a	53a	Other students see me as popular
67b	--	56b	53b	Other students see me as athletic
67c	--	--	53c	Other students see me as socially active
67d	--	56c	53d	Other students see me as a good student
67e	--	56d	53e	Other students see me as important
67f	--	56e	53f	Other students see me as a trouble-maker
67g	--	--	53g	Other students see me as part of the leading crowd
69	52	--	--	How many close friends have dropped out of school
70a	53a	--	--	Important to close friends to attend classes regularly
70b	53b	--	--	Important to close friends to study
70c	53c	--	--	Important to close friends to play sports
70d	53d	--	--	Important to close friends to get good grades
70e	53e	--	--	Important to close friends to be popular
70f	53f	--	--	Important to close friends to finish high school
70g	53g	--	--	Important to close friends to have a steady boy/girlfriend

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
70h	53h	--	--	Important to close friends to be willing to party, get wild
70i	53i	--	--	Important to close friends to continue their education
70j	53j	--	--	Important to close friends to participate in religious activities
70k	53k	--	--	Important to close friends to do community work, volunteer
70l	53l	--	--	Important to close friends to have as steady job
71a	59a	--	--	Person admire most is popular
71b	59b	--	--	Person admire most is honest
71c	59c	--	--	Person admire most dresses well
71d	59d	--	--	Person admire most is intelligent
71e	59e	--	--	Person admire most understands me
71f	59f	--	--	Person admire most drives a nice car
71g	59g	--	--	Person admire most has an important job
71h	59h	--	--	Person admire most makes a lot of money
71i	59i	--	--	Person admire most is good at sports
71j	59j	--	--	Person admire most thinks about important things like I do
71k	59k	--	--	I do not admire anyone
72	60	--	--	Relationship to person admire most
73	58	--	--	Age groups of friends
74	61	--	--	Important to be married before having sex
75	62	--	81	Consider having a child if not married
76	63	--	--	Have children of own
77	66	43	--	Cigarettes smoked daily
78a	67a	--	--	Occasions drank alcoholic beverages in lifetime
78b	67b	--	--	Occasions drank alcoholic beverages in the last year
78c	67c	--	--	Occasions drank alcoholic beverages in the last month
79	68	--	--	Times had five or more drinks in a row in the last two weeks
80Aa	69Aa	--	--	Occasions used marijuana in lifetime
80Ab	69Ab	--	--	Occasions used marijuana in the last year
80Ac	69Ac	--	--	Occasions used marijuana in the last month
80Ba	69Ba	--	--	Occasions used cocaine in lifetime
80Bb	69Bb	--	--	Occasions used cocaine in the last year
80Bc	69Bc	--	--	Occasions used cocaine in the last month
81	70	--	92	Religious background
82	71	--	93	How often attended religious services in the past year
83	72	--	94	Think of self as religious person
84	73	--	--	Currently or ever employed
85	74	53*	--	Hours worked per week
86	75	--	--	How many hours worked are on the weekend
87	76	54	27	Kind of work
88	77	--	--	Earnings per hour
89	83	--	98	Have a twin
90	84	33	97a,b	Number of older brothers and sisters

* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
91	85	--	97d,e	Number of younger brothers and sisters
92a	86a	8a	36b	Father lives in the same household with me
92b,c	86b,c	8b	36c	Other adult male (stepfather) lives in the same household with me
92d	86d	8c	36d	Mother lives in the same household with me
92e,f	86e,f	8d	36e	Other adult female (stepmother) lives in same household with me
92g	86g	--	36h	Husband/wife lives in the same household with me
92h	86h	--	--	Boy/girlfriend lives in the same household with me
92i	86i	--	36i	My child or children live in the same household with me
93a,b	87a,b	8e*	36f*	Number of brothers/sisters living in the same household with me
93c	87c	8g*	36g*	Number of grandparents living in same household with me
93d,e	87d,e	8h*	36j*	Number of other relatives living in same household
93f,g	87f,g	8i*	36k*	Number of non-relatives living in same household
94	89	--	--	How many brothers and sisters left school before graduating
95	90	--	--	Babysit own child, younger siblings, or other relatives
96	91	--	--	Hours per day responsible for their care
97	92	--	--	Days of school missed per month because babysitting
98a	93A	--	--	I get along with all of the people in my family
98b	93B	--	--	I don't get along with my father
98c	93c	--	--	I don't get along with another male guardian
98d	93d	--	--	I don't get along with my mother
98e	93e	--	--	I don't get along with another female guardian
98f	93f	--	--	I don't get along with my brother(s)
98g	93g	--	--	I don't get along with my sister(s)
98h	93h	--	--	I don't get along with my grandparent(s)
98i	93i	--	--	I don't get along with other relative(s)
99a	94a	--	--	My family moved to a new home
99b	94c	--	--	One of my parents got married
99c	94b	--	--	My parents got divorced or separated
99d	94d	--	--	My mother lost her job
99e	94e	--	--	My father lost his job
99f	94f	--	--	My mother started to work
99g	94g	--	--	My father started to work
99h	94h	--	--	I became seriously ill or disabled
99i	94i	--	--	My father died
99j	94j	--	--	My mother died
99k	94k	--	--	A close relative died
99l	94l	--	--	One of my unmarried sisters got pregnant
99m	94m	--	--	One of my brothers or sisters dropped out of school
99n	94n	--	--	My family went on welfare
99o	94o	--	--	My family went off welfare
99p	94p	--	--	My family stayed on welfare
99q	94q	--	--	A family member became seriously ill or disabled

* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
99r	94r	--	--	My family was homeless for a period of time
99s	94s	--	--	None apply
100a	--	38a	--	How often parents check on whether have done homework
100e	--	38b	--	How often parents require work or chores around the home
100f	--	38c	--	How often parents limit the time spent watching TV
100g	--	38d	--	How often parents limit the time with friends on school nights
102a	95a	--	--	How much my parents try to find out who my friends are
102b	95b	--	--	How much my parents try to find out where I go at night
102c	95c	--	--	How much my parents try to find out how I spend my money
102d	95d	--	--	How much my parents try to find out what I do with my time
103	96	--	--	My parents know the parents of my closest friends
104a	98a	--	--	Who decides how late at night I can stay out
104b	98b	--	--	Who decides which friends I can spend time with
104c	98g	--	--	Who decides what classes I take in school
104d	98c	--	--	Who decides whether I have a job
104e	98d	--	--	Who decides at what age I can leave school
104f	98e	--	--	Who decides how I spend my money
104g	98f	--	--	Who decides whether I can date
107a	--	55c	--	How often parents received a warning about my attendance
107b	--	55d	--	How often parents received a warning about my grades
107c	--	55e	--	How often parents received a warning about my behavior
108a	99a	39a*	--	My parents trust me to do what they expect
108b	99b	39b*	--	I do not know WHY I am supposed to do what they tell me
108c	99c	39c*	--	I often count on my parents to solve problems for me
108d	99d	--	--	I think I will be a source of pride to my parents in the future
108e	99e	--	--	My parents get along well with each other
108f	99f	--	--	When I grow up I will have a family similar to my own
109	100	--	--	Ran away from home for a week or longer last two years
ADD1a	ADD1a	--	--	Occasions used LSD in lifetime
ADD1b	ADD1b	--	--	Occasions used LSD in the last year
ADD1c	ADD1c	--	--	Occasions used LSD in the last month
ADD2a	ADD2a	--	--	Occasions used amphetamines in lifetime
ADD2b	ADD2b	--	--	Occasions used amphetamines in the last year
ADD2c	ADD2c	--	--	Occasions used amphetamines in the last month
ADD3a	ADD3a	--	--	Someone I know started using illegal drugs
ADD3b	ADD3b	--	--	Someone offered to sell me illegal drugs
ADD3c	ADD3c	--	--	A member of my family used illegal drugs
ADD3d	ADD3d	--	--	A member of my family was in a rehabilitation program

* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Appendix G

Record Layout for NELS:88

Base Year and First Follow-Up Combined Data Tape

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
STU_ID	1-7
SCH_ID	1-5
SSTRATID	1-2
BYS2A	8-8
BYS4A	9-9
BYS4OCC	10-11
BYS5A	12-12
BYS7A	13-13
BYS7OCC	14-15
BYS8A	16-16
BYS8B	17-17
BYS8C	18-18
BYS8D	19-19
BYS8E	20-20
BYS8F	21-21
BYS8G	22-22
BYS8H	23-23
BYS8I	24-24
BYS12	25-25
BYS14	26-26
BYS15	27-27
BYS16	28-28
BYS17	29-29
BYS18	30-31
BYS19	32-33
BYS20	34-35
BYS21	36-36
BYS22	37-38
BYS23	39-40
BYS24	41-42
BYS25A	43-43
BYS25B	44-44
BYS25C	45-45
BYS25D	46-46
BYS26A	47-47
BYS26B	48-48
BYS26C	49-49
BYS26D	50-50
BYS26E	51-51
BYS26F	52-52
BYS26G	53-53
BYS26H	54-54
BYS26I	55-55
BYS27A	56-56

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
BYS27B	57-57
BYS27C	58-58
BYS27D	59-59
BYS28A1	60-60
BYS28A2	61-61
BYS28A3	62-62
BYS28B1	63-63
BYS28B2	64-64
BYS28B3	65-65
BYS28C1	66-66
BYS28C2	67-67
BYS28C3	68-68
BYS28D1	69-69
BYS28D2	70-70
BYS28D3	71-71
BYS28E1	72-72
BYS28E2	73-73
BYS28E3	74-74
BYS28F1	75-75
BYS28F2	76-76
BYS28F3	77-77
BYS29	78-78
BYS30A	79-79
BYS30B	80-80
BYS30C	81-81
BYS30D	82-82
BYS30E	83-83
BYS30F	84-84
BYS30G	85-85
BYS30H	86-86
BYS31A	87-87
BYS31B	88-89
BYS31C	90-90
BYS31D	91-91
BYS32	92-93
BYS33	94-95
BYS34A	96-97
BYS34B	98-99
BYS35A	100-100
BYS35B	101-101
BYS35C	102-102
BYS35D	103-103
BYS35E	104-104
BYS35F	105-105

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
BYS35G	106-106
BYS35H	107-107
BYS35I	108-108
BYS35J	109-109
BYS35K	110-110
BYS35L	111-111
BYS35M	112-112
BYS35N	113-113
BYS35O	114-114
BYS35P	115-115
BYS36A	116-116
BYS36B	117-117
BYS36C	118-118
BYS37A	119-119
BYS37B	120-120
BYS37C	121-121
BYS37D	122-122
BYS38A	123-123
BYS38B	124-124
BYS38C	125-125
BYS38D	126-126
BYS39A	127-127
BYS39B	128-128
BYS39C	129-129
BYS40A	130-130
BYS40B	131-131
BYS40C	132-132
BYS40D	133-133
BYS40E	134-134
BYS40F	135-135
BYS40G	136-136
BYS40H	137-137
BYS41	138-138
BYS42A	139-140
BYS42B	141-142
BYS43	143-143
BYS44A	144-144
BYS44B	145-145
BYS44C	146-146
BYS44D	147-147
BYS44E	148-148
BYS44F	149-149
BYS44G	150-150
BYS44H	151-151

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
BYS44I	152-152
BYS44J	153-153
BYS44K	154-154
BYS44L	155-155
BYS44M	156-156
BYS45	157-158
BYS46	159-159
BYS47	160-160
BYS48A	161-162
BYS48B	163-164
BYS49	165-166
BYS50A	167-167
BYS50B	168-168
BYS50C	169-169
BYS50D	170-170
BYS50E	171-171
BYS50F	172-172
BYS51AA	173-173
BYS51AB	174-174
BYS51AC	175-175
BYS51BA	176-176
BYS51BB	177-177
BYS51BC	178-178
BYS51CA	179-179
BYS51CB	180-180
BYS51CC	181-181
BYS51DA	182-182
BYS51DB	183-183
BYS51DC	184-184
BYS51EA	185-185
BYS51EB	186-186
BYS51EC	187-187
BYS51FA	188-188
BYS51FB	189-189
BYS51FC	190-190
BYS51GA	191-191
BYS51GB	192-192
BYS51GC	193-193
BYS51HA	194-194
BYS51HB	195-195
BYS51HC	196-196
BYS52	197-198
BYS53	199-199
BYS54	200-201

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
BYS55A	202-202
BYS55B	203-203
BYS55C	204-204
BYS55D	205-205
BYS55E	206-206
BYS55F	207-207
BYS56A	208-208
BYS56B	209-209
BYS56C	210-210
BYS56D	211-211
BYS56E	212-212
BYS57A	213-213
BYS57B	214-214
BYS57C	215-215
BYS58A	216-216
BYS58B	217-217
BYS58C	218-218
BYS58D	219-219
BYS58E	220-220
BYS58F	221-221
BYS58G	222-222
BYS58H	223-223
BYS58I	224-224
BYS58J	225-225
BYS58K	226-226
BYS59A	227-227
BYS59B	228-228
BYS59C	229-229
BYS59D	230-230
BYS59E	231-231
BYS59F	232-232
BYS59G	233-233
BYS59H	234-234
BYS59I	235-235
BYS59J	236-236
BYS59K	237-237
BYS59L	238-238
BYS59M	239-239
BYS60A	240-240
BYS60B	241-241
BYS60C	242-242
BYS60D	243-243
BYS61	244-244
BYS62	245-245

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
BYS63	246-246
BYS64	247-247
BYS65	248-249
BYS66A	250-250
BYS66B	251-251
BYS66C	252-252
BYS66D	253-253
BYS67A	254-254
BYS67B	255-255
BYS67C	256-256
BYS67AA	257-257
BYS67AB	258-258
BYS67AC	259-259
BYS67AD	260-260
BYS67BA	261-261
BYS67BB	262-262
BYS67BC	263-263
BYS67BD	264-264
BYS67BE	265-265
BYS67BF	266-266
BYS67BG	267-267
BYS67BH	268-268
BYS67CA	269-269
BYS67CB	270-270
BYS67CC	271-271
BYS67CD	272-272
BYS67CE	273-273
BYS67DA	274-274
BYS67DB	275-275
BYS67DC	276-276
BYS67DD	277-277
BYS68A	278-278
BYS68B	279-279
BYS69A	280-280
BYS69B	281-281
BYS69C	282-282
BYS70A	283-283
BYS70B	284-284
BYS70C	285-285
BYS71A	286-286
BYS71B	287-287
BYS71C	288-288
BYS72A	289-289
BYS72B	290-290

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position
BYS72C	291-291
BYS73	292-292
BYS74	293-293
BYS74A	294-294
BYS74B	295-295
BYS74C	296-296
BYS74D	297-297
BYS74E	298-298
BYS74F	299-299
BYS74G	300-300
BYS74H	301-301
BYS74I	302-302
BYS75	303-303
BYS76	304-304
BYS77	305-305
BYS78A	306-306
BYS78B	307-307
BYS78C	308-308
BYS79A	309-310
BYS79B	311-312
BYS79C	313-314
BYS79D	315-316
BYS79E	317-318
BYS80	319-319
BYS81A	320-321
BYS81B	322-323
BYS81C	324-325
BYS81D	326-327
BYS82A	328-328
BYS82B	329-329
BYS82C	330-330
BYS82D	331-331
BYS82E	332-332
BYS82F	333-333
BYS82G	334-334
BYS82H	335-335
BYS82I	336-336
BYS82J	337-337
BYS82K	338-338
BYS82L	339-339
BYS82M	340-340
BYS82N	341-341
BYS82O	342-342
BYS82P	343-343

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position	
BYS82Q	344-344	
BYS82R	345-345	
BYS82S	346-346	
BYS82T	347-347	
BYS82U	348-348	
BYS83A	349-349	
BYS83B	350-350	
BYS83C	351-351	
BYS83D	352-352	
BYS83E	353-353	
BYS83F	354-354	
BYS83G	355-355	
BYS83H	356-356	
BYS83I	357-357	
BYS83J	358-358	
BYQWT	359-366	3
BYTEQFLG	367-367	
BYPAQFLG	368-368	
BYTXPAFG	369-369	
BYTEPAFG	370-370	
BYTXFLG	371-371	
BYADMFLG	372-372	
BYIEPFLG	373-373	
G8TYPE	374-374	
G8CTRL	375-375	
BYSCENRL	376-376	
G8ENROL	377-377	
G8URBAN	378-378	
G8REGON	379-379	
G8MINOR	380-380	
G8LUNCH	381-381	
NOMSECT	382-382	
SEX	383-383	
RACE	384-384	
HISP	385-385	
API	386-387	
HEARIMP	388-388	
HANDPAST	389-389	
BYHANDPR	390-390	
BYHANDTR	391-391	
BIRTHMO	392-393	
BIRTHYR	394-395	
BYLOCUS1	396-399	2
BYLOCU1T	400-400	

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position	
BYLOCUS2	401-404	2
BYLOCU2T	405-405	
BYCNCPT1	406-409	2
BYCNCP1T	410-410	
BYCNCPT2	411-414	2
BYCNCP2T	415-415	
BYSES	416-420	3
BYSESQ	421-421	
BYPARED	422-422	
BYFAMSIZ	423-424	
BYFCOMP	425-425	
BYPARMAR	426-427	
BYFAMINC	428-429	
BYHMLANG	430-430	
BYPSEPLN	431-432	
BYHOMEWK	433-434	
BYLEP	435-435	
BYLM	436-436	
BYGRADS	437-438	1
BYGRADSQ	439-439	
BYTXRNR	440-441	
BYTXRNW	442-443	
BYTXRNNA	444-445	
BYTXRFS	446-451	3
BYTXRSTD	452-457	3
BYTXRIRR	458-463	3
BYTXRIRS	464-469	3
BYTXRQ	470-470	
BYTXMNR	471-472	
BYTXMNW	473-474	
BYTXMNNA	475-476	
BYTXMFS	477-482	3
BYTXMSTD	483-488	3
BYTXMIRR	489-494	3
BYTXMIRS	495-500	3
BYTXMQ	501-501	
BYTXSNR	502-503	
BYTXSNW	504-505	
BYTXSNNA	506-507	
BYTXSFS	508-513	3
BYTXSSTD	514-519	3
BYTXSIRR	520-525	3
BYTXSIRS	526-531	3
BYTXSQ	532-532	

NELS:88 8TH GRADE QUESTIONNAIRE LAYOUT

Variable Name	Position	
BYTXHNR	533-534	
BYTXHNW	535-536	
BYTXHNNA	537-538	
BYTXHFS	539-544	3
BYTXHSTD	545-550	3
BYTXHIRR	551-556	3
BYTXHIRS	557-562	3
BYTXHQ	563-563	
BYTXCOMP	564-569	3
BYTXQURT	570-570	
BYTXRPRO	571-571	
BYTXMPRO	572-572	

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
STU_ID	1-7	I	7
F1S7A	8-8	I	1
F1S7B	9-9	I	1
F1S7C	10-10	I	1
F1S7D	11-11	I	1
F1S7E	12-12	I	1
F1S7F	13-13	I	1
F1S7G	14-14	I	1
F1S7H	15-15	I	1
F1S7I	16-16	I	1
F1S7J	17-17	I	1
F1S7K	18-18	I	1
F1S7L	19-19	I	1
F1S7M	20-20	I	1
F1S7N	21-21	I	1
F1S7O	22-22	I	1
F1S8A	23-23	I	1
F1S8B	24-24	I	1
F1S8C	25-25	I	1
F1S8D	26-26	I	1
F1S8E	27-27	I	1
F1S8F	28-28	I	1
F1S8G	29-29	I	1
F1S8H	30-30	I	1
F1S8I	31-31	I	1
F1S8J	32-32	I	1
F1S9A	33-33	I	1
F1S9B	34-34	I	1
F1S9C	35-35	I	1
F1S9D	36-36	I	1
F1S10A	37-37	I	1
F1S10B	38-38	I	1
F1S10C	39-39	I	1
F1S10D	40-40	I	1
F1S10E	41-41	I	1
F1S10F	42-42	I	1
F1S10G	43-43	I	1
F1S11A	44-44	I	1
F1S11B	45-45	I	1
F1S11C	46-46	I	1
F1S11D	47-47	I	1
F1S12A	48-48	I	1
F1S12B	49-49	I	1
F1S12C	50-50	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S12D	51-51	I	1
F1S12E	52-52	I	1
F1S12F	53-53	I	1
F1S12G	54-54	I	1
F1S12H	55-55	I	1
F1S12I	56-56	I	1
F1S12J	57-57	I	1
F1S12K	58-58	I	1
F1S12L	59-59	I	1
F1S12M	60-60	I	1
F1S12N	61-61	I	1
F1S12O	62-62	I	1
F1S12P	63-63	I	1
F1S12Q	64-64	I	1
F1S12R	65-65	I	1
F1S13 *	66-67	I	2
F1S14	68-69	I	2
F1S15A	70-70	I	1
F1S15B	71-71	I	1
F1S15C	72-72	I	1
F1S15D	73-73	I	1
F1S15E	74-74	I	1
F1S16A	75-75	I	1
F1S16B	76-76	I	1
F1S16C	77-77	I	1
F1S16D	78-78	I	1
F1S16E	79-79	I	1
F1S16F	80-80	I	1
F1S16G	81-81	I	1
F1S17	82-83	I	2
F1S18A	84-84	I	1
F1S18B	85-85	I	1
F1S19A1	86-86	I	1
F1S19B1	87-87	I	1
F1S19C1	88-88	I	1
F1S19A2	89-89	I	1
F1S19B2	90-90	I	1
F1S19C2	91-91	I	1
F1S19A3	92-92	I	1
F1S19B3	93-93	I	1
F1S19C3	94-94	I	1
F1S20 *	95-96	I	2

* Dropout data included with student data

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S21A	97-98	I	2
F1S21B	99-100	I	2
F1S21C	101-102	I	2
F1S21D	103-104	I	2
F1S22A	105-105	I	1
F1S22B	106-106	I	1
F1S22C	107-107	I	1
F1S22D	108-108	I	1
F1S22E	109-109	I	1
F1S22F	110-110	I	1
F1S22G	111-111	I	1
F1S22H	112-112	I	1
F1S22I	113-113	I	1
F1S22J	114-114	I	1
F1S23A	115-115	I	1
F1S23B	116-116	I	1
F1S23C	117-117	I	1
F1S23D	118-118	I	1
F1S23E	119-119	I	1
F1S23F	120-120	I	1
F1S23G	121-121	I	1
F1S23H	122-122	I	1
F1S24A	123-123	I	1
F1S24B	124-124	I	1
F1S24C	125-125	I	1
F1S24D	126-126	I	1
F1S24E	127-127	I	1
F1S24F	128-128	I	1
F1S24G	129-129	I	1
F1S24H	130-130	I	1
F1S24I	131-131	I	1
F1S24J	132-132	I	1
F1S24K	133-133	I	1
F1S24L	134-134	I	1
F1S24M	135-135	I	1
F1S24N	136-136	I	1
F1S24O	137-137	I	1
F1S25A	138-138	I	1
F1S25B	139-139	I	1
F1S25C	140-140	I	1
F1S25D	141-141	I	1
F1S25E	142-142	I	1
F1S25F	143-143	I	1
F1S25G	144-144	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S25H	145-145	I	1
F1S26A	146-147	I	2
F1S26B	148-149	I	2
F1S26C	150-151	I	2
F1S26D	152-153	I	2
F1S27A	154-155	I	2
F1S27B	156-157	I	2
F1S27C	158-159	I	2
F1S27D	160-161	I	2
F1S28A	162-163	I	2
F1S28B	164-165	I	2
F1S28C	166-167	I	2
F1S28D	168-169	I	2
F1S29	170-170	I	1
F1S29A	171-171	I	1
F1S29B	172-172	I	1
F1S29C	173-173	I	1
F1S29D	174-174	I	1
F1S29E	175-175	I	1
F1S29F	176-176	I	1
F1S29G	177-177	I	1
F1S29H	178-178	I	1
F1S29	179-179	I	1
F1S29J	180-180	I	1
F1S29K	181-181	I	1
F1S29L	182-182	I	1
F1S29M	183-183	I	1
F1S29N	184-184	I	1
F1S30A	185-185	I	1
F1S30B	186-186	I	1
F1S30C	187-187	I	1
F1S30D	188-188	I	1
F1S30E	189-189	I	1
F1S31	190-190	I	1
F1S31A	191-191	I	1
F1S31B	192-192	I	1
F1S31C	193-193	I	1
F1S31D	194-194	I	1
F1S31E	195-195	I	1
F1S32A	196-196	I	1
F1S32B	197-197	I	1
F1S32C	198-198	I	1
F1S32D	199-199	I	1
F1S32E	200-200	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S32F	201-201	I	1
F1S32G	202-202	I	1
F1S32H	203-203	I	1
F1S32I	204-204	I	1
F1S33	205-205	I	1
F1S33A	206-206	I	1
F1S33B	207-207	I	1
F1S33C	208-208	I	1
F1S33D	209-209	I	1
F1S33E	210-210	I	1
F1S34A	211-211	I	1
F1S34B	212-212	I	1
F1S34C	213-213	I	1
F1S34D	214-214	I	1
F1S34E	215-215	I	1
F1S34F	216-216	I	1
F1S34G	217-217	I	1
F1S34H	218-218	I	1
F1S35A	219-219	I	1
F1S35B	220-220	I	1
F1S35C	221-221	I	1
F1S36A1	222-223	I	2
F1S36A2	224-225	I	2
F1S36B1	226-227	I	2
F1S36B2	228-229	I	2
F1S36C1	230-231	I	2
F1S36C2	232-233	I	2
F1S36D1	234-235	I	2
F1S36D2	236-237	I	2
F1S36E1	238-239	I	2
F1S36E2	240-241	I	2
F1S36F1	242-243	I	2
F1S36F2	244-245	I	2
F1S37	246-246	I	1
F1S38	247-247	I	1
F1S39A	248-249	I	2
F1S39B	250-251	I	2
F1S39C	252-253	I	2
F1S39D	254-255	I	2
F1S40A	256-256	I	1
F1S40B	257-257	I	1
F1S40C	258-258	I	1
F1S41AA	259-260	I	2
F1S41AB	261-262	I	2

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S41AC	263-264	I	2
F1S41AD	265-266	I	2
F1S41AE	267-268	I	2
F1S41AF	269-270	I	2
F1S41AG	271-272	I	2
F1S41AH	273-274	I	2
F1S41AI	275-276	I	2
F1S41BA	277-277	I	1
F1S41BB	278-278	I	1
F1S41BC	279-279	I	1
F1S41BD	280-280	I	1
F1S41BE	281-281	I	1
F1S41BF	282-282	I	1
F1S41BG	283-283	I	1
F1S41BH	284-284	I	1
F1S41BI	285-285	I	1
F1S42	286-287	I	2
F1S43	288-289	I	2
F1S44A	290-290	I	1
F1S44B	291-291	I	1
F1S44C	292-292	I	1
F1S44D	293-293	I	1
F1S44E	294-294	I	1
F1S44F	295-295	I	1
F1S44G	296-296	I	1
F1S44H	297-297	I	1
F1S44I	298-298	I	1
F1S44J	299-299	I	1
F1S44K	300-300	I	1
F1S44L	301-301	I	1
F1S44M	302-302	I	1
F1S44N	303-303	I	1
F1S44O	304-304	I	1
F1S45A	305-306	I	2
F1S45B	307-308	I	2
F1S46A	309-309	I	1
F1S46B	310-310	I	1
F1S46C	311-311	I	1
F1S46D	312-312	I	1
F1S46E	313-313	I	1
F1S46F	314-314	I	1
F1S46G	315-315	I	1
F1S46H	316-316	I	1
F1S46I	317-317	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name		Position	Format	Length
F1S46J		318-318	I	1
F1S46K		319-319	I	1
F1S46L		320-320	I	1
F1S46M		321-321	I	1
F1S47A		322-323	I	2
F1S47B		324-325	I	2
F1S47C		326-327	I	2
F1S47D		328-329	I	2
F1S47E		330-331	I	2
F1S47F		332-333	I	2
F1S47G		334-335	I	2
F1S48A		336-337	I	2
F1S48B		338-339	I	2
F1S49	*	340-341	I	2
F1S50A		342-342	I	1
F1S50B		343-343	I	1
F1S50C		344-344	I	1
F1S50D		345-345	I	1
F1S50E		346-346	I	1
F1S50F		347-347	I	1
F1S51		348-348	I	1
F1S52A		349-349	I	1
F1S52B		350-350	I	1
F1S52C		351-351	I	1
F1S52D		352-352	I	1
F1S52E		353-353	I	1
F1S52F		354-354	I	1
F1S52G		355-355	I	1
F1S52H		356-356	I	1
F1S52I		357-357	I	1
F1S52J		358-358	I	1
F1S52K		359-359	I	1
F1S52L		360-360	I	1
F1S53A		361-362	I	2
F1S53B	*	363-364		2
F1S54	*	365-365	I	1
F1S55	*	366-367	I	2
F1S55A		368-368	I	1
F1S55BA		369-369	I	1

* Dropout data included with student data.

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name		Position	Format	Length
F1S55BB		370-370	I	1
F1S55BC		371-371	I	1
F1S55BD		372-372	I	1
F1S56		373-373	I	1
F1S57A	*	374-374	I	1
F1S57B	*	375-375	I	1
F1S57C	*	376-376	I	1
F1S57D	*	377-377	I	1
F1S58		378-378	I	1
F1S59A		379-379	I	1
F1S59B		380-380	I	1
F1S59C		381-381	I	1
F1S59D		382-382	I	1
F1S59E		383-383	I	1
F1S60A		384-384	I	1
F1S60B		385-385	I	1
F1S60C		386-386	I	1
F1S60D		387-387	I	1
F1S60E		388-388	I	1
F1S61A		389-389	I	1
F1S61B		390-390	I	1
F1S61C		391-391	I	1
F1S61D		392-392	I	1
F1S62A		393-393	I	1
F1S62B		394-394	I	1
F1S62C		395-395	I	1
F1S62D		396-396	I	1
F1S62E		397-397	I	1
F1S62F		398-398	I	1
F1S62G		399-399	I	1
F1S62H		400-400	I	1
F1S62I		401-401	I	1
F1S62J		402-402	I	1
F1S62K		403-403	I	1
F1S62L		404-404	I	1
F1S62M		405-405	I	1
F1S62N		406-406	I	1
F1S63A		407-408	I	2
F1S63B		409-410	I	2
F1S63C		411-412	I	2
F1S63D		413-414	I	2
F1S63E		415-416	I	2
F1S63F		417-418	I	2
F1S63G		419-420	I	2

* Dropout data included with Student data

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S63H	421-422	I	2
F1S63I	423-424	I	2
F1S63J	425-426	I	2
F1S63K	427-428	I	2
F1S63L	429-430	I	2
F1S63M	431-432	I	2
F1S63N	433-434	I	2
F1S63O	435-436	I	2
F1S63P	437-438	I	2
F1S63Q	439-440	I	2
F1S63R	441-442	I	2
F1S63S	443-444	I	2
F1S63T	445-446	I	2
F1S63U	447-448	I	2
F1S64A	449-449	I	1
F1S64B	450-450	I	1
F1S64C	451-451	I	1
F1S64D	452-452	I	1
F1S64E	453-453	I	1
F1S64F	454-454	I	1
F1S64G	455-455	I	1
F1S64H	456-456	I	1
F1S64I	457-457	I	1
F1S64J	458-458	I	1
F1S64K	459-459	I	1
F1S64L	460-460	I	1
F1S65A	461-461	I	1
F1S65B	462-462	I	1
F1S65C	463-463	I	1
F1S65D	464-464	I	1
F1S65E	465-465	I	1
F1S66A	466-466	I	1
F1S66B	467-467	I	1
F1S66C	468-468	I	1
F1S66D	469-469	I	1
F1S66E	470-470	I	1
F1S66F	471-471	I	1
F1S66G	472-472	I	1
F1S67A	473-473	I	1
F1S67B	474-474	I	1
F1S67C	475-475	I	1
F1S67D	476-476	I	1
F1S67E	477-477	I	1
F1S67F	478-478	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name		Position	Format	Length
F1S67G		479-479	I	1
F1S67H		480-480	I	1
F1S68		481-481	I	1
F1S69		482-482	I	1
F1S70A		483-483	I	1
F1S70B		484-484	I	1
F1S70C		485-485	I	1
F1S70D		486-486	I	1
F1S70E		487-487	I	1
F1S70F		488-488	I	1
F1S70G		489-489	I	1
F1S70H		490-490	I	1
F1S70I		491-491	I	1
F1S70J		492-492	I	1
F1S70K		493-493	I	1
F1S70L		494-494	I	1
F1S71A		495-495	I	1
F1S71B		496-496	I	1
F1S71C		497-497	I	1
F1S71D		498-498	I	1
F1S71E		499-499	I	1
F1S71F		500-500	I	1
F1S71G		501-501	I	1
F1S71H		502-502	I	1
F1S71I		503-503	I	1
F1S71J		504-504	I	1
F1S71K		505-505	I	1
F1S72		506-507	I	2
F1S73A		508-508	I	1
F1S73B		509-509	I	1
F1S73C		510-510	I	1
F1S73D		511-511	I	1
F1S73E		512-512	I	1
F1S73F		513-513	I	1
F1S73G		514-514	I	1
F1S74		515-515	I	1
F1S75		516-516	I	1
F1S76	*	517-517	I	1
F1S77		518-519	I	2
F1S78A		520-520	I	1
F1S78B		521-521	I	1

* Dropout data included with Student data

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name		Position	Format	Length
F1S78C		522-522	I	1
F1S79		523-523	I	1
F1S80AA		524-524	I	1
F1S80AB		525-525	I	1
F1S80AC		526-526	I	1
F1S80BA		527-527	I	1
F1S80BB		528-528	I	1
F1S80BC		529-529	I	1
F1S81		530-531	I	2
F1S82		532-533	I	2
F1S83		534-534	I	1
F1S84		535-535	I	1
F1S85		536-536	I	1
F1S86		537-537	I	1
F1S87		538-539	I	2
F1S88	*	540-541	I	2
F1S89		542-542	I	1
F1S90A		543-544	I	2
F1S90B		545-546	I	2
F1S91A		547-548	I	2
F1S91B		549-550	I	2
F1S92A	*	551-551	I	1
F1S92B	*	552-552	I	1
F1S92C	*	553-553	I	1
F1S92D	*	554-554	I	1
F1S92E	*	555-555	I	1
F1S92F	*	556-556	I	1
F1S92G	*	557-557	I	1
F1S92H	*	558-558	I	1
F1S92I	*	559-559	I	1
F1S93A		560-561	I	2
F1S93B		562-563	I	2
F1S93C		564-565	I	2
F1S93D		566-567	I	2
F1S93E		568-569	I	2
F1S93F		570-571	I	2
F1S93G		572-573	I	2
F1S94		574-574	I	1
F1S95		575-575	I	1
F1S96		576-577	I	2
F1S97		578-578	I	1
F1S98A		579-579	I	1
F1S98B		580-580	I	1

* Dropout data included with Student data

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S98C	581-581	I	1
F1S98D	582-582	I	1
F1S98E	583-583	I	1
F1S98F	584-584	I	1
F1S98G	585-585	I	1
F1S98H	586-586	I	1
F1S98I	587-587	I	1
F1S99A	588-588	I	1
F1S99B	589-589	I	1
F1S99C	590-590	I	1
F1S99D	591-591	I	1
F1S99E	592-592	I	1
F1S99F	593-593	I	1
F1S99G	594-594	I	1
F1S99H	595-595	I	1
F1S99I	596-596	I	1
F1S99J	597-597	I	1
F1S99K	598-598	I	1
F1S99L	599-599	I	1
F1S99M	600-600	I	1
F1S99N	601-601	I	1
F1S99O	602-602	I	1
F1S99P	603-603	I	1
F1S99Q	604-604	I	1
F1S99R	605-605	I	1
F1S99S	606-606	I	1
F1S100A	607-607	I	1
F1S100B	608-608	I	1
F1S100C	609-609	I	1
F1S100D	610-610	I	1
F1S100E	611-611	I	1
F1S100F	612-612	I	1
F1S100G	613-613	I	1
F1S101	614-615	I	2
F1S102A	616-616	I	1
F1S102B	617-617	I	1
F1S102C	618-618	I	1
F1S102D	619-619	I	1
F1S102E	620-620	I	1
F1S103	621-621	I	1
F1S104A	622-622	I	1
F1S104B	623-623	I	1
F1S104C	624-624	I	1
F1S104D	625-625	I	1
F1S104E	626-626	I	1
F1S104F	627-627	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1S104G	628-628	I	1
F1S104H	629-629	I	1
F1S104I	630-630	I	1
F1S104J	631-631	I	1
F1S105A	632-632	I	1
F1S105B	633-633	I	1
F1S105C	634-634	I	1
F1S105D	635-635	I	1
F1S105E	636-636	I	1
F1S105F	637-637	I	1
F1S105G	638-638	I	1
F1S106A	639-639	I	1
F1S106B	640-640	I	1
F1S106C	641-641	I	1
F1S106D	642-642	I	1
F1S107A	643-643	I	1
F1S107B	644-644	I	1
F1S107C	645-645	I	1
F1S108A	646-647	I	2
F1S108B	648-649	I	2
F1S108C	650-651	I	2
F1S108D	652-653	I	2
F1S108E	654-655	I	2
F1S108F	656-657	I	2
F1S109	658-658	I	1
F1S110MO	659-660	I	2
F1S110DA	661-662	I	2
F1S110YR	663-664	I	2
F1QWT	665-674	R	10
F1PNLWT	675-684	R	10
F1QFLG	685-685	I	1
F1BYQFLG	686-686	I	1
F1PANFLG	687-687	I	1
F1TXFLG	688-688	I	1
F1NSSFLG	689-689	I	1
F1ADMFLG	690-690	I	1
F1TRNFLG	691-691	I	1
F1SEQFLG	692-692	I	1
F1SMPFLG	693-693	I	1
F1STAT	694-695	I	2
F1SRVMTH	696-697	I	2
F1DOSTAT	698-698	I	1
F1SEX	699-699	I	1
F1RACE	700-700	I	1
F1API	701-701	I	1
F1SES	702-706	R	5 (3)

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1SESQ	707-707	I	1
F1PARED	708-709	I	2
F1LOCUS1	710-713	R	4 (2)
F1LOCUS2	714-717	R	4 (2)
F1LOCU2Q	718-718	I	1
F1CNCPT1	719-722	R	4 (2)
F1CNCPT2	723-726	R	4 (2)
F1CNCP2Q	727-727	I	1
F1BIRTHM	728-729	I	2
F1BIRTHY	730-731	I	2
F1DRPS89	732-732	I	1
F1DRPF89	733-733	I	1
F1DRPS90	734-734	I	1
F1HSPROG	735-735	I	1
FAMCOMP	736-737	I	2
G8CTRL1	738-738	I	1
G8CTRL2	739-739	I	1
G10CTRL1	740-741	I	2
G10CTRL2	742-743	I	2
G10URBAN	744-744	I	1
G10REGON	745-746	I	2
F1SCENRL	747-748	I	2
G10ENROL	749-750	I	2
F1TXRIRR	751-754	R	4 (2)
F1TXRSTD	755-758	R	4 (2)
F1TXRQ	759-759	I	1
F1TXRG	760-764	R	5 (2)
F1TXMIRR	765-768	R	4 (2)
F1TXMSTD	769-772	R	4 (2)
F1TXMQ	773-773	I	1
F1TXMG	774-778	R	5 (2)
F1TXSIRR	779-782	R	4 (2)
F1TXSSTD	783-786	R	4 (2)
F1TXSQ	787-787	I	1
F1TXSG	788-792	R	5 (2)
F1TXHIRR	793-796	R	4 (2)
F1TXHSTD	797-800	R	4 (2)
F1TXHQ	801-801	I	1
F1TXHG	802-806	R	4 (2)
F1TXCOMP	807-810	R	4 (2)
F1TXQURT	811-811	I	1
F1TXRPL1	812-812	I	1
F1TXRPL2	813-813	I	1
F1TXRPRO	814-814	I	1
F1TXRPP1	815-817	R	3 (2)
F1TXRPP2	818-820	R	3 (2)

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1TXRGP1	821-824	R	4 (2)
F1TXRGP2	825-828	R	4 (2)
F1TXMPL1	829-829	I	1
F1TXMPL2	830-830	I	1
F1TXMPL3	831-831	I	1
F1TXMPL4	832-832	I	1
F1TXMPRO	833-833	I	1
F1TXMPP1	834-836	R	3 (2)
F1TXMPP2	837-839	R	3 (2)
F1TXMPP3	840-842	R	3 (2)
F1TXMPP4	843-845	R	3 (2)
F1TXMGP1	846-849	R	4 (2)
F1TXMGP2	850-853	R	4 (2)
F1TXMGP3	854-857	R	4 (2)
F1TXMGP4	858-861	R	4 (2)
F1SCHLID	862-866	I	5
F1N2	867-867	I	1
F1N4	868-868	I	1
F1N5A	869-869	I	1
F1N5B	870-871	I	2
F1N6	872-872	I	1
F1N7A	873-873	I	1
F1N7B	874-875	I	2
F1N8A	876-876	I	1
F1N8B	877-878	I	2
F1N8C	879-879	I	1
F1N9	880-880	I	1
F1N10	881-881	I	1
F1N11	882-882	I	1
F1N12	883-884	I	2
F1N13	885-886	I	2
F1N14	887-888	I	2
F1N15	889-890	I	2
F1N16A	891-891	I	1
F1N16B	892-892	I	1
F1N16C	893-893	I	1
F1N16D	894-894	I	1
F1N17A	895-895	I	1
F1N17B	896-896	I	1
F1N17C	897-897	I	1
F1N17D	898-898	I	1
F1N18	899-899	I	1
F1N19A	900-900	I	1
F1N19B	901-901	I	1
F1N19C	902-902	I	1
F1N19D	903-903	I	1

NELS:88 FIRST FOLLOW-UP STUDENT QUESTIONNAIRE

Variable Name	Position	Format	Length
F1N19E	904-904	I	1
F1N19F	905-905	I	1
F1N19G	906-906	I	1
F1N19H	907-907	I	1
F1N19I	908-908	I	1
F1N19J	909-909	I	1
F1N20A	910-911	I	2
F1N20B	912-913	I	2
F1N21A	914-914	I	1
F1N21B	915-915	I	1
F1N21C	916-916	I	1
F1N21D	917-917	I	1
F1N21E	918-918	I	1
F1N21F	919-919	I	1
F1N21G	920-920	I	1
F1N21H	921-921	I	1
F1N21I	922-922	I	1
F1N21J	923-923	I	1
F1N21K	924-924	I	1
F1N21L	925-925	I	1
F1N21M	*926-926	I	1
F1N21N	927-927	I	1
F1N21O	928-928	I	1
F1N21P	929-929	I	1
F1N22	930-930	I	1
F1N22A	931-931	I	1
F1N22B	932-932	I	1
F1N22C	933-933	I	1
F1N22D	934-934	I	1
F1N22E	935-935	I	1
F1N22F	936-936	I	1
F1N22G	937-937	I	1
F1N22H	938-938	I	1
F1N22I	939-939	I	1
F1N22J	940-940	I	1
F1N22K	941-941	I	1

Appendix H

NELS:88 Base Year (BY) Student Data Weights, Flags, and Composite Variables

Each base year weight, flag, and composite variable is defined below and shown in the order in which it appears on the data tape. See Section 3.2 of this manual for a discussion of weights and Chapter VII for a brief discussion of flags and composite variables. Composites were constructed using all four components of the base year survey. 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 was 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 or 2 specifies that the instrument was completed, 0 that it was not.

BYTEQFLG 2 = Two teacher questionnaires completed
1 = 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, other religious, and nonsectarian private schools, as reported by the school administrator. 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

This is the sole school control variable on the public release files; however, an alternative school control variable appears only on the restricted use files. The restricted use variable embraces the following four schol control sectors: public school, Catholic school, private school that is a member of the National Association of Independent Schools (NAIS), and all other private schools.

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%G8
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 expected 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.

Included in "missing" are 49 students who used more than one of the five race categories and then, in the course of the critical item edit, declined to narrow their choice to one response option, usually contending that their multiple racial membership was central to their identity and experience. In a sense, race data for these students are not truly missing. For Hispanic race, following the recent example of the U.S. Census, we provided an "other race" category and it was used in preference to black or white by nearly a third of the Hispanics in the sample. One could argue that the 49 students who insisted on the use of multiple race categories should be assimilated to a "race = other" category; this was not however done in the base year data. One could also argue that these cases might be resolved by decision rules as to which race to choose (say, white plus a minority race, always classify as minority; or choose one of the selected classifications randomly; or rely on observer [interviewer] classification of the individual). However, it was our feeling that forcing students into one category when they had explicitly refused to choose a single category when requested to do so could not be appropriate. In legal fact, each respondent has the right to later view, and amend, his or her responses. To change that response in the editing process to a category that respondent explicitly rejected as a legitimate characterization of her/himself might be seen as a violation of the ethical contract between the voluntary respondent and those conducting the survey. The 49 cases therefore appear as missing in the race composite.

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 or
more than one race category was chosen

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

Value 01-06 and 10 correspond to "Asian" on the HS&B composite race variable; 01-07 and 10 to "Asian" by the 1990 Census definition. In HS&B, 07-09 were explicitly or implicitly assimilated to "white".

HEARIMP[1] 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.

[1] Note that the frequency of reported impairment or handicap was influenced by the eligibility criteria and participation patterns, which tended to eliminate more severely impaired or handicapped students. Please see Section 2.1.1 of the *NELS:88 Base Year Sample Design Report* for details.

The values for HEARIMP are:

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

HANDPAST[1] was constructed from responses on the parent questionnaire and indicates whether the student has ever participated in a program for the handicapped.

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[2] 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[2] 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.

[2] See footnote 1.

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.

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.

BYLOCU1T 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 BYLOCU1T 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.

BYCNCP1T 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 BYCNCP1T 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.[3]

BYPARED	Parent Qx	Student Qx	Label
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

[3] Of the 478 cases assigned a BYPARED value of seven, it was found that 241 were misclassified. The values for these 241 cases were corrected in the first follow-up; the corrected figures are reported in the codebooks released with this manual.

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 was 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 was 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 Englisn or non-English languages, as well as indicating whether the primary language was the only language or the dominant one among several. The classification was made from the student questionnaire data. If no language other than English was spoken (BYS21=2), the student was English Only; if the language usually spoken was English (BYS22=1) but another language was used (BYS23=2 to 96), the student was English Dominant. If another language was usually used (BYS22=2 to 13), then the student was assigned to Non-English Only when no other language was spoken in the home (BYS23=0) or to Non-English Dominant if there was 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 was used to construct the variable. If no language other than English was spoken (BYP22A = 2), the student was English Only; if the language usually spoken was English (BYP23 = 1) but another language was also used (BYP22A = 1), the student was English Dominant. If another language was usually used (BYP22A = 1 and BYP23A >> 1), then the student was assigned to Non-English Only if English was not spoken in the home (BYP22B = 2) or to Non-English Dominant if English was also spoken (BYP22B = 1). If language use cannot be determined from either the student or the parent questionnaire, the value was 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. First, 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[4] specifies whether the student had 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.

The values for BYLEP are:

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

[4] Note that the frequency of reported English language limitations was influenced by the eligibility criteria and participation patterns which tended to eliminate those with more severe English deficiencies. Please see Section 2.1.1 in the *NELS:88 Base Year Sample Design Report* for details of exclusions from the sample that must be considered when using these flags in analysis.

BYLM[3] specifies whether the student was 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 indicated a language other than English was usually spoken in the home (values 2-13), the student was 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

It is important to take account of student self-reports of language minority status, since the base year data suggest that teachers underreported the language minority status of Hispanics, Asians, and other groups as well. In general, and unsurprisingly, teachers were best at recognizing a student's language minority status if that student was also limited in English proficiency. Bradby (Language Characteristics and Academic Achievement: A Look At Asian and Hispanic Eighth Graders in NELS:88) found that although 76 percent of Hispanic students indicated that a second language was spoken in the home, only 39 percent were identified by at least one of their teachers as language minority students. Bradby reports that some 73 percent of Asian students reported coming from bilingual homes, but only 27 percent were identified as language minority students by their teachers. Only quite rarely, however, did a teacher indicate that a student was language minority when the student report disagreed.

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.

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 Righ

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

BYTXSNNA Science Number Not Attempted

BYTXSFS Science Formula Score

BYTXSSTD Science Standardized Score

BYTXSIRR Science IRT-Estimated Number Right

BYTXSIRS Science IRT-Estimated Formula Score

BYTXSQ Science Quartile (1=low)

BYTXHNR History/Government Number Right

BYTXHNW History/Government Number Wrong

BYTXHNNA History/Government Number Not Attempted

BYTXHFS History/Government Formula Score

BYTXHSTD History/Government Standardized Score

BYTXHIRR History/Government IRT-Estimated Number Right

BYTXHIRS History/Government IRT-Estimated Formula Score

BYTXHQ History/Government Quartile (1=low)

BYTXCOMP Standardized Test Composite (Reading, Math)

BYTXQURT 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 base year questionnaire completed the cognitive tests.[5] 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 **BYTXRPRO**, 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

For further information on the algorithms used to compute proficiency scores, see the NELS:88 Base Year Psychometric Report.

[5] For more detailed information on proficiency scores in mathematics and reading, see the *Psychometric Report for the NELS:88 Base Year Cognitive Test Battery*, which reports proficiency level subscores by subgroups in Chapter 3 and gives the definitions and algorithms used in calculating proficiency scores in Appendix G.

Appendix I

NELS:88 First Follow-Up (F1) Student Data Weights, Flags, and Composite Variables

Weights

Two weights were developed for the NELS:88 first follow-up data. The first, or *basic*, weight **(F1QWT)** applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their status during the base year. F1QWT allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. This population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). Because the first follow-up sample encompassed two different groups of individuals--1988 eighth graders deemed eligible for the base year survey, and 1990 tenth graders who were not in the eighth grade in 1988--the calculation of F1QWT required different procedures for each of the groups.

The second, or *panel*, weight **(F1PNLWT)** applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection). The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset of them for whom complete data were obtained in both rounds.

Detailed discussion of the first follow-up weighting procedures appears in Section 3.5.1 of this manual.

Flags

The following flags indicate the completion (and presence on the data file of corresponding information) or non-completion of specified documents.

F1QFLG

2 = Sample member completed a dropout questionnaire.
1 = Sample member completed a student questionnaire.
0 = Did not complete a questionnaire.

This variable can also serve as a **participation** flag. If the value of F1SQFLG is greater than 0, then the case is a F1 participant. If the value of F1QFLG is 0, then the case is a F1 non-participant.

F1BYQFLG

1 = Student completed a base year student questionnaire.
0 = Did not complete a base year student questionnaire.

F1PANFLG

1 = Student completed a base year student questionnaire and F1 questionnaire.
0 = Sample member did not complete a questionnaire in both base year and F1.

F1TXFLG

1 = Student completed the tests.
0 = Did not complete the tests.

F1NSSFLG	1	=	Student completed a New Student Supplement (is a new [freshened] sample member or base year non-respondent).
	0	=	Did not complete a New Student Supplement.
1ADMFLG	2	=	Not applicable. The sample member transferred to a non-NELS sampled school, is a dropout or a non-respondent.
	1	=	The school administrator completed a school questionnaire.
	0	=	A school questionnaire was not completed.
F1TRNFLG	1	=	Student transferred.
	0	=	Student did not transfer.
F1SEQFLG	2	=	Not applicable. Sample member is a dropout or a non-participant.
	1	=	Student was enrolled in a grade other than tenth when the questionnaire was administered.
	0	=	Student was enrolled in tenth grade when the questionnaire was administered.
F1SMPFLG	1	=	Freshened student.
	0	=	Eighth grade cohort member.
F1STAT	06	=	Sample member is deceased.
	05	=	Sample member was out of country.
	04	=	Sample member found to be ineligible.
	03	=	Sample member refused to participate.
	02	=	Sample member unlocatable.
	01	=	Other non-respondent.
	00	=	Sample member participated.
F1SRVMTH	06	=	F1 non-participant.
	05	=	In-person interview gathering abbreviated questionnaire data from sample member.
	04	=	In-person interview gathering abbreviated questionnaire data from proxy.
	03	=	Telephone interview gathering abbreviated questionnaire data from sample member.
	02	=	Telephone interview gathering abbreviated questionnaire data from proxy.
	01	=	Telephone interview gathering modified questionnaire data from sample member.
	00	=	Self administered.
F1DOSTAT	5	=	Sample member had more than one dropout episode.
	4	=	Sample member dropped out of school and did not return to school.
	3	=	Student dropped out of school at one time, but returned to school.
	2	=	Sample member was reported by the school as a dropout, but this was not confirmed by the sample member or his/her family.
	1	=	Dropout status was not determined.
	0	=	Student did not drop out.

Composites

The following variables were created for the first follow-up. Variables derived from base year data have been supplied for both first follow-up participants and non-participants; this is, however, no available weight on the file for first follow-up nonparticipants.

F1SEX was taken first from the base year composite variable. For first time participants--freshened students and base year nonrespondents--the SEX composite was derived from Q.2 (F1N2) of the first follow-up New Student Supplement (NSS). If a base year nonrespondent did not complete a NSS, SEX was derived from the base year school roster. For freshened students, if they did not complete a NSS, F1SEX was constructed from their tenth grade schools' report of their sex. If the value of F1SEX was still missing, then the value for F1SEX was imputed based upon the student's name. On any records for which this could not be done unambiguously, this variable was randomly assigned a value of 1 or 2.

The values for F1SEX are:

1 = Male
2 = Female

F1RACE was constructed using the base year composite "RACE", the first follow-up New Student Supplement values of F1N8A, base year parent questionnaire data from BYP10, and school reported data. If the base year composite RACE was coded missing (98) or was blank (freshened students), the New Student Supplement data were used. If there was no New Student Supplement, the base year parent data were used. If RACE was still missing or blank, either the eighth grade school roster RACE or the tenth grade school reported freshened student RACE was used. Although for base year respondents, no new race data were gathered, some base year "race unknown" cases nevertheless were resolved in the first follow-up, by virtue of the greater use made of parent data in constructing the new composite. (In the base year, parent data were only used as a corrective to assumed over-reporting of American Indian status on the part of student sample members). Although parents were asked about their own race, not the student's, and correspondence of race of student and any one parent is contingent rather than logically implied, the correlation is so high for the cases where data are available from both sources (parent and student responses matched almost 92 percent of the time), that inference from parent to missing student race seems justified.

The values for F1RACE 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

F1API further delineates the Asian, Pacific Islander RACE category. API was constructed using the base year composite "API" and the first follow-up New Student Supplement responses to Q8B. If the base year composite API was coded missing (98) or was blank (freshened students), the New Student Supplement data were used. If there was no New Student Supplement, either the eighth grade school roster RACE or the tenth grade school reported freshened student RACE was used.

The codes for F1API are:

F1API	RACE	API	F1N8B	Label
0	2-5	00	99	non-Asian
1	1	01-05	01-05	East Asian (Pacific)
2	1	08 & 09	08 & 09	West Asian (Near East-West Asia)
3	1	07	07	South Asian (subcontinent)
4	1	06	06	Pacific Islnder
5	1	98	10, 96, 97 or 98	Specific API unknown
8	8	98	98	Race unknown

The terms "Asian" and "Asian/Pacific Islander" are used differently in different surveys and statistical records systems. For comparisons with different data sources, analysts will need to combine and recombine these categories in various ways.

Sometimes Asian categories have been used broadly by statistical agencies, other times more narrowly. U.S. Census country of origin statistics have often used an Asia grouping that is subdivided into Western Asia (including the Middle East and the European portion of Turkey), China, Japan, and Other Asia. On the other hand, "Asian" race in some Census sources has been narrowly construed as applying only to peoples originally from the Pacific Far East. More recent practice has been to include South Asian (Indian subcontinent) categories under Asian race, but to not include West Asian. NCES studies such as the Schools and Staffing Survey do include South Asian within the Asian classification, but not West Asian. NLS-72 and HS&B depended upon respondent self-reports of being Asian or Pacific Islander in ancestral origin, but did not define the geographic locus of the term.

There are also differences between government agencies in the way that lines of distinction are drawn between Pacific Islanders and Native Americans. Groups such as Native Hawaiians and Samoans are counted as Native Americans by some federal agencies, but more often are counted in the Asian/Pacific Islander category. Given the choice between "American Indian or Alaska Native" and "Asian or Pacific Islander" in NELS:88, a NELS:88 sample member who was, say, a Native Hawaiian would almost certainly have opted for the Pacific Islander designation.

Employing the sum of the subgroups in F1API is appropriate for comparisons to the NELS:88 base year. Since the race composite in HS&B defined Asians and Pacific Islanders broadly, and the questionnaires granted great latitude to respondent self-definition, F1API should also be generally appropriate for use in trend comparisons to HS&B.

For other comparisons, however, analysts should employ only selected subgroups of the composite. In particular, sometimes South Asians will need to be excluded from the Asian category, and often West Asians. The small number of individuals in the West Asian category are self-identified Asians, but for purposes of comparisons to some other data sets, may need to be assimilated to the category "white." One of the most commonly used race reporting definitions at present is the Office of Management and Budget standard classification scheme. This scheme defines "White, non-Hispanic" as "A person having origins in any of the original peoples of Europe, North Africa, or the Middle East" and defines Asian or Pacific Islander as "a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands." This definition has the odd effect of putting Afghans and Iranians in with Scots and Germans in one race category, while their neighbors in Pakistan with whom they have strong linguistic and cultural affinities fall into another race entirely, but the logic of racial classification is neither precise nor perfect. To make NELS:88 data comparable

to a data source employing the above standard definition, individuals falling within NELS:88 F1API code 2 (Asian categories 08-09) must be moved to "white".

F1SES was constructed using parent questionnaire data, when available. The following parent data were used: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from BYP30, BYP31, FYP34B, BYP37B and BYP80). Education-level data were recoded according to the definition of BYPARED described below. Occupational data were recoded using the Duncan SEI scale as used in HS&B and indicated below. Parent data were used to construct F1SES if at least one component was not missing.

If all parent data components were missing, the following base year student questionnaire items were used to calculate F1SES for base year respondents: father's educational level (BYS34A), mother's educational level (BYS34B), father's occupation (BYS7B), mother's occupation (BYS4B) and presence of household items (BYS35A-P). For base year non-respondents and first follow-up freshened students, the equivalent New Student Supplement items were used (F1N20A, F1N20B, F1N7B, F1N5B and F1N21A-P respectively). The first four components from the base year student/NSS data are the same as the components from the base year parent data (i.e., educational-level data, BYS34A/F1N20A and BYS34B/F1N20B, similarly recoded; occupational data, BYS4B/F1N7B and BYS7B/F1N5B of student data, also recoded). The fifth component for F1SES from the student data were derived by summing the non-missing household items listed in BYS35A-P or in F1N21A-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 or F1N21A-P were nonmissing, this component was computed; otherwise it was set to missing.

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 F1SES composite.

Response code	Duncan's SEI	Label
01	56.58	Clerical
02	27.41	Craftsperson
03	28.00	Farmer
04		Homemaker/Housewife
05	7.33	Laborer
06	67.73	Manager/Administrator
07		Military
08	19.18	Operative
09	70.21	Professional (accountant)
10	70.21	Professional (MD, lawyer)
11	49.70	Proprietor/Owner
12	38.00	Protective service
13	54.42	Sales
14	70.21	School teacher
15	15.90	Service
16	16.40	Technical
17		Never worked
18		Other
19		Missing

F1SESQ is the quartile into which F1SES falls. It was constructed by recoding F1SES into quartiles based on the weighted, F1QWT, marginal distribution.

The values for F1SESQ are:

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

F1PARED characterizes the highest level of education attained by either of the parents of the student. It was constructed using the parent questionnaire data (BYP30 and BYP31). Base year student data (BYS34A & BYS34B) was used for base year respondents whenever parent data were either missing or not available. For base year non-respondents with missing or unavailable parent data and first follow-up freshened students, the New Student Supplement questions F1N20A and F1N20B were used. That is, the F1 composite starts with the BYPARED variable. If BYPARED is missing or the case is a freshened student, F1 New Student Supplement data were used. The following table shows the relationships between what was reported on the student questionnaires and the value to be assigned to the variable F1PARED.

F1PARED	Parent Qx	Student Qx	Label
1	1,2	1	Did not finish high school
2	3,4	2	High school grad or GED
3	5-10	3, 4	GT high school and LT 4yr 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

Self-Concept Scales

Scales measuring both self-esteem (derived from Rosenberg) and locus of control (similar to items used by Rotter) have been employed on NLS-72, HS&B, and NELS:88. Two versions of each scale were created for NELS:88: one version to maintain comparability with the earlier studies, and an expanded version to increase scale reliabilities. In using these scales to draw race/ethnicity contrasts, analysts may wish to take note of research on black-white differences in use of extreme anchor points.[1] Such differences could be taken into account by collapsing the "strongly disagree" and "disagree" categories into one "disagree" category. The same strategy could be applied to the agree categories, and an average computed. Researchers with a special interest in subgroup differences on the self-esteem (F1CNCPT1, F1CNCPT2) and locus of control (F1LOCUS1, F1LOCUS2) scales may also wish to take note of the results of confirmatory factor analyses reported in Kaufman, Rasinski, West and Lee (1991, pp. 44-51), which suggest that the scales may have slightly different interpretations for respondents in certain subgroups.

[1] Bachman, J.G., and O'Malley, P. (1984) "Yea-Saying, Nay-Saying and Going to Extremes: Are Black-White Differences in Survey Results Due to Response Styles?" *Public Opinion Quarterly*, 48, 209-247.

Finally, the self-concept composites and quartiles included on this file should not be used when making comparisons between students and dropouts.

The self-concept composites and quartiles are standardized scores which were created based on the weighted mean and weighted standard deviation of all first follow respondents who completed the self-concept items. While the first follow-up questionnaire weight (F1QWT) adjusts for unit non-response, it does not adjust or account for the fact that 25 percent of the dropouts who completed the abbreviated questionnaire were not asked these items. Thus a full quarter of the dropouts did not contribute to the weighted mean and standard deviation used to derive these standardized scores. Because self-concept composites and quartiles are missing (and not adjusted for by F1QWT)) for 25 percent of dropout respondents, this unadjusted nonresponse may contribute appreciably to bias in estimates derived--for example, a mean locus of control for dropouts--from the self concept composites that are present for the 75 percent of the dropouts who completed the full dropout questionnaire.

If a user is interested in this type of analysis, he or she will need to create new self-concept composites (and quartiles) by employing the special dropout nonresponse adjusted weight (F1DQWT) included only on the separate dropout component data file (for more details, see the Dropout Component Data File User's Manual). These composites, however, are appropriate to use in analyses of the student population.

The Cronbach alpha values for the four self-concept composites are:

F1LOCUS1 .61 (3 items)
F1LOCUS2 .71 (6 items)
F1CNCPT1 .77 (4 items)
F1CNCPT2 .81 (7 items)

In addition to the base year self-concept measures, a modified version of Marsh's Self-Description Questionnaire was also included to measure self-esteem in specific domains, such as mathematical and English language ability and parental and peer relations.

F1LOCUS1 has been made as comparable as possible with HS&B and NLS-72 data. Locus of control items appear in student question 62 (and dropout question 46). They are F1S62B, F1S62C, F1S62F, F1S62G, F1S62K, and F1S62M (F1D46B, F1D46C, F1D46F, F1D46G, F1D46K and F1D46M for the dropout). As in base year, three of these items are comparable to HSB and NLS-72 items. They are F1S62C, F1S62F, and F1S62G (FID46C, F1D46F AND F1D46G for the dropout). It is important to note that, while always comparable, they are not invariably identical. Some modifications in these items were made in order to make them more comprehensible to eighth graders; other alterations were effected for methodological reasons (e.g., to remove a response set bias). The NELS:88 first follow-up items with the HS&B and NLS-72 item wording in parentheses are listed here for the user's convenience.

F1S62C/F1D46C: In my life, good luck is more important than hard work for success. (Good luck is more important than hard work for success.)

F1S62F/F1D46F: Every time I try to get ahead, something or somebody stops me. [text identical.]

F1S62G/F1D46G: 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 FIRST FOLLOW-UP ITEM. (People who accept their condition in life are happier than those who try to change things.)

Each of the above three items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

F1LOCUS2 is the composite of the locus of control items in student question 62 and dropout question 46. They are F1S62B, F1S62C, F1S62F, F1S62G, F1S62K, and F1S62M (F1D46B, F1D46C, F1D46F, F1D46G, F1D46K and F1D46M for the dropout). F1S62K (F1D46K for the dropout) is a reverse scoring item, so the values should be reversed before performing computations. Each of these 6 items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

F1LOCU2Q is the quartile into which F1LOCUS2 falls. It was constructed by recoding F1LOCUS2 into four categories based on the weighted, F1QWT, marginal distribution.

The values for F1LOCU2Q are:

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

F1CNCPT1 is designed to be as comparable as possible with HS&B and NLS-72 data. Self-concept items are all in student question 62 (question 46 for the dropout). They are F1S62A, F1S62D, F1S62E, F1S62H, F1S62I, F1S62J, and F1S62L (F1D46A, F1D46D, F1D46E, F1D46H, F1D46I, F1D46J and F1D46L for the dropout). Four of these items are comparable to HS&B and NLS-72 items. They are F1S62A, F1S62D, F1S62E, and F1S62H (F1D46A, F1D46D, F1D46E and F1D46H for the dropout). These four items are all reverse scoring items, so the values must be reversed before performing computations. It is important to note that, while comparable, they are not identical. The NELS:88 first follow-up items with the HS&B and NLS-72 item wording in parentheses are listed here for the user's convenience.

F1S62A/F1D46A: I feel good about myself. (I take a positive attitude toward myself.)

F1S62D/F1D46D: 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.)

F1S62E/F1D46E: I am able to do things as well as most other people. [text identical.]

F1S62H/F1D46H: On the whole, I am satisfied with myself. [text identical.]

Each of the above four items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

F1CNCPT2 is the composite of the self-concept items in student question 62. They are F1S62A, F1S62D, F1S62E, F1S62H, F1S62I, F1S62J, and F1S62L (F1D46A, F1D46D, F1D46E, F1D46H, F1D46I, F1D46J and F1D46L for the dropout). F1S62A, F1S62D, F1S62E, and F1S62H (F1D46A, F1D46D, F1D46E and F1D46H for the dropout) are reverse scoring items, so the values must be reversed before performing computations. Each of the above seven items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT. All non-missing components were averaged. Any student missing all components was assigned a missing value (8).

F1CNCP2Q is the quartile into which F1CNCPT2 falls. It was constructed by recoding F1CNCPT2 into four categories based on the weighted, F1QWT, marginal distribution.

The values for F1CNCP2Q are:

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

MARSH'S SELF-CONCEPT SCALES. Question 63 on the student questionnaire (and Question 47 on the dropout questionnaire) comprises twenty-one subitems drawn from a version (SDQ-II) of the Self-Description Questionnaire (1990b). The abbreviated SDQ-II appears on the data set with the kind permission of Herbert W. Marsh, the copyright holder. Special variables have not been constructed for this measure; however, information about the ways in which scales can be derived from the data appears below, so that analysts can scale this component in accordance with its intended uses.

The full-length SDQ-II instrument measures 11 dimensions of self-concept that are based on a hierarchical facet model of a dimensionalized self; it draws on both generalized and domain-specific self-concepts. Both academic and nonacademic domains are measured, including such facets of the self as relationship with peers, relations with parents, and school subjects (including mathematics and reading). Data users desiring more detail on the conceptual basis of the measure and its psychometric properties may consult Marsh (1990a, 1990b).[2]

The abbreviated version of the Self-Description Questionnaire that appears in the NELS:88 data set contains items that contribute to five distinct scales: relationship with parents self-concept, language self-concept, mathematics self-concept, and relationships with same and opposite sex self-concept. Each of these self-concept scales is measured by four or five items, contrary to the 10 or 12 items used in the original version of the SDQ-II. In order to compute the scores for these five scales, each of the negatively worded items (f, m, n, o, p, r, s, and t) must be reverse scored by subtracting the item response from 7. This will result in rescaled item responses which will match the positively worded items scored on a 1 to 6 point scale, in which 6 is the most favorable response. Next, the mean response should be computed for the items listed in each scale below. Please note that the same sex and opposite sex self-concept scales must be scored separately for boys and girls. Negatively worded items which must be reverse scored are indicated by an asterisk.

	NELS:88 subitem	Item Wording
Parents	a	My parents treat me fairly
	f*	I do not like my parents very much
	i	I get along well with my parents
	m*	My parents are usually unhappy or disappointed with what I do
	u	My parents understand me
Language	b	I learn things quickly in English classes
	e	English is one of my best subjects

[2] Marsh, H.W., (1990a) "A multidimensional, hierarchical model of self-concept: Theoretical and empirical justification," *Educational Psychology Review*, 2, 77-172.

Marsh, H.W., (1990b) *Self-Description Questionnaire-II: Manual and Research Monograph*. San Antonio, TX: The Psychological Corporation.

	g	I get good marks in English
	n*	I'm hopeless in English classes
Math	d	Mathematics is one of my best subjects
	j	I have always done well in mathematics
	q	I get good marks in mathematics
	s*	I do badly in tests of mathematics
	NELS:88 subitem	Item Wording
Same Sex (Boys)	c	I have good friends who are members of my own sex
	l	I make friends easily with boys
	p*	I do not get along very well with boys
	r*	It is difficult to make friends with members of my own sex
Same Sex (Girls)	c	I have good friends who are members of my own sex
	k	I make friends easily with girls
	o*	I do not get along very well with girls
	r*	It is difficult to make friends with members of my own sex
Opposite Sex (Boys)	h	I get a lot of attention from members of the opposite sex
	k	I make friends easily with girls
	o*	I do not get along very well with girls
	t*	I'm not very popular with members of the opposite sex
Opposite Sex (Girls)	h	I get a lot of attention from members of the opposite sex
	l	I make friends easily with boys
	p*	I do not get along very well with boys
	t*	I'm not very popular with members of the opposite sex

An alternative format for the same sex and opposite sex scales is to combine the boys and girls items in each category:

Same Sex	c	I have good friends who are members of my own sex
	r*	It is difficult to make friends with members of my own sex
	l	I make friends easily with boys (scored for boys only)
	p*	I do not get along very well with boys (scored for boys only)
	k	I make friends easily with girls (scored for girls only)
	o*	I do not get along very well with girls (scored for girls only)
Opposite Sex	h	I get a lot of attention from members of the opposite sex
	t*	I'm not very popular with members of the opposite sex
	l	I make friends easily with boys (scored for girls only)
	p*	I do not get along very well with boys (scored for girls only)
	k	I make friends easily with girls (scored for boys only)
	o*	I do not get along very well with girls (scored for boys only)

BIRTHMO was taken directly from Q.11 of the base year student questionnaire for base year respondents. For base year non-respondents and first follow-up freshened students values were taken from Q.3 (F1N3) of the New Student Supplement. The range of BIRTHMO is 1-12 with 98 indicating missing.

BIRTHYR was taken directly from Q.11 of the base year student questionnaire for base year respondents. For base year non-respondents and first follow-up freshened students, the values were taken from Q.3 (F1N3) of the New Student Supplement. The expected range of BIRTHYR is 70-80 with 98 indicating missing. Any outliers were collapsed into categories of: "Before 1970" and "After 1980". For the public release data, the BIRTHYR values were recoded into ranges to preserve confidentiality.

F1DRPS89, F1DRPF89, and F1DRPS90 indicate whether a sample member dropped out during the spring 1989 term (F1DRPS89), the fall 1989 term (F1DRPF89), or the spring 1990 term (F1DRPS90). The variables were derived, when possible, from an actual date that the school provided and the parent or sample member confirmed. If such a date was not available, the date the sample member was discovered to be a dropout was used. It should be noted that this date of discovery is "soft" data; that is, the datum establishes only that the dropout event occurred at an indeterminant point prior to the discovery date.

The values for F1DRPS89, F1DRPF89, and F1DRPS90 are:

0 = Sample member is not a dropout.
1 = Sample member dropped out - data from actual confirmed date.
2 = Sample member dropped out - data from discovery date.
3 = Actual date recorded in another term (look to other "term" variables).
4 = Discovery date recorded in another term (look to other "term" variables).
8 = Missing.

If the case had a dropout date the following rules applied:

Jan, Feb, Mar, Apr, May, Jun 89	F1DRPS89 = 1
Jul, Aug, Sep, Oct, Nov, Dec 89	F1DRPF89 = 1
Jan, Feb, Mar, Apr, May, Jun 90	F1DRPS90 = 1

If the case did not have a valid dropout date, then the date the sample member was logged into the survey management system as a dropout was used; the same grouping of months applied:

Jan, Feb, Mar, Apr, May, Jun 89	F1DRPS89 = 2
Jul, Aug, Sep, Oct, Nov, Dec 89	F1DRPF89 = 2
Jan, Feb, Mar, Apr, May, Jun 90	F1DRPS90 = 2

F1HSPROG indicates the type of high school program in which the student was enrolled or the last program in which the dropout was enrolled. The source was student questionnaire item 20 (F1S20) and dropout questionnaire item 16 (F1D16). The following recodes were used:

F1HSPROG	Q20/Q16 value	Label
1	01	General high school program
2	02	Academic program
3	03-11	Vocational/technical program
4	12-13	Other high school program
5	14	Don't know
8	98	Missing

FAMCOMP is a variable based entirely on base year parent questionnaire data. It is derived from question 1 in the base year parent questionnaire (BYP1A1, BYP1A2) and indicates the adult composition of the sample member's household as of the base year. As such, this variable is available only for the panel members.

The values for FAMCOMP are:

1 Mother and father are present in the household
2 Mother and step father/other male relative/guardian are present in the household
3 Father and step mother/other female relative/guardian are present in the household
4 Step mother/other female relative/guardian and step father/other male relative/guardian are present in the household
5 Adult female only is present in the household
6 Adult male only is present in the household
98 Missing

BYFCOMP, described in the preceding appendix, uses slightly different categories and was constructed from base year student data. Because household composition may have changed for some students between base year and first follow-up, and because new students were added in freshening, data users may also wish to take note of the family composition item in the student questionnaire (F1S92) and dropout questionnaire (F1D86). While FAMCOMP should prove a useful variable for panel analysis, F1S92 and F1D86 are of course the appropriate household composition variables for use in cross-sectional analyses of 1990 tenth graders.

G8CTRL1 was taken directly from the base year composite G8CTRL, and classifies the respondent's eighth grade school into public, Catholic, other religious (private), and nonsectarian private schools, as reported by the school administrator in the base year.

The values for G8CTRL1 are:

1 = Public school
2 = Catholic school
3 = Private school, other religious affiliation
4 = Private school, no religious affiliation
5 = First follow-up freshened student

G8CTRL2 was constructed using the values for G8CTRL. Catholic and other religious private schools were collapsed into one category: private religious. For freshened students, G8CTRL2 was taken from Q.10 (F1N10) in the New Student Supplement. G8CTRL2 was coded missing if F1N10 equaled 4 (Don't know) or 8 (Missing).

The values for G8CTRL2 are:

1 = Public school
2 = Private, religious
3 = Private, no religious affiliation
8 = Missing

G10CTRL1 classifies the type of school into public, Catholic, other religious and nonsectarian private schools, as reported by the school. The classification was constructed from F1C4 and F1C4A. The logic for constructing G10CTRL1 is:

G10CTRL1	F1C4 & F1C4A	Label
01	F1C4=1 and (F1C4AA,AB,AC, AD,AE,AK,AL or AM=1 or 8) or F1C4=8 and (F1C4AA,AB or AC=1 and F1C4AF,AG,AH,AI or AJ NE 1)	Public
02	F1C4=2 or 8 and ((F1C4AF or F1C4AG or F1C4AH=1) and (F1C4AJ or F1C4AI NE 1))	Catholic

03	(F1C4=2 or 8) and (F1C4AI=1) and (F1C4AJ,AF,AG and AH NE 1)	Private, other religious affiliation

G10CTRL1	F1C4 & F1C4A	Label
04	F1C4=2 or 8 and F1C4AF-AI NE 1 and F1C4AJ=1	Private, no religious affiliation
05	F1C4=2 and (F1C4AA, F1C4AB, F1C4AC,F1C4AF,F1C4AG,F1C4AH, F1C4AI and F1C4AJ NE 1)	Private, type not ascertained
07		Not enrolled in school
98		Missing

The results of this code were checked against the QED data file. If any inconsistencies appeared, the school was called and the information the school provided was used.

Two further notes may be helpful in interpreting these variables. First, although the modal grade for the cohort was grade ten, not all sample members were sophomores in the 1989-90 school year. The school type of out-of-sequence students (for example, 1989-90 ninth graders) is also indicated by the G10CTRL variables--in other words, such students are linked to a school type in the G10CTRL variables, even though they are not tenth graders. Second, it cannot be assumed that all students assigned to a school type are enrolled in a program leading to a high school diploma. Students were associated with schools in which they were enrolled in a regular program, or which housed some form of alternative program. For purposes of assignment of school control type, no distinction was made between educational programs leading to diplomas, GEDs, IEPs, or other or no certification. However,if an alternative program was sited at other than a public or private school, school type was set to missing, even though the sample member was enrolled in an educational program.

G10CTRL2 classifies the type of school into public, Catholic, other private NAIS, and other private - not NAIS. The values for this variable were obtained from the QED. This variable appears only on the restricted use version of the NELS:88 data files. (Restricted use data are available to institutions [not individuals] satisfactorily completing the NCES licensing agreement procedure; for details, see section 1.5 of this manual).

The values for G10CTRL2 are:

01 = Public school
02 = Catholic school
03 = NAIS private school
04 = Other private school - not NAIS
05 = Non-traditional schooling arrangements
06 = Not enrolled in school
98 = Missing

G10URBAN classifies the urbanicity of the student's school, and was obtained from QED. QED bases the classifications on the Federal Information Processing Standards (FIPS) as used by the U.S. Census.

The values for G10URBAN 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
5 = Not enrolled in school
8 = Missing

Only categories 1 - 3 were employed in the base year. These three primary values (1 = Urban, 2 = Suburban, 3 = Rural) map into the NCES Common Core of Data (CCD) metropolitan status variable in the following way:

CCD locale code	NELS:88 urbanicity	Label
1,2	1	Urban
3,4,5,6	2	Suburban
7	3	Rural

More fine-grained school urbanicity information for NELS:88 is available (for schools with school administrator questionnaire data) on the restricted use files. The relevant variable (Q. 5) was suppressed on the public release files as a safeguard against statistical disclosure of school identity.

The G10URBAN variable reflects updated metropolitan status data drawn by QED from the Common Core of Data files for the 1987-88 school year. The base year metropolitan status variable (G8URBAN) reflects urbanicity data gathered at the time of the previous decennial census (1980) that was employed in drawing the eighth grade school sample in the spring of 1987. The urbanicity classification of some schools changed between 1980 and 1988--for example, a number of 1980 rural schools had become suburban by the time of the NELS:88 base year. In examining eighth to tenth grade transition phenomena, data users should be aware that these differing temporal anchor points will produce the effect of spurious urbanicity change for many students. A second version of the G8URBAN variable will be prepared for later NELS:88 data releases, which reflects the metropolitan status classification of base year schools in 1987-88.

G10REGON indicates in which of the four U.S. Census regions the school is located. It was created by recoding the state of the tenth grade school (from the school SMS) into the four Census Bureau regions.

The values for G10REGON are:

01 = Northeast - New England and Middle Atlantic states
02 = North Central - East North Central and West North Central states
03 = South - South Atlantic, East South Central and West South Central states
04 = West - Mountain and Pacific states
06 = Not enrolled in school
98 = Missing

F1SCENRL categorizes the entire school enrollment as reported by the school. The values were created by collapsing the data from F1C2 into categories. Missing data were imputed from the total enrollment data on the QED file.

The values for F1SCENRL are:

01 = 1 - 399 students
02 = 400 - 599
03 = 600 - 799
04 = 800 - 999
05 = 1000 - 1199
06 = 1200 - 1599
07 = 1600 - 1999
08 = 2000 - 2499
09 = 2500 +
11 = Not enrolled in school
98 = Missing

G10ENROL categorizes the tenth grade enrollment as reported by the school. The values were created by collapsing data from F1C3 into the following categories. Missing data were imputed using the QED file for tenth grade schools.

The values for G10ENROL are:

01 = 1 - 99 students
02 = 100 - 199
03 = 200 - 299
04 = 300 - 399
05 = 400 - 549
06 = 550 - 699
07 = 700 +
09 = Not enrolled in school
98 = Missing

Cognitive Test Results

The cognitive test battery consisted of multiple choice tests in four subject areas:

Reading Comprehension (21 questions, 21 minutes). This subtest contained five short reading passages, with three to six questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole.

Mathematics (40 questions, 30 minutes). Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving.

Science (25 questions, 20 minutes). The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

History/Citizenship/Geography (30 questions, 14 minutes). American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

Multiple Test Forms

In the base year, all students received the same set of tests. Analysis of eighth grade test results showed a wide range of student achievement. This diversity was expected to increase as students progressed through high school, with some taking advanced courses and making substantial gains in achievement, while others remained at a relatively low level, and still others left school and fell behind. A single test form administered to all students and dropouts in the first follow-up would have the potential for serious "ceiling" and "floor" effects (i.e., many students getting all items correct because the test was too easy for them, while others could only guess at most of the questions because they lacked sufficient background). When this situation occurs, it is impossible to assess the level of achievement for the highest and lowest scoring students.

In the first follow-up, the reading and mathematics tests were selected for development of multiple forms, targeted to students' varying ability levels. While the other subject areas might have profited from this "tailored testing" approach as well, the complexity of administering multiple forms dictated that their use be as limited as possible.

The reading test was chosen because the time burden of reading the passages before questions about them could be answered meant that relatively few test items could be administered in the time allotted for the test. With the smallest number of items of any subject area, the reading test could least afford any "wasted" questions: those that were much too hard or much too easy for a particular test taker. Two forms of the reading test were developed; the easy form was administered to students who had scored below the sample mean in the base year, while those scoring above the mean received a set of passages and items that was, on average, more difficult. Students who were new to the NELS:88 sample in the first follow-up received the easy form.

In the case of the mathematics test, the need for multiple forms was based on the diversity of exposure to coursework that could be expected by tenth grade. Academic track students would have, by the time of the first follow-up, taken courses in algebra and geometry. Those in general or vocational programs, or those who had left school, might have only taken general or business math classes, or none at all. Unlike science and history, where many topics might have been introduced at a lower level of sophistication in earlier grades, much of the material covered in advanced mathematics courses would be completely unfamiliar to students who had not taken advanced courses. Three mathematics test forms were administered in the first follow-up. The easiest and hardest forms were given to the students who had scored in the low and high quartile, respectively, in eighth grade; students in the middle half of the distribution received the middle-difficulty test, as did those who were not tested in the base year.

Score means and standard deviations, reliabilities (coefficient alpha), and standard errors of measurement for each NELS:88 first follow-up subtest are as follows

	Mean	S.D.	Alpha	S.E.
Reading--Low Form	11.6	4.4	.80	2.0
Reading--High Form	14.1	4.1	.78	1.9
Mathematics--Low Form	17.4	6.1	.79	2.8
Mathematics--Mid Form	23.3	7.5	.86	2.8
Mathematics--High Form	32.3	5.0	.81	2.2
Science	13.7	5.2	.83	2.2
History/Cit./Geography	18.9	6.0	.85	2.3

IRT Scoring

Scores achieved on tests that vary in average difficulty are not comparable to each other. For example, a student who took the middle difficulty mathematics form would probably have gotten more questions correct if he or she had taken the easiest form, and fewer if the hardest form had been administered. For this reason, raw scores (number right, number wrong) are not reported in the database. Item Response Theory (IRT) was employed to calculate scores that could be compared regardless of which test form a student took. A core of items shared among the different test forms made it possible to establish a common scale. IRT uses the pattern of right, wrong, and omitted responses to the items actually administered in a test form, and the difficulty, discriminating ability, and "guess-ability" of each item, to place each student on a continuous ability scale. It is then possible to estimate the score the student would have achieved if all of the items in all of the test forms had been administered. The "IRT-Estimated Number Right" scores in the database represent these estimates for all of the 35 items on the two overlapping reading forms, the 58 items on the three mathematics forms, and the 25 and 30 items in science and history exams.

IRT has several other advantages over raw number-right scoring. By using the overall pattern of right and wrong responses to estimate ability, it can compensate for the possibility of a low ability student guessing several hard items correctly. If answers on several easy items are wrong, a correct difficult item is, in effect, assumed to have been guessed. Omitted items are also less likely to cause distortion of scores, as long as enough items have been answered right and wrong to establish a clear pattern. Raw scoring necessarily treats omitted items as if they had been answered incorrectly. While this may be a reasonable assumption in a motivated test, where it is in students' interest to try their best on all items, this may not always be the case in NELS:88. Finally, IRT scoring makes possible measurement of gain in achievement from grade 8 to grade 10 even though the tests used were not identical at the two points in time. The presence of common items that were present in both years allows for changes in the test to keep up with growth over time while still permitting placement on a common scale.

For those researchers who are not familiar with IRT scores, the following advice may be helpful. Since IRT scoring is essentially a pattern scoring procedure, an individual's number right score is typically not a whole number, e.g., 32.83. Also the IRT number right score is computed on a "base" pool of items within each content area. The base pool in mathematics was 58 items, Reading was 35 items, Science was 25 items applied to the 8th grade as well as the 12th grade scores. That is, IRT number right scores for the vase year (1988) and the first follow-up S(1990) use the same base number

of items. Again, as noted above, to get a student's base year (1988) IRT number correct score simply subtract the IRT estimated gain from the 1990 IRT number correct score.

Those researchers who feel more comfortable with proportion correct can simply divide the number correct by the base number of items. For example, if a student's IRT number correct score would be 42.68/58. To get a student's proportion correct for the 1988 base year, one would first get their 1988 IRT number correct score by subtracting his or her gain from their 1990 IRT number correct and then dividing the result by "base" number of items, e.g. 58 in mathematics.

All the standard statistical procedures can be applied to either the number correct of proportion correct. That is, the standard descriptive statistics, regression analysis, analysis of covariance etc. can be used with either proportion correct or number correct scores.

Standardized Scores, Quartile Scores, and Composites

The standardized scores reported in the database are transformations of the IRT-Estimated Number Right scores, rescaled to a mean of 50 and standard deviation of 10 (using the first follow-up questionnaire weight). The quartile scores are based on the weighted frequency distribution of scores, with 1 being the lowest quartile and 4 the highest. The Standardized Test Composite is the equally-weighted mean of the standardized reading and mathematics scores, re-standardized to mean 50, standard deviation 10.

Gain Scores

The base year and first follow-up test scores are not directly comparable with each other because the same test forms were not used at both points in time. However, as was the case with the multiple forms of the first follow-up tests described above, the tests shared enough overlapping items that IRT scoring could be employed to put the scores on the same scale. The gain scores reported are the difference between the first follow-up IRT-Estimated Number Right scores on the total item pool, and estimates of the scores that would have been obtained on the same set of items, using the rescaled base year ability estimates.

Although these scores are described as "gain" scores, not all of them represent an improvement in measured skills. Some of the gain scores are negative. Factors that contribute to negative gain scores include students' forgetting material that they once knew but have not practiced, and measurement error produced primarily by some students' lack of motivation in responding to the test questions.

Note that the scores reported here do not share a common metric with those on the base year file. That is, the BY eighth grade scores have been re-scaled for purposes of gain computation. (To derive the "new" eighth grade scores, subtract the first follow-up IRT estimated gain score from the 1990 IRT estimated number right score.) It would be incorrect for the user to compute gain by comparing the IRT scores included in the two different files.

Proficiency Scores

The proficiency scores provide a means of distinguishing total score gain, as measured by overall IRT-Estimated Number Right scores and Standardized scores, from gain in specific skills. At several points along the score scale of the reading and mathematics tests, four-item clusters of test questions having similar content and difficulty were identified. A student was assumed to have mastered a

particular level of proficiency if at least three of the four items in the cluster were answered correctly, and to have failed at this level if two or more items were wrong. Clusters of items provide a more reliable test of proficiency than do single items because of the possibility of guessing in a multiple choice test: it is very unlikely that a student who has not mastered a particular skill would be able to guess enough answers correctly in a four item cluster. (For some of the students who had omitted critical items, a complex IRT-based procedure, which is described elsewhere, was undertaken to resolve proficiency score assignments.) The proficiency levels were assumed to follow a Guttman model, that is, a student passing a particular skill level was expected to have mastered all lower levels; a failure should have indicated non-mastery at higher levels. A small percentage of students had response patterns that did not follow the Guttman model, with a failing score at a lower level followed by a pass on a more difficult item cluster. Students with these "reversal" patterns were not assigned proficiency scores.

Two levels of proficiency were marked in the reading test, and four in the mathematics test, defined as follows:

Reading Level 1:	Simple reading comprehension including reproduction of detail and/or the author's main thought.
Reading Level 2:	Ability to make inferences beyond the author's main thought and/or understand and evaluate relatively abstract concepts.
Math Level 1:	Simple arithmetical operations on whole numbers.
Math Level 2:	Simple operations with decimals, fractions, and roots.
Math Level 3:	Simple problem solving, requiring conceptual understanding and/or the development of a solution strategy.
Math Level 4:	Conceptual understanding and complex problem solving.

The presence of reversal patterns for nearly 11 percent of the mathematics test takers, as well as too many critical items omitted for about 2 percent of the students, accounted for proficiency scores not being assigned for about 13 percent of the students who took the mathematics test. The reading test, with only two levels of proficiency, had only about 1 percent missing proficiency scores for reading test takers.

In addition to the scores indicating students' actual responses to the item clusters, probabilities of proficiency, and gains in probability from base year to first follow-up, are reported. These estimates were obtained using IRT methods to estimate students' probabilities of mastery at each level, treating clusters of items as single items for the purpose of IRT calibration. These measures of gain in probability of mastery at each proficiency level allow researchers to relate students' school experiences to improvements in specific skills as well as to overall gain on the test as a whole.

Test Composites

The following test composites are based upon the cognitive tests administered to students participating in the first follow-up.

Four results for each of the four subject areas are reported. Naming conventions for these variables are: F1TX (first follow-up test), followed by R for reading, M for mathematics, S for science, and H for history/citizenship/geography, and ending with IRR for IRT-estimated number right, STD for standardized score, Q for quartile, G for IRT-estimated gain from base year to first follow-up.

F1TXRIRR Reading IRT-Estimated Number Right

F1TXRSTD Reading Standardized Scores

F1TXRQ Reading Quartile (1 = low)

F1TXRG Reading IRT-Estimated Gain BY to F1

F1TXMIRR Mathematics IRT-Estimated Number Right

F1TXMSTD Mathematics Standardized Scores

F1TXMQ Mathematics Quartile (1 = low)

F1TXMG Mathematics IRT-Estimated Gain BY to F1

F1TXSIRR Science IRT-Estimated Number Right

F1TXSSTD Science Standardized Scores

F1TXSQ Science Quartile (1 = low)

F1TXSG Science IRT-Estimated Gain BY to F1

F1TXHIRR Hist/Cit/Geog IRT-Estimated Number Right

F1TXHSTD Hist/Cit/Geog Standardized Scores

F1TXHQ Hist/Cit/Geog Quartile (1 = low)

F1TXHG Hist/Cit/Geog IRT-Estimated Gain BY to F1

In addition, seven more variables for reading, and thirteen for mathematics, are reported. These variable names end with PL1, PL2, PL3, and PL4 for the various proficiency levels; PRO for overall proficiency; PP1, PP2, PP3, and PP4 for probability of proficiency in the first follow-up; and GP1, GP2, GP3, and GP4 for gain in probability for the four levels.

F1TXRPL1 Reading proficiency level 1 (0 = not prof.; 1 = prof.)

F1TXRPL2 Reading proficiency level 2 (0 = not prof.; 1 = prof.)

F1TXRPRO Reading overall proficiency (0 = below Level 1; 1-2 = proficient at levels 1-2; 8 = undetermined due to "reversal"; blank = test item data not available)

F1TXRPP1 Reading Level 1 Probability of Proficiency

F1TXRPP2 Reading Level 2 Probability of Proficiency

F1TXRGP1 Reading Level 1 Gain in Probability

F1TXRGP2 Reading Level 2 Gain in Probability

F1TXMPL1 Mathematics proficiency level 1 (0 = not prof., 1 = prof.)

F1TXMPL2 Mathematics proficiency level 2 (0 = not prof., 1 = prof.)

FITXMPL3 Mathematics proficiency level 3 (0 = not prof., 1 = prof.)

FITXMPL4 Mathematics proficiency level 4 (0 = not prof., 1 = prof.)

F1TXMPRO Mathematics overall proficiency (0 = below Level 1; 1-4 = proficient at levels 1-4; 8 = undetermined due to "reversal"; blank = test item data not available)

F1TXMPP1 Mathematics Level 1 Probability of Proficiency

F1TXMPP2 Mathematics Level 2 Probability of Proficiency

F1TXMPP3 Mathematics Level 3 Probability of Proficiency

F1TXMPP4 Mathematics Level 4 Probability of Proficiency

F1TXMGP1 Mathematics Level 1 Gain in Probability

F1TXMGP2 Mathematics Level 2 Gain in Probability

F1TXMGP3 Mathematics Level 3 Gain in Probability

F1TXMGP4 Mathematics Level 4 Gain in Probability

A standardized test composite for reading and mathematics, and its quartile were also constructed.

F1TXCOMP Standardized Test Composite (reading, mathematics)

F1TXQURT Standardized Test Quartile (1 = low)

Appendix J

Guidelines For Using SAS

with NELS:88 Base Year and First Follow-Up Data

Guidelines for using SAS with NELS:88 First Follow-Up Student Data

The files provided on the public release tape include SAS cards and SAS system files for both the NELS:88 First Follow-Up and NELS:88 Base Year. The SAS system file for each survey wave includes:

1) Questionnaire data
2) Flags, Weights and Composites

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. 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. The '(KEEP=...)' option does not reorder the variables in the new dataset.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the student and dropout SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

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

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

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

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

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

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, 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(s) that will use them. The following example will help to illustrate this point.

Suppose you were interested in assessing the association between fathers' educational aspirations and a son's versus a daughter's educational expectations. That is, overall do students' expectations reflect their father's aspirations and might such an association vary by sex? To do this you might construct a three-way crosstab.

In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the First Follow-Up student SAS system file and to create a three-way crosstab. The FORMAT statement in PROC FREQ links each variable in the crosstab to the appropriate set of value labels stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F1ST.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE SB48AV

        01 = "LESS THN HS GRAD"
        02 = "GRADUATE FROM HS"
        03 = "VOC AFTER HS"
        04 = "ATTND 2-YR COLL"
        05 = "ATTEND 4-YR COLL"
        06 = "GRADUATE FROM COLL"
        07 = "POST GRAD ED"
        08 = "DON'T KNOW"
        09 = "DOES NOT CARE"
        10 = "DOES NOT APPLY"
        96 = "MULTIPLE RESPNSE"
        97 = "REFUSAL"
        98 = "MISSING"
        99 = "LEGITIMATE SKIP"
 ;
VALUE SB49V
        01 = "LESS THN HS GRAD"
        02 = "HS GRAD ONLY"
        03 = "< 2 YRS TRADE"
        04 = "2+ YRS TRADE"
        05 = "< 2YRS OF COLLEGE"
        06 = "2/MORE YRS OF COLL"
        07 = "FINISH COLLEGE"
        08 = "MASTER'S DEGREE"
        09 = "PH.D., M.D."
        96 = "MULTIPLE RESPNSE"
        97 = "REFUSAL"
```

```
            98 = "MISSING"
            99 = "LEGITIMATE SKIP"
    ;

VALUE SBSEXV
            01 = "MALE"
            02 = "FEMALE"
            96 = "MULTIPLE RESPNSE"
            97 = "REFUSAL"
            98 = "MISSING"
            99 = "LEGITIMATE SKIP"
;

PROC FREQ DATA=IN1.F1STUDNT;
FORMAT
F1S48A   SB48AV.
F1S49    SB49V.
F1SEX    SBSEXV.
;

TABLES F1SEX * F1S49 * F1S48A;
TITLE "EDUCATIONAL EXPECTATIONS";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. Using about 90 format links in the format statement worked on the University of Chicago mainframe.

6. Whenever variables are needed from several student level files (i.e., First Follow-Up student and Base Year student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis.

The following example may help to illustrate the merge statement. Suppose you wanted to see how the educational expectations of respondents who are still in school differ from those of respondents who are not in school. Suppose that you also wanted to examine how expectations had changed from the eighth to the tenth grade. That is, overall do respondents who are still in school have higher educational expectations than respondents who are not in school? And, overall do respondents who are not in school now have lower educational expectations than they did in eighth grade? To do this you might construct a three-way crosstab.

In the following example PROC FORMAT is used to make a temporary library of formats. Next the First Follow-Up student system file, and the Base Year system file are merged. Then, PROC FREQ is used to create a three-way crosstab.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F1ST.SASLIB,DISP=SHR
//IN2 DD DSN=ACT.PUBL.BYST.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE SB49V
        01 = "LESS THN HS GRAD"
        02 = "HS GRAD ONLY"
        03 = "< 2 YRS TRADE"
        04 = "2+ YRS TRADE"
        05 = "< 2YRS OF COLLEGE"
        06 = "2/MORE YRS OF COLL"
        07 = "FINISH COLLEGE"
        08 = "MASTER'S DEGREE"
        09 = "PH.D., M.D."
        96 = "MULTIPLE RESPNSE"
        97 = "REFUSAL"
        98 = "MISSING"
        99 = "LEGITIMATE SKIP"
 ;
VALUE SBQFLV
        0 = "DID NOT COMPLETE"
        1 = "STDNT QUEX CMPLT"
        2 = "DRP QUEX CMPLT"
        6 = "MULTIPLE RESPNSE"
        7 = "REFUSAL"
        8 = "MISSING"
        9 = "LEGITIMATE SKIP"
 ;
VALUE FBYS45V
        01 = "WON'T FINISH H.S"
        02 = "WILL FINISH H.S"
        03 = "VOC,TRD,BUS AFTR H.S"
        04 = "WILL ATTEND COLLEGE"
        05 = "WILL FINISH COLLEGE"
        06 = "HIGHER SCH AFTR COLL"
        96 = "MULTIPLE RESPONSE"
        97 = "REFUSAL"
        98 = "MISSING"
        99 = "LEGITIMATE SKIP"
 ;

DATA COMBINE;
MERGE IN1.F1STUDNT IN2.BYSTUDNT;  BY STU_ID;
```

```
PROC FREQ;
FORMAT
F1S49    SB49V.
F1QFLG   SBQFLV.
BYS45    FBYS45V.

TABLES F1QFLG * F1S49 * BYS45;
TITLE "EDUCATIONAL EXPECTATIONS";
```

7. 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='NODYNALLOC',REGION=1280K,SORT=30
```

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

9. 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.

10. 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.

11. 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.

12. 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.

13. There is a pecularity with version 6.06 of SAS. The symbol "%" will not be printed in a variable label if the label is the first thing to be printed on the page.

Appendix K

NELS:88 Base Year Codebook

PREFACE TO APPENDIX K AND APPENDIX L: Understanding the codebooks; special aspects of NELS:88 data

Understanding a number of special features of the NELS:88 first follow-up data is essential to interpreting the codebook that follows and to using the data files. Those special features include: the structure of the NELS:88 student data files and codebooks; the contents; the analysis population and samples contained within the data set; and limitations of the data. Notes on each of these topics are provided below.

I. Description of the Combined BY-F1 Student File

The combined BY-F1 student data release includes two raw data files, the NELS:88 base year student data file and the NELS:88 first follow-up student file. This combined file also includes SPSS-X and SAS control card files and a SAS system file for each raw data file.

1.1 NELS:88 base year student file and codebook.

BY Student Data File. The base year file contains questionnaire data for all base year participants (N=24,599) regardless of whether or not they were retained in the first follow-up. This file is identical to the file that was released in 1989 after the completion of the base year survey. Data elements are positioned on the file in the following sequence: student questionnaire data, weight, sample identification flags (e.g., presence or absence of a cognitive test battery), and composites (e.g., sex, race, parent education).

Base Year Codebook. The base year codebook includes only frequencies on weighted and unweighted data for 17,424 NELS:88 sample members who participated in both the base year and first follow-up surveys (panel members). For frequencies on the full base year sample, researchers may produce their own with the SAS or SPSS-X cards provided, or consult the NELS:88 Base Year Student Component Data File User's Manual (NCES 90-464).

1.2 NELS:88 First Follow-Up Student File and Codebook.

First Follow-Up Student Data File. The first follow-up student file contains a record for all 20,706 participating and nonparticipating first follow-up sample members. These 20,706 sample members consist of 19,646 base year retained sample members and 1,060 freshened sample members. Of the 20,706 first follow-up sample members, 19,264 participated--18,221 as students and 1,043 as dropouts (1,442 sample members did not participate).

Included on the data file for the first follow-up student component, are 21 dropout questionnaire variables, as well as first follow-up weights, sample identification flags and composites for dropouts. The 21 dropout questionnaire items represent crucial variables for defining and classifying the in-school and out-of-school samples. These dropout questionnaire variables and composites together with student questionnaire variables and composites will provide the user with a complete picture of the full first follow-up sample and longitudinal cohort.

For users wishing to address more specific questions about the dynamics of dropping out, a separate dropout component data file has been produced. This file contains all the dropout questionnaire variables, along with first follow-up weights, sample identification flags and composites for the 1,043 first follow-up dropouts. A separate data file users manual is also available.

The record layout for the first follow-up student raw data file mirrors the layout of the base year file. That is, student questionnaire data appear first, followed by first follow-up weights, sample identification flags, composites, and new student supplement data[1].

The raw data file contains data for 546 questionnaire variables on the 18,221 participating students; 21 questionnaire variables on the 1,043 participating dropouts; and 12 sample identification flag variables, 66 composite variables (including cognitive test composite variables), and 66 new student supplement variables on all 20,706 participating and nonparticipating sample members. The questionnaire variables are ordered as they appeared as questions in the student questionnaire. Of the 546 student questionnaire variables, 21 are variables that also appeared as questions in both the first follow-up full and abbreviated dropout questionnaires. For these 21 variables, dropout data are included in with student data. Similarly, 53 of the 66 new student supplement variables also appeared as questions in the base year student questionnaire, thus, for these 53 variables, base year data are mapped into the new student supplement variables.

First Follow-up Codebook. Because all sample identification flags and most composites (when base year data were available for first follow-up nonparticipants) were created for both participants and nonparticipants, the first follow-up student codebook frequencies, and resulting, unweighted and weighted percentages reflect the entire first follow-up sample of 20,706 sample members. When reviewing frequencies for questionnaire variables, users should take note of a reserved code category labeled "NONRESPONDENTS AND DROPOUTS" followed by a frequency count of 2,485 (=1,422 nonrespondents and 1,043 dropouts). This code is displayed on every questionnaire variable that appeared in the student questionnaire but not in both the full and abbreviated versions of the dropout questionnaire (that is, only student data exists for this variable). For the 21 dropout variables mapped in with student data, the reserved code label of "NONRESPONDENTS" followed by a frequency count of 1,442 is displayed.

Because base year data were included with new student supplement data, frequency counts for these 66 variables follow the same logic as frequency counts for the questionnaire variables. For the 13 new student supplement variables that contain only new student supplement data and not base year data, the reserved code label of "BY (base year) RESPONDENTS NOT MAPPED" followed by the frequency count of 18,394 is displayed. For all other variables, base year data is included along with new student supplement data and a reserved code label of "BY AND 1FU NR (nonrespondents)" and frequency count of 1,199 is shown.

Codebook frequencies are based on the public use files. Users of the restricted files will find that the restricted use data deviate from the codebook frequencies for variables that were modified for confidentiality reasons.

---

[1] First time participants who were brought into the study through sample freshening or who were base year nonrespondents completed the new student supplement. The supplement contained questions that gathered basic demographic information about students and their families which were included in the base year questionnaires but were not repeated in the first follow-up.

For more information on the BY-F1 combined student data file, please see Chapter VII of the manual.

1.3 What Is Not Included On This Data File.

School Effects Augmentation. The data collected for the School Effects Augmentation is not included on this combined release but will be made available after the completion of the second follow-up with two waves of data (first follow-up and second follow-up data). For more information on the School Effects Augmentation, the reader should consult sections 1.3.4 and 4.7.3.

Base Year Ineligible Study. Data for the 343 base year ineligible sample members (out of a total sample of 674) who were found eligible to participate in the first follow-up are not included on this data tape; these data will be released on the combined BY-F1-F2 data file after the completion of NELS:88 second follow-up. Also not included on this data tape are the appropriate data and weights for deriving the expanded sample national dropout rate (see Appendix E).

For more information on the base year ineligible survey, the reader should consult sections 1.3.4, 3.4.4, 3.7, and 4.7.4.

Overlapping Student and Dropout Questionnaire Items. The first follow-up dropout questionnaire was designed to facilitate comparisons with the first follow-up student questionnaire. This item overlap permits researchers to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with dropouts.

Almost one-half (257) of the 546 student questionnaire items also appear on the dropout questionnaire. By design, however, approximately 25 percent of participating dropouts were administered an abbreviated version of the dropout questionnaire. This abbreviated document contained only 21 of the 257 overlapping student-dropout items. As such, only items that were completed by all dropout sample members (that is, items that were included on both the abbreviated and full versions of the dropout questionnaires) are included on this first follow-up student data file.

Overlapping student-dropout items not on this data file are included on the separate dropout component data file, and are accompanied by an additional questionnaire weight (in addition to the basic questionnaire weight) which adjusts for the fact that 25 percent of participating dropout sample members were not asked to answer a significant portion of the dropout items. When conducting analyses with items not in common to both versions of the dropout questionnaire, users must use this special nonresponse adjusted weight (as opposed to the panel or basic questionnaire weight) in order to generalize their findings to the first follow-up population of dropouts.

Standard classification information and some items of key policy relevance items were gathered in the abbreviated dropout questionnaire; more comprehensive information will be collected for these individuals in the second follow-up.

For more information on the dropout component, consult sections 2.2.2, 2.2.4, 4.7.2, Appendix E (for information on analyzing dropout data), Appendix F (for student-dropout overlapping items), and Appendix S (for a listing of items contained in the abbreviated dropout questionnaire). Also, please see the forthcoming user's manual for the dropout component data file.

II. Populations, Samples, Analyses, and Weights

The combined BY-F1 data file contains four samples--longitudinal cohort, nationally representative eighth and tenth grades, and the NELS:88 first follow-up cross-sectional sample (which is unique to the first follow-up). The four samples are designed to support three levels of analyses--cross-wave, cross-cohort, and cross-sectional.

When conducting a specific level of analysis, users must be careful to use the correct sample and corresponding weight. Table 1 provides a summary of the four basic NELS:88 samples, the populations they represent, the level of analyses they support, and the sample identification flag(s) and weight to invoke for specific analyses. Sample sizes presented in Table 1 reflect the number of sample members who participated.

III. Data Limitations

In addition to supporting multiple levels of analyses, NELS:88 is designed to support examination of specific policy-relevant subgroups. One such group is dropouts. For the NELS:88 longitudinal cohort, nearly 6.1 percent had dropped out of school by the spring term of 1990. NELS:88 also is designed to produce estimates for specific racial-ethnic subgroups. Hispanics and Asians were selected at a higher than normal rate in the base year and have been disproportionately retained in the first follow-up.

Users who are interested in conducting research on these subgroup populations are strongly encouraged to read specific sections on the limitations of the data which are presented elsewhere in the manual. For a discussion on biases caused by undercoverage of special populations, readers should consult section 3.7.1; for a discussion on defining and computing dropout rates, Appendix E should be consulted; for information on defining Asians, users should read Appendix I; and for insight on conducting trend analyses of HS&B sophomores and NELS:88 1990 sophomores, Appendix D should be reviewed.

Table 1. Summary of NELS:88 Populations, Samples, Level of Analyses, Sample Identification Flags, and Weights

Population of Interest	Sample and Sample N	Level of Analysis	Sample ID Flag	Weight
Longitudinal Cohort (Panel): The population of 1988 eighth graders two years later.	Base year retained sample members who completed both a base year and first follow-up questionnaire. N = 17,424. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross-wave, longitudinal level of analysis.	Select the panel (F1PANFLG = 1).	Use the panel weight (F1PNLWT).
Eight grade cross-section: The population of all students enrolled in the eighth grade in 1988.	Base year selected sample members who participated in the base year. N = 24,599. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross-sectional level of analysis	Use the base year student data file and select for BYQFLG = 1.	Use the base year questionnaire weight (BYQWT).

Table 1. (cont.) Summary of NELS:88 Populations, Samples, Level of Analyses, Sample Identification Flags, and Weights

Population of Interest	Sample and Sample N	Level of Analysis	Sample ID Flag	Weight
Tenth grade cross-section: The population of all students enrolled in the tenth grade in 1990.	Representative sample of students enrolled in tenth grade in the spring term of 1990. N=17,544. Includes freshened students and excludes dropouts and out-of-sequence sample members.	Cross-sectional analysis; Trend analyses with HS&B 1980 sophomores and F1 1990 sophomores.	Select for F1QFLG=1 and F1SEQFLG=0.	Use the first follow-up questionnaire weight (F1QWT).
First follow-up cross-section: The population of all first follow-up eligible persons who were either in the eighth grade during the 1987-1988 school year or were in the tenth grade during the 1989-1990 school year.	All first follow-up 1990 sample members; combines 1988-eligible eighth-grade cohort and 1990 tenth-grade freshened sample. N=19,264.		Select for F1STAT=0	Use the first follow-up questionnaire weight (F1QWT).

Appendix L

NELS:88 First Follow-Up Student Questionnaire Codebook

Warning: For the user's convenience, many first follow-up questionnaire variables were recoded to facilitate cross-wave (NELS:88 Base Year and first follow-up) and cross-cohort (NELS:88 first follow-up 1990 sophomores and HS&B 1980 sophomores) analyses. These recodes appear in the form of reordered item values. Codebook item values and value labels reflect these recodes. The first follow-up student and dropout questionnaires, and new student supplement in Appendices O, P, and Q, respectively, also document these recodes. Before program set-up, user's are advised to read the codebook entries carefully.

CODEBOOK

Question STU_ID — Tape Pos. 1-7, Format: I7

STU_ID = STUDENT PUBLIC RELEASE ID

Question SCH_ID — Tape Pos. 1-5, Format: I5

SCH_ID = SCHOOL PUBLIC RELEASE ID

Question SSTRATID — Tape Pos. 1-2, Format: I2

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

Note: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

PART 1 -- YOUR BACKGROUND

Question BYS2A — Tape Pos. 8-8, Format: I1

BYS2A IS MOTHER/FEMALE GUARDIAN LIVING

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	17030	97.7%	99.4%
NO.....	2	104	.6%	.6%
RESERVED CODES:				
MISSING.....	8	290	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS4 —

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 BYS4A — Tape Pos. 9-9, Format: I1

BYS4A MOTHER/FEMALE GUARDIAN EMPLOYMENT STATUS

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING (INCLUDING HOMEMAKER).....	1	15174	87.1%	88.3%
UNEMPLOYED.....	2	1522	8.7%	9.1%
RETIRED.....	3	151	.9%	.9%
DISABLED.....	4	259	1.5%	1.7%
RESERVED CODES:				
REFUSAL.....	7	38	.2%	(MISS)
MISSING.....	8	176	1.0%	(MISS)
LEGITIMATE SKIP.....	9	104	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

NELS:88 8TH GRADE QUESTIONNAIRE

Now answer questions 4B-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.

Question BYS4OCC — Tape Pos. 10-11, Format: I2

BYS4OCC 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?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent, data entry, receptionist.....	1	3525	20.2%	21.7%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter....	2	333	1.9%	1.9%
FARMER, FARM MANAGER.....	3	50	.3%	.3%
HOMEMAKER OR HOUSEWIFE ONLY...	4	3116	17.9%	16.4%
LABORER such as construction worker, car washer, sanitary worker, farm laborer.....	5	271	1.6%	1.9%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....	6	671	3.9%	3.7%
MILITARY such as career officer, enlisted man or woman in the Armed Forces.....	7	17	.1%	.1%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.....	8	1308	7.5%	7.3%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher.....	9	1001	5.7%	6.2%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher, veterinarian.....	10	187	1.1%	.8%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner...	11	265	1.5%	1.3%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter..	12	40	.2%	.2%
SALES such as salesperson, advertising or insurance agent, real estate broker, stockbroker.....	13	664	3.8%	4.0%
SCHOOL TEACHER such as elementary or secondary.....	14	997	5.7%	5.4%
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	3563	20.4%	21.3%
TECHNICAL such as draftsman, medical or dental technician, computer programmer, computer engineer, data processor.....	16	310	1.8%	1.8%
NEVER WORKED.....	17	69	.4%	.6%
DON'T KNOW.....	18	743	4.3%	4.9%
STUDENT.....	19	52	.3%	.3%
RESERVED CODES:				
MISSING.....	98	138	.8%	(MISS)
LEGITIMATE SKIP.....	99	104	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS5A — 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	16565	95.1%	96.6%
NO.....	2	553	3.2%	3.4%
RESERVED CODES:				
MISSING.....	8	306	1.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS7

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 BYS7A — 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	14996	86.1%	91.3%
UNEMPLOYED.....	2	608	3.5%	4.0%
RETIRED.....	3	301	1.7%	2.2%
DISABLED.....	4	390	2.2%	2.5%
RESERVED CODES:				
REFUSAL.....	7	251	1.4%	(MISS)
MISSING.....	8	325	1.9%	(MISS)
LEGITIMATE SKIP.....	9	553	3.2%	(MISS)
TOTALS:		17424	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 BYS7OCC — Tape Pos. 14-15, Format: I2

BYS7OCC 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	689	4.0%	4.3%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter....	2	2403	13.8%	14.6%
FARMER, FARM MANAGER.....	3	318	1.8%	1.8%
HOMEMAKER.....	4	29	.2%	.2%
LABORER such as construction worker, car washer, sanitary worker, farm laborer.....	5	1016	5.8%	6.5%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official.....	6	1634	9.4%	9.3%
MILITARY such as career officer, enlisted man or woman in the Armed Forces.....	7	253	1.5%	1.5%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.....	8	3345	19.2%	21.2%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher.....	9	1133	6.5%	6.3%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher, veterinarian.....	10	931	5.3%	3.9%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner..	11	644	3.7%	3.5%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter..	12	387	2.2%	2.6%
SALES such as salesperson, advertising or insurance agent, real estate broker, stockbroker.....	13	1085	6.2%	6.3%
SCHOOL TEACHER such as elementary or secondary.....	14	330	1.9%	2.0%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, babysitter, day care, preschool, cook, dental assistant, busboy, waitress, hostess.....	15	704	4.0%	4.1%
TECHNICAL such as draftsman, medical or dental technician, computer programmer, computer engineer, data processor.....	16	422	2.4%	2.6%
NEVER WORKED.....	17	84	.5%	.5%
DON'T KNOW.....	18	1267	7.3%	8.6%
STUDENT.....	19	10	.1%	.1%
RESERVED CODES:				
MISSING.....	98	187	1.1%	(MISS)
LEGITIMATE SKIP.....	99	553	3.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS8 — Tape Pos. 16-16, Format: I1

Which of the following people live in the same household with you? (MARK ALL THAT APPLY)

Question BYS8A

BYS8A R LIVES IN HOUSEHOLD WITH FATHER

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	12577	72.2%	69.5%
NO.....	2	4654	26.7%	30.5%
RESERVED CODES:				
REFUSAL.....	7	6	.0%	(MISS)
MISSING.....	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8B — 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	1871	10.7%	13.1%
NO.....	2	15360	88.2%	86.9%
RESERVED CODES:				
REFUSAL.....	7	6	.0%	(MISS)
MISSING.....	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8C — Tape Pos. 18-18, Format: I1

BYS8C R LIVES IN HOUSEHOLD WITH MOTHER

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	16021	91.9%	91.3%
NO.....	2	1210	6.9%	8.7%
RESERVED CODES:				
REFUSAL.....	7	6	.0%	(MISS)
MISSING.....	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8D — 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	764	4.4%	5.0%
NO.....	2	16467	94.5%	95.0%
RESERVED CODES:				
REFUSAL.....	7	6	.0%	(MISS)
MISSING.....	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8E — 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	10001	57.4%	56.7%
NO	2	7230	41.5%	43.3%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8F — 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	9158	52.6%	53.5%
NO	2	8073	46.3%	46.5%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8G — 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	1112	6.4%	6.9%
NO	2	16119	92.5%	93.1%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8H — 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	1090	6.3%	6.6%
NO	2	16141	92.6%	93.4%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS8I — Tape Pos. 24-24, Format: I1

BYS8I R LIVES IN HOUSEHOLD W/ NON-RELATIVE(S)

Non-relative(s) (children or adults)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	457	2.6%	2.7%
NO	2	16774	96.3%	97.3%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	187	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 8)

Question BYS12 — 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	8565	49.2%	50.2%
FEMALE	2	8715	50.0%	49.8%
RESERVED CODES:				
REFUSAL	7	6	.0%	(MISS)
MISSING	8	138	.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS14 — Tape Pos. 26-26, 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	14544	83.5%	87.9%
PRIVATE RELIGIOUS	2	1358	7.8%	8.0%
PRIVATE NON-RELIGIOUS	3	959	5.5%	1.7%
DON'T KNOW	4	320	1.8%	2.4%
RESERVED CODES:				
MISSING	8	243	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS15 — 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	13639	78.3%	77.0%
YES	2	3242	18.6%	23.0%
RESERVED CODES:				
MISSING	8	543	3.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS16

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	2400	13.8%	77.2%
PRIVATE RELIGIOUS	2	397	2.3%	11.1%
PRIVATE NON-RELIGIOUS	3	223	1.3%	4.5%
DON'T KNOW	4	229	1.3%	7.2%
RESERVED CODES:				
MISSING	8	536	3.1%	(MISS)
LEGITIMATE SKIP	9	13639	78.3%	(MISS)
TOTALS:		17424	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 BYS17

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	2608	15.0%	12.2%
NO	2	14708	84.4%	87.8%
RESERVED CODES:				
MISSING	8	108	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS18

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	532	3.1%	21.6%
SPANISH	2	1162	6.7%	51.7%
CHINESE	3	148	.8%	3.3%
JAPANESE	4	24	.1%	.6%
KOREAN	5	83	.5%	1.8%
FILIPINO LANGUAGE	6	80	.5%	2.8%
ITALIAN	7	31	.2%	1.7%
FRENCH	8	51	.3%	3.3%
GERMAN	9	43	.2%	1.7%
GREEK	10	13	.1%	.7%
POLISH	11	8	.0%	.3%
PORTUGUESE	12	16	.1%	.6%
OTHER (SPECIFY)	13	291	1.7%	9.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	28	.2%	(MISS)
MISSING	98	206	1.2%	(MISS)
LEGITIMATE SKIP	99	14708	84.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS19

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	764	4.4%	32.1%
I ALSO SPOKE:				
ENGLISH	1	867	5.0%	36.0%
SPANISH	2	451	2.6%	18.9%
CHINESE	3	58	.3%	1.1%
JAPANESE	4	10	.1%	.3%
KOREAN	5	25	.1%	.5%
FILIPINO LANGUAGE	6	24	.1%	.6%
ITALIAN	7	31	.2%	1.1%
FRENCH	8	53	.3%	2.1%
GERMAN	9	47	.3%	1.6%
GREEK	10	11	.1%	.5%
POLISH	11	9	.1%	.3%
PORTUGUESE	12	9	.1%	.3%
OTHER (SPECIFY)	13	116	.7%	4.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	62	.4%	(MISS)
MISSING	98	179	1.0%	(MISS)
LEGITIMATE SKIP	99	14708	84.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS20

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	16591	95.2%	97.8%
SPANISH	2	231	1.3%	1.6%
CHINESE	3	23	.1%	.1%
JAPANESE	4	2	.0%	.0%
KOREAN	5	10	.1%	.0%
FILIPINO LANGUAGE	6	13	.1%	.0%
ITALIAN	7	5	.0%	.0%
FRENCH	8	31	.2%	.2%
GERMAN	9	7	.0%	.0%
GREEK	10	2	.0%	.0%
POLISH	11	2	.0%	.0%
PORTUGUESE	12	4	.0%	.0%
OTHER (SPECIFY)	13	52	.3%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	166	1.0%	(MISS)
MISSING	98	285	1.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS21

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	3781	21.7%	17.9%
NO	2	13610	78.1%	82.1%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	32	.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS22 — Tape Pos. 37-38, Format: I2

BYS22 LANG USUALLY SPOKEN 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	1597	9.2%	43.8%
SPANISH	2	1261	7.2%	37.3%
CHINESE	3	129	.7%	2.0%
JAPANESE	4	18	.1%	.3%
KOREAN	5	62	.4%	.8%
FILIPINO LANGUAGE	6	114	.7%	2.6%
ITALIAN	7	55	.3%	1.3%
FRENCH	8	67	.4%	3.0%
GERMAN	9	43	.2%	1.2%
GREEK	10	15	.1%	.8%
POLISH	11	12	.1%	.3%
PORTUGUESE	12	16	.1%	.5%
OTHER (SPECIFY)	13	266	1.5%	6.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	37	.2%	(MISS)
REFUSAL	97	3	.0%	(MISS)
MISSING	98	119	.7%	(MISS)
LEGITIMATE SKIP	99	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS23 — 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	672	3.9%	19.7%
THE OTHER LANGUAGE SPOKEN IS:				
ENGLISH	1	1148	6.6%	32.1%
SPANISH	2	898	5.2%	24.7%
CHINESE	3	70	.4%	1.0%
JAPANESE	4	24	.1%	.4%
KOREAN	5	51	.3%	.8%
FILIPINO LANGUAGE	6	71	.4%	1.3%
ITALIAN	7	56	.3%	2.3%
FRENCH	8	194	1.1%	6.1%
GERMAN	9	113	.6%	3.5%
GREEK	10	16	.1%	.4%
POLISH	11	21	.1%	.5%
PORTUGUESE	12	16	.1%	.4%
OTHER (SPECIFY)	13	224	1.3%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	87	.5%	(MISS)
MISSING	98	153	.9%	(MISS)
LEGITIMATE SKIP	99	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS24 — 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	1690	9.7%	52.6%
CHINESE	3	159	.9%	3.1%
JAPANESE	4	28	.2%	.5%
KOREAN	5	85	.5%	1.4%
FILIPINO LANGUAGE	6	109	.6%	2.9%
ITALIAN	7	61	.4%	2.2%
FRENCH	8	193	1.1%	6.6%
GERMAN	9	94	.5%	3.0%
GREEK	10	23	.1%	1.1%
POLISH	11	15	.1%	.5%
PORTUGUESE	12	18	.1%	.6%
NOT APPLICABLE: I USE ONLY				
ENGLISH	13	317	1.8%	9.0%
OTHER (SPECIFY)	14	537	3.1%	16.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	477	2.7%	(MISS)
LEGITIMATE SKIP	99	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

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

Question BYS25

With regard to THAT LANGUAGE, how well do you do the following? (MARK ONE FOR EACH)

Question BYS25A — 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	1392	8.0%	37.5%
PRETTY WELL	2	991	5.7%	24.6%
WELL	3	632	3.6%	17.6%
NOT VERY WELL	4	567	3.3%	15.7%
NOT AT ALL	5	133	.8%	4.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	96	.6%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 25)

Question BYS25B — 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	958	5.5%	26.6%
PRETTY WELL	2	943	5.4%	24.5%
WELL	3	723	4.1%	18.5%
NOT VERY WELL	4	852	4.9%	24.0%
NOT AT ALL	5	222	1.3%	6.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	111	.6%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 25)

Question BYS25C — Tape Pos. 45-45, 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	684	3.9%	19.6%
PRETTY WELL	2	600	3.4%	15.9%
WELL	3	586	3.4%	17.1%
NOT VERY WELL	4	812	4.7%	21.1%
NOT AT ALL	5	1005	5.8%	26.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	125	.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 25)

Question BYS25D — 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	588	3.4%	16.8%
PRETTY WELL	2	516	3.0%	14.6%
WELL	3	503	2.9%	14.3%
NOT VERY WELL	4	790	4.5%	19.9%
NOT AT ALL	5	1295	7.4%	34.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	120	.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 25)

Question BYS26 —

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)

Question BYS26A — 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	1120	6.4%	31.3%
1/2 THE TIME	2	426	2.4%	10.6%
SOMETIMES	3	1270	7.3%	35.2%
NEVER	4	777	4.5%	20.1%
DOES NOT APPLY	5	94	.5%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	124	.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26B — 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	1409	8.1%	38.3%
1/2 THE TIME	2	625	3.6%	15.5%
SOMETIMES	3	1008	5.8%	27.6%
NEVER	4	547	3.1%	15.7%
DOES NOT APPLY	5	97	.6%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	123	.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26C — 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	922	5.3%	25.2%
1/2 THE TIME	2	441	2.5%	11.0%
SOMETIMES	3	1010	5.8%	29.6%
NEVER	4	1032	5.9%	26.6%
DOES NOT APPLY	5	253	1.5%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	152	.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26D — 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	1171	6.7%	32.0%
1/2 THE TIME	2	558	3.2%	14.2%
SOMETIMES	3	913	5.2%	26.2%
NEVER	4	732	4.2%	19.8%
DOES NOT APPLY	5	260	1.5%	7.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	175	1.0%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26E — 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	1732	9.9%	45.2%
1/2 THE TIME.....	2	463	2.7%	12.0%
SOMETIMES.....	3	481	2.8%	14.3%
NEVER.....	4	740	4.2%	21.2%
DOES NOT APPLY.....	5	240	1.4%	7.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	154	.9%	(MISS)
LEGITIMATE SKIP.....	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26F — 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	1698	9.7%	46.0%
1/2 THE TIME.....	2	354	2.0%	9.3%
SOMETIMES.....	3	460	2.6%	13.7%
NEVER.....	4	587	3.4%	16.1%
DOES NOT APPLY.....	5	547	3.1%	14.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.1%	(MISS)
MISSING.....	8	159	.9%	(MISS)
LEGITIMATE SKIP.....	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26G — 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	444	2.5%	14.3%
1/2 THE TIME.....	2	501	2.9%	14.5%
SOMETIMES.....	3	1100	6.3%	29.4%
NEVER.....	4	1367	7.8%	35.3%
DOES NOT APPLY.....	5	243	1.4%	6.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	154	.9%	(MISS)
LEGITIMATE SKIP.....	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26H — Tape Pos. 54-54, Format: I1

BYS26H HOW OFT SPEAKS LANG TO NEIGHBRHD FRIENDS

How often do YOU speak that language with your best friends in your neighborhood?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	334	1.9%	11.3%
1/2 THE TIME.....	2	300	1.7%	9.1%
SOMETIMES.....	3	979	5.6%	27.0%
NEVER.....	4	1865	10.7%	47.1%
DOES NOT APPLY.....	5	193	1.1%	5.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	141	.8%	(MISS)
LEGITIMATE SKIP.....	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS26I — Tape Pos. 55-55, Format: I1

BYS26I HOW OFTEN R SPEAKS LANG TO SCHL FRIENDS

How often do YOU speak that language with your best friends in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	1	327	1.9%	10.6%
1/2 THE TIME.....	2	288	1.7%	8.7%
SOMETIMES.....	3	1047	6.0%	29.9%
NEVER.....	4	1873	10.7%	46.6%
DOES NOT APPLY.....	5	148	.8%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	129	.7%	(MISS)
LEGITIMATE SKIP.....	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 26)

Question BYS27

How well do you do the following? (MARK ONE EACH)

Question BYS27A — Tape Pos. 56-56, Format: I1

BYS27A HOW WELL R UNDERSTANDS SPOKEN ENGLISH

How well do you understand spoken English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL.....	1	3203	18.4%	85.0%
PRETTY WELL.....	2	394	2.3%	11.1%
WELL.....	3	108	.6%	3.3%
NOT VERY WELL.....	4	27	.2%	.6%
RESERVED CODES:				
MISSING.....	8	82	.5%	(MISS)
LEGITIMATE SKIP.....	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 27)

Question BYS27B — Tape Pos. 57-57, Format: I1

BYS27B HOW WELL R SPEAKS ENGLISH

How well do you speak English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	2982	17.1%	79.3%
PRETTY WELL	2	562	3.2%	15.5%
WELL	3	148	.8%	4.5%
NOT VERY WELL	4	38	.2%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	83	.5%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 27)

Question BYS27C — Tape Pos. 58-58, Format: I1

BYS27C HOW WELL R READS ENGLISH

How well do you read English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	2994	17.2%	79.4%
PRETTY WELL	2	533	3.1%	15.0%
WELL	3	153	.9%	3.9%
NOT VERY WELL	4	49	.3%	1.7%
RESERVED CODES:				
MISSING	8	85	.5%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 27)

Question BYS27D — Tape Pos. 59-59, Format: I1

BYS27D HOW WELL R WRITES ENGLISH

How well do you write English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	2908	16.7%	76.8%
PRETTY WELL	2	591	3.4%	17.0%
WELL	3	175	1.0%	4.7%
NOT VERY WELL	4	54	.3%	1.5%
RESERVED CODES:				
MISSING	8	86	.5%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 27)

Question BYS28

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 EACH)

Question BYS28A1 — Tape Pos. 60-60, 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	2818	16.2%	89.9%
NO	2	344	2.0%	10.1%
RESERVED CODES:				
MISSING	8	652	3.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28A2 — Tape Pos. 61-61, 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	183	1.1%	5.4%
NO	2	2979	17.1%	94.6%
RESERVED CODES:				
MISSING	8	652	3.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28A3 — Tape Pos. 62-62, 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	185	1.1%	5.6%
NO	2	2977	17.1%	94.4%
RESERVED CODES:				
MISSING	8	652	3.7%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28B1 — Tape Pos. 63-63, 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	2527	14.5%	81.9%
NO	2	616	3.5%	18.1%
RESERVED CODES:				
MISSING	8	671	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28B2 — Tape Pos. 64-64, 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	112	.6%	3.2%
NO	2	3031	17.4%	96.8%
RESERVED CODES:				
MISSING	8	671	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28B3 — Tape Pos. 65-65, 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	517	3.0%	15.5%
NO	2	2626	15.1%	84.5%
RESERVED CODES:				
MISSING	8	671	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28C1 — 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	2763	15.9%	87.3%
NO	2	390	2.2%	12.7%
RESERVED CODES:				
MISSING	8	661	3.8%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28C2 — 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	190	1.1%	6.6%
NO	2	2963	17.0%	93.4%
RESERVED CODES:				
MISSING	8	661	3.8%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28C3 — 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	225	1.3%	7.4%
NO	2	2928	16.8%	92.6%
RESERVED CODES:				
MISSING	8	661	3.8%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28D1 — 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	2432	14.0%	79.3%
NO	2	704	4.0%	20.7%
RESERVED CODES:				
MISSING	8	678	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28D2 — 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	106	.6%	3.8%
NO	2	3030	17.4%	96.2%
RESERVED CODES:				
MISSING	8	678	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28D3 — 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	612	3.5%	17.4%
NO	2	2524	14.5%	82.6%
RESERVED CODES:				
MISSING	8	678	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28E1 — 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	1829	10.5%	59.7%
NO	2	1282	7.4%	40.3%
RESERVED CODES:				
MISSING	8	703	4.0%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28E2 — 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	290	1.7%	10.7%
NO	2	2821	16.2%	89.3%
RESERVED CODES:				
MISSING	8	703	4.0%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28E3 — 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	1010	5.8%	30.8%
NO	2	2101	12.1%	69.2%
RESERVED CODES:				
MISSING	8	703	4.0%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28F1 — 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	1865	10.7%	60.4%
NO	2	1267	7.3%	39.6%
RESERVED CODES:				
MISSING	8	682	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28F2 — 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	274	1.6%	10.6%
NO	2	2858	16.4%	89.4%
RESERVED CODES:				
MISSING	8	682	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS28F3 — 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	1007	5.8%	29.9%
NO	2	2125	12.2%	70.1%
RESERVED CODES:				
MISSING	8	682	3.9%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 28)

Question BYS29 — 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	580	3.3%	15.4%
NO	2	2816	16.2%	84.6%
RESERVED CODES:				
MISSING	8	418	2.4%	(MISS)
LEGITIMATE SKIP	9	13610	78.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS30

In which grade(s) were you enrolled in this type of program? (MARK ALL THAT APPLY)

Question BYS30A — 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	272	1.6%	45.8%
NO	2	320	1.8%	54.2%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30B — 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	237	1.4%	39.9%
NO	2	355	2.0%	60.1%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30C — 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	195	1.1%	33.7%
NO	2	397	2.3%	66.3%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30D — 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	147	.8%	21.5%
NO	2	445	2.6%	78.5%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30E — 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	133	.8%	23.1%
NO	2	459	2.6%	76.9%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30F — 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	120	.7%	20.6%
NO	2	472	2.7%	79.4%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30G — 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	85	.5%	12.3%
NO	2	507	2.9%	87.7%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

Question BYS30H — 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	72	.4%	10.4%
NO	2	520	3.0%	89.6%
RESERVED CODES:				
MISSING	8	406	2.3%	(MISS)
LEGITIMATE SKIP	9	16426	94.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 30)

PART 3 -- YOUR FAMILY

Question BYS31

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

Question BYS31A — 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	1030	5.9%	3.5%
HISPANIC, REGARDLESS OF RACE	2	2143	12.3%	10.4%
BLACK, NOT OF HISPANIC ORIGIN	3	1748	10.0%	13.3%
WHITE, NOT OF HISPANIC ORIGIN	4	11701	67.2%	68.8%
AMERICAN INDIAN OR ALASKAN NATIVE	5	626	3.6%	4.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	33	.2%	(MISS)
REFUSAL	7	31	.2%	(MISS)
MISSING	8	112	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

NELS:88 8TH GRADE QUESTIONNAIRE

Question BYS31B — 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	210	1.2%	15.6%
FILIPINO	2	189	1.1%	20.4%
JAPANESE	3	58	.3%	5.7%
KOREAN	4	139	.8%	9.9%
SOUTHEAST ASIAN (VIETNAMESE, LAOTIAN, CAMBODIAN/KAMPUCHEAN, THAI, ETC.)	5	166	1.0%	13.0%
PACIFIC ISLANDER (SAMOAN, GUAMANIAN, ETC.)	6	62	.4%	8.1%
SOUTH ASIAN (ASIAN INDIAN, PAKISTANI, BANGLADESHI, SRI LANKAN, ETC.)	7	89	.5%	8.9%
WEST ASIAN (IRANIAN, AFGHAN, TURKISH, ETC.)	8	26	.1%	3.1%
MIDDLE EASTERN (IRAQI, ISRAELI, LEBANESE, ETC.)	9	26	.1%	6.6%
OTHER ASIAN	10	70	.4%	8.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.0%	(MISS)
REFUSAL	97	36	.2%	(MISS)
MISSING	98	128	.7%	(MISS)
LEGITIMATE SKIP	99	16218	93.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS31C — 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	1412	8.1%	63.0%
CUBAN	2	95	.5%	4.6%
PUERTO RICAN	3	204	1.2%	11.0%
OTHER HISPANIC	4	418	2.4%	21.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	44	.3%	(MISS)
MISSING	8	143	.8%	(MISS)
LEGITIMATE SKIP	9	15105	86.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS31D — 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	92	.5%	5.4%
WHITE HISPANIC	2	1302	7.5%	61.8%
OTHER HISPANIC	3	727	4.2%	32.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	39	.2%	(MISS)
MISSING	8	158	.9%	(MISS)
LEGITIMATE SKIP	9	15105	86.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS32 — 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	1119	6.4%	6.3%
ONE	1	5662	32.5%	31.2%
TWO	2	4625	26.5%	26.7%
THREE	3	2574	14.8%	15.6%
FOUR	4	1375	7.9%	8.4%
FIVE	5	747	4.3%	4.5%
SIX OR MORE	6	1204	6.9%	7.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	19	.1%	(MISS)
MISSING	98	99	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS33 — 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	6532	37.5%	37.8%
ONE	1	5291	30.4%	30.8%
TWO	2	2582	14.8%	14.1%
THREE	3	1267	7.3%	7.8%
FOUR	4	653	3.7%	4.0%
FIVE	5	374	2.1%	2.2%
SIX OR MORE	6	531	3.0%	3.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	190	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS34

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

Question BYS34A — 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	2468	14.2%	14.5%
GRADUATED FROM HIGH SCHOOL OR EQUIVALENT (GED).....	2	4548	26.1%	28.2%
AFTER GRADUATING FROM HIGH SCHOOL, ATTENDED A VOCATIONAL SCHOOL, A JUNIOR COLLEGE, A COMMUNITY COLLEGE, OR ANOTHER TYPE OF TWO-YEAR SCHOOL.....	3	1609	9.2%	9.7%
AFTER GRADUATING FROM HIGH SCHOOL, WENT TO COLLEGE BUT DID NOT COMPLETE A FOUR-YEAR DEGREE.....	4	1212	7.0%	7.6%
GRADUATED FROM COLLEGE.....	5	2439	14.0%	13.4%
MASTER'S DEGREE OR EQUIVALENT.	6	1411	8.1%	7.3%
PH.D., M.D., OR OTHER ADVANCED PROFESSIONAL DEGREE.....	7	1027	5.9%	4.1%
DON'T KNOW.....	8	2417	13.9%	15.2%
RESERVED CODES:				
REFUSAL.....	97	77	.4%	(MISS)
MISSING.....	98	216	1.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 34)

Question BYS34B — 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	2514	14.4%	14.6%
GRADUATED FROM HIGH SCHOOL OR EQUIVALENT (GED).....	2	5498	31.6%	33.7%
AFTER GRADUATING FROM HIGH SCHOOL, ATTENDED A VOCATIONAL SCHOOL, A JUNIOR COLLEGE, A COMMUNITY COLLEGE, OR ANOTHER TYPE OF TWO-YEAR SCHOOL.....	3	1855	10.6%	11.5%
AFTER GRADUATING FROM HIGH SCHOOL, WENT TO COLLEGE BUT DID NOT COMPLETE A FOUR-YEAR DEGREE.....	4	1403	8.1%	8.7%
GRADUATED FROM COLLEGE.....	5	2390	13.7%	12.0%
MASTER'S DEGREE OR EQUIVALENT.	6	1266	7.3%	6.0%
PH.D., M.D., OR OTHER ADVANCED PROFESSIONAL DEGREE.....	7	428	2.5%	2.2%
DON'T KNOW.....	8	1917	11.0%	11.5%
RESERVED CODES:				
REFUSAL.....	97	42	.2%	(MISS)
MISSING.....	98	111	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 34)

Question BYS35 —

Which of the following does your family have in your home? (MARK ONE EACH)

Question BYS35A — 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	7017	40.3%	40.3%
DO NOT HAVE.....	2	9853	56.5%	59.7%
RESERVED CODES:				
MISSING.....	8	554	3.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35B — 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	12641	72.5%	72.8%
DO NOT HAVE.....	2	4364	25.0%	27.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
MISSING.....	8	418	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35C — 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	12910	74.1%	75.1%
DO NOT HAVE.....	2	4074	23.4%	24.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	437	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35D — Tape Pos. 103-103, Format: I1

BYS35D R'S FAMILY HAS AN ENCYCLOPEDIA

An encyclopedia

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE.....	1	13627	78.2%	79.8%
DO NOT HAVE.....	2	3372	19.4%	20.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	421	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35E — Tape Pos. 104-104, Format: I1

BYS35E R'S FAMILY HAS AN ATLAS

An atlas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	11849	68.0%	68.6%
DO NOT HAVE	2	4996	28.7%	31.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	577	3.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35F — Tape Pos. 105-105, Format: I1

BYS35F R'S FAMILY HAS A DICTIONARY

A dictionary

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16760	96.2%	97.7%
DO NOT HAVE	2	351	2.0%	2.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	307	1.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35G — Tape Pos. 106-106, Format: I1

BYS35G R'S FAMILY HAS A TYPEWRITER

Typewriter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	12454	71.5%	72.1%
DO NOT HAVE	2	4481	25.7%	27.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	486	2.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35H — Tape Pos. 107-107, Format: I1

BYS35H R'S FAMILY HAS A COMPUTER

Computer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	7391	42.4%	42.6%
DO NOT HAVE	2	9341	53.6%	57.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	688	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35I — 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	9998	57.4%	57.7%
DO NOT HAVE	2	6848	39.3%	42.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	576	3.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35J — 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	14887	85.4%	86.7%
DO NOT HAVE	2	2143	12.3%	13.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	393	2.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35K — 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	16187	92.9%	94.6%
DO NOT HAVE	2	892	5.1%	5.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	342	2.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35L — 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	14098	80.9%	82.4%
DO NOT HAVE	2	2898	16.6%	17.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	424	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35M — 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	15246	87.5%	88.6%
DO NOT HAVE	2	1742	10.0%	11.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	433	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35N — Tape Pos. 113-113, Format: I1

BYS35N R'S FAMILY HAS A VCR

VCR

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	14456	83.0%	83.7%
DO NOT HAVE	2	2582	14.8%	16.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	381	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35O — 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	16259	93.3%	95.0%
DO NOT HAVE	2	785	4.5%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	377	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS35P — 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	14052	80.6%	82.0%
DO NOT HAVE	2	3025	17.4%	18.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	342	2.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 35)

Question BYS36

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 BYS36A — Tape Pos. 116-116, 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	2297	13.2%	15.2%
ONCE OR TWICE	2	8004	45.9%	47.0%
3 OR MORE TIMES	3	6831	39.2%	37.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	290	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 36)

Question BYS36B — 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	1452	8.3%	9.2%
ONCE OR TWICE	2	5633	32.3%	33.9%
3 OR MORE TIMES	3	10086	57.9%	56.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	250	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 36)

Question BYS36C — 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	1888	10.8%	12.1%
ONCE OR TWICE	2	6079	34.9%	35.8%
3 OR MORE TIMES	3	9189	52.7%	52.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	266	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 36)

NELS:88 8TH GRADE QUESTIONNAIRE

Question BYS37

Since the beginning of this school year, has either of your parents or guardians done any of the following? (MARK ONE EACH)

Question BYS37A — 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	8687	49.9%	49.4%
NO	2	6361	36.5%	38.7%
DON'T KNOW	3	2010	11.5%	12.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	364	2.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 37)

Question BYS37B — 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	9906	56.9%	59.6%
NO	2	5220	30.0%	29.3%
DON'T KNOW	3	1987	11.4%	11.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	310	1.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 37)

Question BYS37C — 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	4796	27.5%	29.1%
NO	2	11242	64.5%	65.8%
DON'T KNOW	3	904	5.2%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	477	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 37)

Question BYS37D — 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	10963	62.9%	62.0%
NO	2	5657	32.5%	34.8%
DON'T KNOW	3	499	2.9%	3.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	303	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 37)

Question BYS38

How often do your parents or guardians do the following? (MARK ONE EACH)

Question BYS38A — 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	7603	43.6%	44.8%
SOMETIMES	2	5043	28.9%	29.4%
RARELY	3	2954	17.0%	16.3%
NEVER	4	1707	9.8%	9.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	115	.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 38)

Question BYS38B — 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	11330	65.0%	67.7%
SOMETIMES	2	4233	24.3%	22.8%
RARELY	3	1343	7.7%	7.5%
NEVER	4	396	2.3%	2.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	115	.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 38)

Question BYS38C

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	2558	14.7%	13.7%
SOMETIMES	2	4100	23.5%	23.2%
RARELY	3	4521	25.9%	26.5%
NEVER	4	6095	35.0%	36.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	149	.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 38)

Question BYS38D

Tape Pos. 126-126
Format: I1

BYS38D HOW OFTN PRNTS LIMIT GOING OUT WTH FRNDS

Limit the amount of time for going out with friends on school nights

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	7284	41.8%	42.5%
SOMETIMES	2	5326	30.6%	31.2%
RARELY	3	2757	15.8%	15.6%
NEVER	4	1888	10.8%	10.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	168	1.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 38)

Question BYS39

Are the following statements mostly true for you and your parents, or mostly false for you and your parents? (MARK ONE EACH)

Question BYS39A

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	13690	78.6%	78.3%
FALSE	2	3564	20.5%	21.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	164	.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 39)

Question BYS39B

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	4855	27.9%	28.7%
FALSE	2	12370	71.0%	71.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	198	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 39)

Question BYS39C

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	3721	21.4%	21.2%
FALSE	2	13472	77.3%	78.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	223	1.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 39)

Question BYS40

Are any of the following people at home when you return home from school? (MARK ONE EACH)

Question BYS40A

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	8423	48.3%	47.9%
SOMETIMES	2	3446	19.8%	21.3%
RARELY	3	2840	16.3%	16.8%
NEVER	4	2321	13.3%	13.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	391	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40B — 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	2583	14.8%	15.7%
SOMETIMES	2	3903	22.4%	22.5%
RARELY	3	5027	28.9%	29.2%
NEVER	4	5233	30.0%	32.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	672	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40C — 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	1575	9.0%	10.3%
SOMETIMES	2	1729	9.9%	11.2%
RARELY	3	3042	17.5%	18.7%
NEVER	4	9650	55.4%	59.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1420	8.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40D — 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	773	4.4%	5.0%
SOMETIMES	2	381	2.2%	2.5%
RARELY	3	381	2.2%	1.9%
NEVER	4	14333	82.3%	90.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1551	8.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40E — 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	877	5.0%	6.1%
SOMETIMES	2	1081	6.2%	6.9%
RARELY	3	1802	10.3%	11.5%
NEVER	4	12128	69.6%	75.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1528	8.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40F — 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	3277	18.8%	19.7%
SOMETIMES	2	2847	16.3%	17.1%
RARELY	3	1643	9.4%	10.0%
NEVER	4	8443	48.5%	53.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1206	6.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40G — 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	5157	29.6%	31.3%
SOMETIMES	2	1303	7.5%	7.9%
RARELY	3	933	5.4%	5.7%
NEVER	4	8741	50.2%	55.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1288	7.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS40H 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	2732	15.7%	17.9%
SOMETIMES	2	3645	20.9%	23.2%
RARELY	3	5048	29.0%	31.6%
NEVER	4	4529	26.0%	27.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1463	8.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 40)

Question BYS41 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	0	2347	13.5%	13.2%
LESS THAN 1 HOUR	1	5676	32.6%	32.4%
1-2 HOURS	2	4742	27.2%	28.5%
2-3 HOURS	3	2129	12.2%	12.5%
MORE THAN 3 HRS	4	2198	12.6%	13.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.1%	(MISS)
MISSING	8	322	1.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS42A 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	540	3.1%	3.3%
LESS THAN ONE HOUR A DAY	1	1421	8.2%	8.6%
1-2 HOURS	2	3628	20.8%	22.4%
2-3 HOURS	3	3603	20.7%	22.6%
3-4 HOURS	4	2775	15.9%	18.2%
4-5 HOURS	5	1795	10.3%	11.4%
OVER 5 HRS A DAY	6	1970	11.3%	13.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1193	6.8%	(MISS)
MISSING	98	499	2.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS42B 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	581	3.3%	4.1%
LESS THAN ONE HOUR A DAY	1	938	5.4%	6.2%
1-2 HOURS	2	1973	11.3%	12.8%
2-3 HOURS	3	2723	15.6%	16.8%
3-4 HOURS	4	2770	15.9%	17.3%
4-5 HOURS	5	2507	14.4%	16.8%
OVER 5 HOURS A DAY	6	3887	22.3%	26.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1193	6.8%	(MISS)
MISSING	98	852	4.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS43 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	16141	92.6%	93.8%
1 TO 5 CIGARETTES A DAY	1	592	3.4%	3.8%
ABOUT 1/2 PACK A DAY	2	208	1.2%	1.5%
MORE THAN 1/2 PACK BUT LESS THAN 2 PACKS A DAY	3	97	.6%	.6%
TWO PACKS A DAY OR MORE	4	50	.3%	.3%
RESERVED CODES:				
MISSING	8	336	1.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

PART 4 - YOUR OPINIONS ABOUT YOURSELF

Question BYS44

How do you feel about the following statements? (MARK ONE EACH)

Question BYS44A 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	6211	35.6%	36.1%
AGREE	2	9789	56.2%	56.7%
DISAGREE	3	1101	6.3%	6.3%
STRONGLY DISAGREE	4	157	.9%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	14	.1%	(MISS)
MISSING	8	152	.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44B — Tape Pos. 145-145, 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	836	4.8%	5.4%
AGREE	2	2472	14.2%	14.2%
DISAGREE	3	8276	47.5%	47.5%
STRONGLY DISAGREE	4	5656	32.5%	32.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	27	.2%	(MISS)
MISSING	8	157	.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44C — Tape Pos. 146-146, 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	526	3.0%	3.0%
AGREE	2	1386	8.0%	8.4%
DISAGREE	3	8049	46.2%	46.4%
STRONGLY DISAGREE	4	7230	41.5%	42.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	23	.1%	(MISS)
MISSING	8	210	1.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44D — 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	7027	40.3%	40.5%
AGREE	2	8726	50.1%	51.2%
DISAGREE	3	1080	6.2%	6.7%
STRONGLY DISAGREE	4	237	1.4%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	351	2.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44E — 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	6850	39.3%	39.6%
AGREE	2	8963	51.4%	52.5%
DISAGREE	3	1153	6.6%	6.9%
STRONGLY DISAGREE	4	171	1.0%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	21	.1%	(MISS)
MISSING	8	266	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44F — Tape Pos. 149-149, Format: I1

BYS44F EVERY TIME I GET AHEAD SOMETHNG STOPS ME

Every time I try to get ahead, something or somebody stops me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	982	5.6%	6.3%
AGREE	2	3610	20.7%	21.2%
DISAGREE	3	9727	55.8%	55.6%
STRONGLY DISAGREE	4	2890	16.6%	16.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	207	1.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44G — 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	856	4.9%	5.6%
AGREE	2	2400	13.8%	13.9%
DISAGREE	3	9051	51.9%	52.9%
STRONGLY DISAGREE	4	4899	28.1%	27.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	13	.1%	(MISS)
MISSING	8	205	1.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44H — 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	5942	34.1%	34.0%
AGREE	2	9208	52.8%	53.8%
DISAGREE	3	1675	9.6%	10.4%
STRONGLY DISAGREE	4	302	1.7%	1.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	23	.1%	(MISS)
MISSING	8	274	1.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44I — 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	1431	8.2%	8.4%
AGREE	2	7133	40.9%	41.7%
DISAGREE	3	6164	35.4%	36.0%
STRONGLY DISAGREE	4	2367	13.6%	13.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	321	1.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44J — 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	1319	7.6%	7.8%
AGREE	2	5540	31.8%	32.5%
DISAGREE	3	6138	35.2%	35.0%
STRONGLY DISAGREE	4	4135	23.7%	24.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	26	.1%	(MISS)
MISSING	8	266	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44K — 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	3551	20.4%	20.4%
AGREE	2	10171	58.4%	59.1%
DISAGREE	3	3013	17.3%	18.0%
STRONGLY DISAGREE	4	418	2.4%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	23	.1%	(MISS)
MISSING	8	248	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44L — 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	605	3.5%	3.6%
AGREE	2	1704	9.8%	10.0%
DISAGREE	3	7092	40.7%	41.1%
STRONGLY DISAGREE	4	7761	44.5%	45.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	253	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

Question BYS44M — Tape Pos. 156-156, 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	1668	9.6%	9.8%
AGREE	2	4827	27.7%	28.2%
DISAGREE	3	7094	40.7%	40.8%
STRONGLY DISAGREE	4	3625	20.8%	21.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	199	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 44)

PART 5 - YOUR PLANS FOR THE FUTURE

Question BYS45 — 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	229	1.3%	1.5%
WILL GRADUATE FROM HIGH SCHOOL BUT WON'T GO ANY FURTHER	2	1625	9.3%	10.2%
WILL GO TO VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	1475	8.5%	9.4%
WILL ATTEND COLLEGE	4	2165	12.4%	13.1%
WILL GRADUATE FROM COLLEGE	5	7412	42.5%	43.5%
WILL ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATING FROM COLLEGE	6	4383	25.2%	22.3%
RESERVED CODES:				
MISSING	98	135	.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS46 — 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	14448	82.9%	82.7%
I'LL PROBABLY GRADUATE	2	2545	14.6%	15.6%
I PROBABLY WON'T GRADUATE	3	155	.9%	1.1%
VERY SURE I WON'T GRADUATE	4	107	.6%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	166	1.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS47 — 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 WILL	1	10825	62.1%	60.9%
I'LL PROBABLY GO	2	4820	27.7%	30.2%
I PROBABLY WON'T GO	3	1011	5.8%	6.3%
VERY SURE I WON'T GO	4	402	2.3%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	258	1.5%	(MISS)
LEGITIMATE SKIP	9	107	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS48

How far in school do you think your father and your mother want you to get?

Question BYS48A — 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	136	.8%	.9%
GRADUATE FROM HIGH SCHOOL, BUT NOT GO ANY FURTHER	2	786	4.5%	5.0%
GO TO VOCATIONAL, TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	912	5.2%	6.5%
ATTEND COLLEGE	4	1432	8.2%	9.8%
GRADUATE FROM COLLEGE	5	7131	40.9%	44.2%
ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATING FROM COLLEGE	6	4247	24.4%	24.3%
DON'T KNOW	7	1442	8.3%	9.3%
RESERVED CODES:				
MISSING	98	1338	7.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 48)

Question BYS48B — 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	118	.7%	.9%
GRADUATE FROM HIGH SCHOOL, BUT NOT GO ANY FURTHER	2	766	4.4%	4.9%
GO TO VOCATIONAL, TRADE OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	875	5.0%	6.1%
ATTEND COLLEGE	4	1501	8.6%	9.8%
GRADUATE FROM COLLEGE	5	7550	43.3%	46.3%
ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATING FROM COLLEGE	6	4409	25.3%	25.5%
DON'T KNOW	7	1059	6.1%	6.5%
RESERVED CODES:				
MISSING	98	1146	6.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 48)

Question BYS49 — 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	5373	30.8%	28.9%
VOCATIONAL, TECHNICAL, OR BUSINESS AND CAREER	2	2880	16.5%	17.5%
GENERAL HIGH SCHOOL PROGRAM	3	2468	14.2%	15.0%
OTHER SPECIALIZED HIGH SCHOOL (SUCH AS FINE ARTS)	4	892	5.1%	5.5%
OTHER	5	1242	7.1%	7.6%
DON'T KNOW	6	4218	24.2%	25.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	98	.6%	(MISS)
MISSING	98	253	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS50

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

Question BYS50A — 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	4208	24.2%	26.6%
ONCE OR TWICE	1	7315	42.0%	43.0%
THREE OR MORE TIMES	2	5395	31.0%	30.5%
RESERVED CODES:				
MISSING	8	506	2.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 50)

Question BYS50B — 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	1826	10.5%	11.1%
ONCE OR TWICE	1	6418	36.8%	37.4%
3 OR MORE TIMES	2	8849	50.8%	51.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	329	1.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 50)

Question BYS50C — 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	10601	60.8%	64.5%
ONCE OR TWICE	1	4981	28.6%	29.8%
3 OR MORE TIMES	2	947	5.4%	5.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	888	5.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 50)

Question BYS50D — Tape Pos. 170-170, Format: I1

BYS50D TALK TO TEACHERS ABOUT PLANNNG H.S. PROG

Teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	0	8808	50.6%	53.9%
ONCE OR TWICE	1	6530	37.5%	38.2%
3 OR MORE TIMES	2	1273	7.3%	7.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	807	4.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 50)

Question BYS50E — Tape Pos. 171-171, Format: I1

BYS50E TALK TO RELATVS ABOUT PLANNING H.S. PROG

Other adult relatives or friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	0	6091	35.0%	34.9%
ONCE OR TWICE	1	7451	42.8%	45.1%
3 OR MORE TIMES	2	3257	18.7%	20.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	622	3.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 50)

Question BYS50F — Tape Pos. 172-172, Format: I1

BYS50F 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	2193	12.6%	12.7%
ONCE OR TWICE	1	7328	42.1%	43.4%
3 OR MORE TIMES	2	7468	42.9%	43.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	433	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 50)

Question BYS51

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)

Question BYS51AA — Tape Pos. 173-173, Format: I1

BYS51AA 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	6514	37.4%	37.8%
NO	2	10713	61.5%	62.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	15	.1%	(MISS)
MISSING	8	180	1.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51AB — Tape Pos. 174-174, Format: I1

BYS51AB 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	7232	41.5%	41.3%
NO	2	9913	56.9%	58.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	22	.1%	(MISS)
MISSING	8	254	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51AC — Tape Pos. 175-175, Format: I1

BYS51AC 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	9025	51.8%	54.2%
NO	2	8129	46.7%	45.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	28	.2%	(MISS)
MISSING	8	239	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51BA — 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	3315	19.0%	20.2%
NO	2	13795	79.2%	79.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	23	.1%	(MISS)
MISSING	8	290	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51BB — 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	3986	22.9%	24.0%
NO	2	13062	75.0%	76.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	25	.1%	(MISS)
MISSING	8	347	2.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51BC — 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	10500	60.3%	62.4%
NO	2	6655	38.2%	37.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	12	.1%	(MISS)
REFUSAL	7	21	.1%	(MISS)
MISSING	8	236	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51CA — 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	3704	21.3%	22.1%
NO	2	13319	76.4%	77.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	27	.2%	(MISS)
MISSING	8	369	2.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51CB — 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	10502	60.3%	61.6%
NO	2	6664	38.2%	38.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	21	.1%	(MISS)
MISSING	8	233	1.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51CC — 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	8085	46.4%	48.8%
NO	2	8952	51.4%	51.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	31	.2%	(MISS)
MISSING	8	351	2.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51DA — Tape Pos. 182-182, Format: I1

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	6966	40.0%	39.7%
NO	2	10088	57.9%	60.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	26	.1%	(MISS)
MISSING	8	339	1.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51DB — Tape Pos. 183-183, Format: I1

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	7759	44.5%	43.8%
NO	2	9214	52.9%	56.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
REFUSAL	7	20	.1%	(MISS)
MISSING	8	423	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51DC — Tape Pos. 184-184, Format: I1

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	9509	54.6%	55.8%
NO	2	7446	42.7%	44.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	35	.2%	(MISS)
MISSING	8	429	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51EA — Tape Pos. 185-185, Format: I1

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	1833	10.5%	11.1%
NO	2	15001	86.1%	88.9%
RESERVED CODES:				
REFUSAL	7	30	.2%	(MISS)
MISSING	8	560	3.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51FA — 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	2289	13.1%	14.8%
NO	2	14455	83.0%	85.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	27	.2%	(MISS)
MISSING	8	651	3.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51EB — Tape Pos. 186-186, Format: I1

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	11305	64.9%	65.3%
NO	2	5709	32.8%	34.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
REFUSAL	7	20	.1%	(MISS)
MISSING	8	384	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51FB — 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	3513	20.2%	22.5%
NO	2	13194	75.7%	77.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	34	.2%	(MISS)
MISSING	8	676	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51EC — Tape Pos. 187-187, Format: I1

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	10335	59.3%	62.0%
NO	2	6581	37.8%	38.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	39	.2%	(MISS)
MISSING	8	465	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51FC — 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	4618	26.5%	28.7%
NO	2	12125	69.6%	71.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	35	.2%	(MISS)
MISSING	8	639	3.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51GA — 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	1666	9.6%	10.1%
NO	2	15412	88.5%	89.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	29	.2%	(MISS)
MISSING	8	316	1.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51GB — 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	2032	11.7%	12.3%
NO	2	14976	86.0%	87.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	27	.2%	(MISS)
MISSING	8	388	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51GC — 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	2790	16.0%	16.9%
NO	2	14239	81.7%	83.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
REFUSAL	7	30	.2%	(MISS)
MISSING	8	359	2.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51HA — Tape Pos. 194-194, 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	2897	16.6%	18.4%
NO	2	14142	81.2%	81.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	25	.1%	(MISS)
MISSING	8	359	2.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51HB — Tape Pos. 195-195, 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	1777	10.2%	10.6%
NO	2	15160	87.0%	89.4%
RESERVED CODES:				
REFUSAL	7	30	.2%	(MISS)
MISSING	8	457	2.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS51HC — Tape Pos. 196-196, 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	6009	34.5%	36.4%
NO	2	11051	63.4%	63.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
REFUSAL	7	27	.2%	(MISS)
MISSING	8	329	1.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 51)

Question BYS52 — Tape Pos. 197-198, 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	682	3.9%	4.3%
FARMER OR FARM MANAGER.....	2	149	.9%	.9%
HOUSEWIFE/HOMEMAKER.....	3	379	2.2%	2.4%
LABORER OR FARM WORKER such as farm hand, garbage collector car washer, construction worker.....	4	78	.4%	.9%
MILITARY, POLICE, OR SECURITY OFFICER such as career officer or enlisted person in the armed forces, police officer, security guard, firefighter, detective.....	5	1487	8.5%	9.5%
PROFESSIONAL, BUSINESS, OR MANAGERIAL such as professor, teacher, librarian, nurse, doctor, dentist, restaurant manager, buyer, business executive.....	6	5137	29.5%	28.9%
OWNING a business or service establishment.....	7	1041	6.0%	5.9%
TECHNICAL such as draftsman, medical or dental technician, computer programmer.....	8	1001	5.7%	5.8%
SALESPERSON, CLERICAL OR OFFICE WORKER such as sales clerk, real estate agent, newsstand operator, data entry clerk, secretary, bank teller.	9	485	2.8%	3.1%
SCIENCE OR ENGINEERING PROFESSIONAL such as engineer or scientist.....	10	1087	6.2%	5.7%
SERVICE WORKER such as waiter, hairdresser, worker in fast food establishment, cook, janitor, beautician, childcare worker.....	11	785	4.5%	4.8%
OTHER.....	12	2743	15.7%	17.1%
NOT WORKING.....	13	33	.2%	.2%
DON'T KNOW.....	14	1782	10.2%	10.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	285	1.6%	(MISS)
MISSING.....	98	270	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

PART 6 - YOUR JOBS AND CHORES

Question BYS53 — Tape Pos. 199-199, 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	5357	30.7%	30.2%
UP TO 4 HOURS.....	1	6076	34.9%	34.6%
5-10 HOURS.....	2	3461	19.9%	20.6%
11-20 HOURS.....	3	1281	7.4%	8.3%
21 OR MORE HOURS A WEEK.....	4	980	5.6%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	263	1.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS54 — 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	3330	19.1%	19.4%
LAWN WORK.....	1	2412	13.8%	14.5%
WAITER OR WAITRESS.....	2	219	1.3%	1.7%
NEWSPAPER ROUTE.....	3	867	5.0%	5.3%
BABYSITTING OR CHILD CARE.....	4	5421	31.1%	32.9%
FARM OR AGRICULTURAL WORK.....	5	719	4.1%	4.7%
OTHER MANUAL LABOR.....	6	650	3.7%	3.6%
STORE CLERK, SALESPERSON.....	7	331	1.9%	2.2%
OFFICE OR CLERICAL.....	8	182	1.0%	.8%
ODD JOBS.....	9	836	4.8%	5.1%
OTHER.....	10	1512	8.7%	9.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	612	3.5%	(MISS)
MISSING.....	98	333	1.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

PART 7 - YOUR SCHOOL LIFE

Question BYS55

During the first semester of the current school year, has any of the following things happened to you? (MARK ONE EACH)

Question BYS55A — 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	12164	69.8%	67.7%
ONCE OR TWICE.....	1	3530	20.3%	22.7%
MORE THAN TWICE.....	2	1489	8.5%	9.7%
RESERVED CODES:				
MISSING.....	8	241	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 55)

Question BYS55B — 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	15518	89.1%	89.5%
ONCE OR TWICE.....	1	1268	7.3%	8.1%
MORE THAN TWICE.....	2	344	2.0%	2.4%
RESERVED CODES:				
MISSING.....	8	294	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 55)

Question BYS55C — 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	15371	88.2%	88.3%
ONCE OR TWICE	1	1357	7.8%	8.9%
MORE THAN TWICE	2	397	2.3%	2.9%
RESERVED CODES:				
MISSING	8	299	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 55)

Question BYS55D — 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	11198	64.3%	62.8%
ONCE OR TWICE	1	4773	27.4%	29.6%
MORE THAN TWICE	2	1168	6.7%	7.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	283	1.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 55)

Question BYS55E — 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	13767	79.0%	78.2%
ONCE OR TWICE	1	2458	14.1%	15.8%
MORE THAN TWICE	2	904	5.2%	6.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	294	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 55)

Question BYS55F — 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	13669	78.4%	77.2%
ONCE OR TWICE	1	2696	15.5%	17.5%
MORE THAN TWICE	2	767	4.4%	5.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	290	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 55)

Question BYS56

How do you think other students in your classes see you?
(MARK ONE EACH)

Question BYS56A — 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	2781	16.0%	17.0%
SOMEWHAT	2	11105	63.7%	65.5%
NOT AT ALL	3	2882	16.5%	17.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	651	3.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 56)

Question BYS56B — 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	4521	25.9%	26.8%
SOMEWHAT	2	8181	47.0%	48.2%
NOT AT ALL	3	4036	23.2%	25.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	682	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 56)

Question BYS56C — 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	6296	36.1%	35.7%
SOMEWHAT	2	9288	53.3%	55.6%
NOT AT ALL	3	1299	7.5%	8.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	535	3.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 56)

Question BYS56D — Tape Pos. 211-211, Format: I1

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	3401	19.5%	20.2%
SOMEWHAT	2	11013	63.2%	65.6%
NOT AT ALL	3	2267	13.0%	14.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	741	4.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 56)

Question BYS56E — 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	793	4.6%	5.1%
SOMEWHAT	2	3676	21.1%	22.8%
NOT AT ALL	3	12244	70.3%	72.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	709	4.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 56)

Question BYS57

During the first semester of the current school year, how many times have any of the following things happened to you? (MARK ONE EACH)

Question BYS57A — 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	8685	49.8%	51.2%
ONCE OR TWICE	1	6962	40.0%	40.2%
MORE THAN TWICE	2	1394	8.0%	8.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	381	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 57)

Question BYS57B — 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	15460	88.7%	90.2%
ONCE OR TWICE	1	1102	6.3%	7.0%
MORE THAN TWICE	2	462	2.7%	2.8%
RESERVED CODES:				
MISSING	8	400	2.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 57)

Question BYS57C — 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	12599	72.3%	72.0%
ONCE OR TWICE	1	3436	19.7%	22.0%
MORE THAN TWICE	2	989	5.7%	6.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	399	2.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 57)

Question BYS58

Indicate the degree to which each of the following matters are a problem in your school. (MARK ONE EACH)

Question BYS58A — Tape Pos. 216-216, Format: I1

BYS58A STUDENT TARDINESS A PROBLEM AT SCHOOL

Student tardiness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	1900	10.9%	12.5%
MODERATE	2	4681	26.9%	26.7%
MINOR	3	5757	33.0%	33.7%
NOT A PROBLEM	4	4650	26.7%	27.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	429	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58B — Tape Pos. 217-217, Format: I1

BYS58B STUDENT ABSENTEEISM A PROBLEM AT SCHOOL

Student absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	1792	10.3%	11.3%
MODERATE	2	4745	27.2%	28.6%
MINOR	3	5551	31.9%	32.7%
NOT A PROBLEM	4	4810	27.6%	27.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.1%	(MISS)
MISSING	8	516	3.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58C — 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	2431	14.0%	14.9%
MODERATE	2	3061	17.6%	18.1%
MINOR	3	4551	26.1%	27.1%
NOT A PROBLEM	4	6913	39.7%	39.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	461	2.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58D — Tape Pos. 219-219, Format: I1

BYS58D PHYSICAL CONFLICTS AMONG STUDENTS A PROB

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	2629	15.1%	16.2%
MODERATE	2	4406	25.3%	26.8%
MINOR	3	5475	31.4%	32.5%
NOT A PROBLEM	4	4431	25.4%	24.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	476	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58E — Tape Pos. 220-220, Format: I1

BYS58E ROBBERY OR THEFT A PROBLEM AT SCHOOL

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	2308	13.2%	13.3%
MODERATE	2	2587	14.8%	14.8%
MINOR	3	5284	30.3%	31.9%
NOT A PROBLEM	4	6760	38.8%	39.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	481	2.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58F — Tape Pos. 221-221, Format: I1

BYS58F VANDALISM OF SCHOOL PROPERTY A PROBLEM

Vandalism of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	2446	14.0%	14.7%
MODERATE	2	2633	15.1%	15.7%
MINOR	3	5116	29.4%	29.9%
NOT A PROBLEM	4	6767	38.8%	39.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	460	2.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58G — Tape Pos. 222-222, Format: I1

BYS58G STUDENT USE OF ALCOHOL A PROBLEM AT SCHL

Student use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	2639	15.1%	15.0%
MODERATE	2	2668	15.3%	15.3%
MINOR	3	3889	22.3%	22.6%
NOT A PROBLEM	4	7751	44.5%	47.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	473	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58H — Tape Pos. 223-223, Format: I1

BYS58H STUDENT USE OF ILLEGAL DRUGS A PROBLEM

Student use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	2396	13.8%	13.6%
MODERATE	2	1839	10.6%	10.6%
MINOR	3	3728	21.4%	21.7%
NOT A PROBLEM	4	8980	51.5%	54.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	477	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58I — Tape Pos. 224-224, Format: I1

BYS58I STUDENT POSSESSION OF WEAPONS A PROBLEM

Student possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	1869	10.7%	11.1%
MODERATE	2	1610	9.2%	10.1%
MINOR	3	4068	23.3%	24.8%
NOT A PROBLEM	4	9399	53.9%	54.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	475	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58J — Tape Pos. 225-225, Format: I1

BYS58J PHYSICAL ABUSE OF TEACHERS A PROBLEM

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	1364	7.8%	7.7%
MODERATE	2	488	2.8%	3.3%
MINOR	3	1661	9.5%	9.9%
NOT A PROBLEM	4	13429	77.1%	79.2%
RESERVED CODES:				
~~MULTIPLE RESPONSE~~	~~6~~	~~1~~	~~.0%~~	~~(MISS)~~
MISSING	8	481	2.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS58K — Tape Pos. 226-226, Format: I1

BYS58K VERBAL ABUSE OF TEACHERS A PROBLEM

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS	1	1888	10.8%	11.1%
MODERATE	2	2465	14.1%	15.0%
MINOR	3	4593	26.4%	26.9%
NOT A PROBLEM	4	8004	45.9%	47.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	473	2.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 58)

Question BYS59

How much do you agree with each of the following statements about your school and teachers? (MARK ONE EACH)

Question BYS59A — 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	1421	8.2%	8.4%
AGREE	2	10464	60.1%	59.3%
DISAGREE	3	4305	24.7%	26.9%
STRONGLY DISAGREE	4	893	5.1%	5.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	330	1.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59B 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	3222	18.5%	17.5%
AGREE	2	8893	51.0%	51.7%
DISAGREE	3	4184	24.0%	26.2%
STRONGLY DISAGREE	4	762	4.4%	4.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	23	.1%	(MISS)
MISSING	8	340	2.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59C 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	3251	18.7%	18.6%
AGREE	2	8433	48.4%	49.1%
DISAGREE	3	4931	28.3%	29.7%
STRONGLY DISAGREE	4	415	2.4%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	382	2.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59D Tape Pos. 230-230 Format: I1

BYS59D DISCIPLINE IS FAIR

Discipline is fair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1468	8.4%	8.7%
AGREE	2	10533	60.5%	60.9%
DISAGREE	3	3772	21.6%	23.2%
STRONGLY DISAGREE	4	1180	6.8%	7.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	459	2.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59E 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	3456	19.8%	20.9%
AGREE	2	9634	55.3%	57.7%
DISAGREE	3	3534	20.3%	19.3%
STRONGLY DISAGREE	4	384	2.2%	2.2%
RESERVED CODES:				
~~MULTIPLE RESPONSE~~	~~6~~	~~21~~	~~.1%~~	~~(MISS)~~
MISSING	8	395	2.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59F 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	3382	19.4%	18.1%
AGREE	2	10572	60.7%	63.1%
DISAGREE	3	2300	13.2%	14.2%
STRONGLY DISAGREE	4	728	4.2%	4.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	426	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59G 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	3293	18.9%	17.6%
AGREE	2	9777	56.1%	57.4%
DISAGREE	3	3111	17.9%	20.0%
STRONGLY DISAGREE	4	783	4.5%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	19	.1%	(MISS)
MISSING	8	441	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59H — 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	2801	16.1%	15.6%
AGREE	2	8195	47.0%	47.3%
DISAGREE	3	5037	28.9%	31.2%
STRONGLY DISAGREE	4	973	5.6%	5.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	402	2.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59I — 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	759	4.4%	4.5%
AGREE	2	2747	15.8%	16.7%
DISAGREE	3	9770	56.1%	57.7%
STRONGLY DISAGREE	4	3727	21.4%	21.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	399	2.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59J — 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	2394	13.7%	13.2%
AGREE	2	9452	54.2%	55.0%
DISAGREE	3	4193	24.1%	26.0%
STRONGLY DISAGREE	4	943	5.4%	5.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	426	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59K — Tape 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	513	2.9%	3.5%
AGREE	2	1309	7.5%	8.4%
DISAGREE	3	8344	47.9%	50.1%
STRONGLY DISAGREE	4	6811	39.1%	38.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	425	2.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59L — Tape 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	1548	8.9%	9.6%
AGREE	2	4951	28.4%	29.6%
DISAGREE	3	8114	46.6%	47.1%
STRONGLY DISAGREE	4	2376	13.6%	13.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	430	2.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

Question BYS59M — Tape Pos. 239-239, Format: I1

BYS59M MISBEHAVNG STDNTS OFTEN GET AWAY WITH IT

Misbehaving students often get away with it

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2306	13.2%	14.2%
AGREE	2	6550	37.6%	37.5%
DISAGREE	3	6315	36.2%	37.0%
STRONGLY DISAGREE	4	1887	10.8%	11.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	361	2.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 59)

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.

Question BYS60

What ability group are you in for the following classes? (MARK ONE FOR EACH)

Question BYS60A

Tape Pos. 240-240
Format: I1

BYS60A R'S ABILITY GROUP FOR MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HIGH	1	5499	31.6%	30.8%
MIDDLE	2	7006	40.2%	41.5%
LOW	3	1185	6.8%	7.7%
AREN'T GROUPED	4	2425	13.9%	15.0%
I DON'T KNOW	5	835	4.8%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	458	2.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 60)

Question BYS60B

Tape Pos. 241-241
Format: I1

BYS60B R'S ABILITY GROUP FOR SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HIGH	1	3935	22.6%	22.9%
MIDDLE	2	6207	35.6%	36.1%
LOW	3	787	4.5%	5.3%
AREN'T GROUPED	4	4877	28.0%	27.1%
I DON'T KNOW	5	1012	5.8%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	598	3.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 60)

Question BYS60C

Tape Pos. 242-242
Format: I1

BYS60C R'S ABILITY GROUP FOR ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HIGH	1	4560	26.2%	26.2%
MIDDLE	2	6314	36.2%	38.6%
LOW	3	904	5.2%	5.7%
AREN'T GROUPED	4	4167	23.9%	23.9%
I DON'T KNOW	5	912	5.2%	5.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	552	3.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 60)

Question BYS60D

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	3895	22.4%	23.7%
MIDDLE	2	5873	33.7%	35.5%
LOW	3	793	4.6%	4.8%
AREN'T GROUPED	4	5125	29.4%	29.2%
I DON'T KNOW	5	1123	6.4%	6.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	606	3.5%	(MISS)
TOTALS:		17424	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 BYS61

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	6300	36.2%	35.8%
NO	2	8182	47.0%	49.1%
ALGEBRA NOT OFFERED	3	2478	14.2%	15.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	455	2.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS62 — Tape Pos. 245-245, Format: I1

BYS62 DID PRNTS/GRDNS 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	6542	37.5%	36.5%
NO	2	4381	25.1%	25.7%
I DON'T KNOW	3	6015	34.5%	37.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	483	2.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS63 — 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	2609	15.0%	15.0%
DISCOURAGED ME	2	756	4.3%	4.8%
NEITHER ENCOURAGED NOR DIS-COURAGED ME	3	10589	60.8%	62.1%
ALGEBRA NOT OFFERED	4	2949	16.9%	18.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	513	2.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS64 — 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	3605	20.7%	20.7%
NO	2	10760	61.8%	63.5%
ALGEBRA NOT OFFERED	3	2551	14.6%	15.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	505	2.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS65 — 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	7073	40.6%	41.7%
MY PARENTS/GUARDIANS	2	1412	8.1%	8.4%
TEACHERS	3	4161	23.9%	24.0%
COUNSELORS	4	709	4.1%	4.5%
MY FRIENDS	5	307	1.8%	1.9%
ALGEBRA NOT OFFERED	6	3039	17.4%	19.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	35	.2%	(MISS)
MISSING	98	688	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS66

Are you enrolled in advanced, enriched, or accelerated courses in any of the following areas? (MARK ONE EACH)

Question BYS66A — Tape Pos. 250-250, Format: I1

BYS66A IN ADVANCED,ENRICHED,ACCELERATED ENGLISH

English (language arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5403	31.0%	33.1%
NO	2	11087	63.6%	66.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	926	5.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 66)

Question BYS66B — Tape Pos. 251-251, Format: I1

BYS66B IN ADVANCD,ENRICHD,ACCELERTD SOC.STUDIES

Social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4150	23.8%	26.5%
NO	2	12236	70.2%	73.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1037	6.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 66)

Question BYS66C — Tape Pos. 252-252, Format: I1

BYS66C IN ADVANCED,ENRICHED,ACCELERATED SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4515	25.9%	28.1%
NO	2	11872	68.1%	71.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1031	5.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 66)

Question BYS66D — Tape Pos. 253-253, Format: I1

BYS66D IN ADVANCED,ENRICHED,ACCELERATED MATH

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6971	40.0%	41.5%
NO	2	9545	54.8%	58.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	903	5.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 66)

Question BYS67 —

Which of the following MATH classes do you attend at least once a week this school year? (MARK ONE EACH)

Question BYS67A — 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	1035	5.9%	7.9%
DO NOT ATTEND	2	13586	78.0%	92.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2799	16.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67)

Question BYS67B — 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	10527	60.4%	68.2%
DO NOT ATTEND	2	5304	30.4%	31.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	21	.1%	(MISS)
MISSING	8	1572	9.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67)

Question BYS67C — 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	6132	35.2%	38.5%
DO NOT ATTEND	2	9157	52.6%	61.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	2126	12.2%	(MISS)
TOTALS:		17424	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 BYS67AA — 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	4770	27.4%	29.1%
DO NOT ATTEND	2	10450	60.0%	70.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	2195	12.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_A)

Question BYS67AB — 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	9045	51.9%	59.6%
DO NOT ATTEND	2	6601	37.9%	40.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	56	.3%	(MISS)
MISSING	8	1722	9.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_A)

Question BYS67AC — 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	2745	15.8%	19.2%
DO NOT ATTEND	2	12319	70.7%	80.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	14	.1%	(MISS)
MISSING	8	2346	13.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_A)

Question BYS67AD — 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	8040	46.1%	51.8%
DO NOT ATTEND	2	7533	43.2%	48.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	60	.3%	(MISS)
MISSING	8	1791	10.3%	(MISS)
TOTALS:		17424	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 BYS67BA — 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	15516	89.0%	93.8%
DO NOT ATTEND	2	1046	6.0%	6.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	846	4.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BB — 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	1952	11.2%	12.5%
DO NOT ATTEND	2	13872	79.6%	87.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1598	9.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BC — Tape Pos. 263-263, Format: I1

BYS67BC ATTEND HISTORY AT LEAST ONCE A WEEK

HISTORY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ATTEND	1	12223	70.2%	74.9%
DO NOT ATTEND	2	4061	23.3%	25.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.1%	(MISS)
MISSING	8	1130	6.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BD — 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	11432	65.6%	71.5%
DO NOT ATTEND	2	4845	27.8%	28.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	1138	6.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BE — 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	4600	26.4%	24.8%
DO NOT ATTEND	2	11430	65.6%	75.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1392	8.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BF Tape Pos. 266-266 Format: I1

BYS67BF ATTEND ART AT LEAST ONCE A WEEK

ART

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ATTEND	1	7208	41.4%	45.2%
DO NOT ATTEND	2	8927	51.2%	54.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1283	7.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BG Tape Pos. 267-267 Format: I1

BYS67BG ATTEND MUSIC AT LEAST ONCE A WEEK

MUSIC

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ATTEND	1	7863	45.1%	47.0%
DO NOT ATTEND	2	8285	47.5%	53.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	10	.1%	(MISS)
MISSING	8	1266	7.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_B)

Question BYS67BH 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	5657	32.5%	35.3%
DO NOT ATTEND	2	10443	59.9%	64.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1318	7.6%	(MISS)
TOTALS:		17424	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)

Question BYS67CA 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	4727	27.1%	30.4%
DO NOT ATTEND	2	11741	67.4%	69.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.1%	(MISS)
MISSING	8	947	5.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_C)

Question BYS67CB 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	4974	28.5%	31.3%
DO NOT ATTEND	2	11499	66.0%	68.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	934	5.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_C)

Question BYS67CC Tape Pos. 271-271 Format: I1

BYS67CC ATTEND TYPING AT LEAST ONCE A WEEK

TYPING

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ATTEND	1	2194	12.6%	13.9%
DO NOT ATTEND	2	14110	81.0%	86.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	1108	6.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_C)

Question BYS67CD 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	1000	5.7%	6.6%
DO NOT ATTEND	2	15273	87.7%	93.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1146	6.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_C)

Question BYS67CE — Tape Pos. 273-273, Format: I1

BYS67CE ATTEND AGRICULTURE AT LEAST ONCE A WEEK

AGRICULTURE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ATTEND	1	652	3.7%	4.1%
DO NOT ATTEND	2	15594	89.5%	95.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1174	6.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_C)

Question 67_D

Which of the following classes do you attend at least once a week this school year? (MARK ONE EACH)

Question BYS67DA — 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	1881	10.8%	10.2%
DO NOT ATTEND	2	14346	82.3%	89.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1195	6.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_D)

Question BYS67DB — 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	2905	16.7%	17.9%
DO NOT ATTEND	2	13288	76.3%	82.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1225	7.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_D)

Question BYS67DC — 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	14005	80.4%	85.5%
DO NOT ATTEND	2	2455	14.1%	14.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	174	1.0%	(MISS)
MISSING	8	790	4.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_D)

Question BYS67DD — 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	2846	16.3%	18.1%
DO NOT ATTEND	2	13378	76.8%	81.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1192	6.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 67_D)

Question 68

Are you enrolled in any of the following special programs/services? (MARK ONE EACH)

Question BYS68A — 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	3352	19.2%	19.8%
NO	2	13283	76.2%	80.2%
RESERVED CODES:				
MISSING	8	789	4.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 68)

Question BYS68B — 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	781	4.5%	5.0%
NO	2	15639	89.8%	95.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1003	5.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 68)

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 BYS69A — 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	2489	14.3%	14.9%
AGREE	2	7060	40.5%	41.4%
DISAGREE	3	5110	29.3%	31.0%
STRONGLY DISAGREE	4	2066	11.9%	12.7%
RESERVED CODES:				
MISSING	8	699	4.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS69B — 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	720	4.1%	4.3%
AGREE	2	2696	15.5%	16.1%
DISAGREE	3	8779	50.4%	52.6%
STRONGLY DISAGREE	4	4505	25.9%	26.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	721	4.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS69C — 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	7370	42.3%	44.6%
AGREE	2	7353	42.2%	43.2%
DISAGREE	3	1408	8.1%	8.7%
STRONGLY DISAGREE	4	556	3.2%	3.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	733	4.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

70. ENGLISH (MARK ONE EACH)

Question BYS70A — 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	2227	12.8%	13.1%
AGREE	2	7313	42.0%	44.0%
DISAGREE	3	5309	30.5%	31.5%
STRONGLY DISAGREE	4	1840	10.6%	11.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	733	4.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS70B — 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	527	3.0%	3.4%
AGREE	2	1999	11.5%	11.8%
DISAGREE	3	9371	53.8%	56.1%
STRONGLY DISAGREE	4	4764	27.3%	28.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	760	4.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS70C — 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	5703	32.7%	34.2%
AGREE	2	8408	48.3%	50.0%
DISAGREE	3	1843	10.6%	11.1%
STRONGLY DISAGREE	4	712	4.1%	4.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	754	4.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

71. SOCIAL STUDIES (MARK ONE EACH)

Question BYS71A — 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	2890	16.6%	17.8%
AGREE	2	6859	39.4%	40.6%
DISAGREE	3	4880	28.0%	29.6%
STRONGLY DISAGREE	4	1936	11.1%	12.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	854	4.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS71B — 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	543	3.1%	3.2%
AGREE	2	1944	11.2%	11.7%
DISAGREE	3	8954	51.4%	54.0%
STRONGLY DISAGREE	4	5116	29.4%	31.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	865	5.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS71C — 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	2658	15.3%	15.9%
AGREE	2	7190	41.3%	42.6%
DISAGREE	3	4999	28.7%	30.6%
STRONGLY DISAGREE	4	1708	9.8%	10.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	865	5.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

72. SCIENCE (MARK ONE EACH)

Question BYS72A — 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	3117	17.9%	18.6%
AGREE	2	7092	40.7%	42.8%
DISAGREE	3	4458	25.6%	26.4%
STRONGLY DISAGREE	4	1921	11.0%	12.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	831	4.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS72B — 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	522	3.0%	2.9%
AGREE	2	1920	11.0%	11.4%
DISAGREE	3	9021	51.8%	55.0%
STRONGLY DISAGREE	4	5109	29.3%	30.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	849	4.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS72C — 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	4231	24.3%	25.3%
AGREE	2	7258	41.7%	43.0%
DISAGREE	3	3678	21.1%	22.9%
STRONGLY DISAGREE	4	1371	7.9%	8.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	885	5.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS73 — 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	658	3.8%	3.6%
ONCE IN A WHILE	1	8366	48.0%	49.7%
ABOUT HALF THE TIME	2	4179	24.0%	24.6%
MOST OF THE TIME	3	3424	19.7%	22.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	786	4.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74 — 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	13653	78.4%	82.3%
YES	2	2595	14.9%	17.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1175	6.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

GRADES REPEATED: (MARK ALL THAT APPLY)

Question BYS74A — Tape Pos. 294-294, Format: I1

BYS74A EVER REPEAT KINDERGARTEN

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	410	2.4%	12.5%
NO	2	2483	14.3%	87.5%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74B — Tape Pos. 295-295, Format: I1

BYS74B EVER REPEAT GRADE 1

Grade 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	757	4.3%	26.0%
NO	2	2136	12.3%	74.0%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74C — Tape Pos. 296-296, Format: I1

BYS74C EVER REPEAT GRADE 2

Grade 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	483	2.8%	16.4%
NO	2	2410	13.8%	83.6%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74D — Tape Pos. 297-297, Format: I1

BYS74D EVER REPEAT GRADE 3

Grade 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	368	2.1%	13.4%
NO	2	2525	14.5%	86.6%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74E — Tape Pos. 298-298, Format: I1

BYS74E EVER REPEAT GRADE 4

Grade 4

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	261	1.5%	9.1%
NO	2	2632	15.1%	90.9%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74F — Tape Pos. 299-299, Format: I1

BYS74F EVER REPEAT GRADE 5

Grade 5

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	252	1.4%	7.9%
NO	2	2641	15.2%	92.1%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74G — Tape Pos. 300-300, Format: I1

BYS74G EVER REPEAT GRADE 6

Grade 6

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	234	1.3%	9.3%
NO	2	2659	15.3%	90.7%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74H — Tape Pos. 301-301, Format: I1

BYS74H EVER REPEAT GRADE 7

Grade 7

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	313	1.8%	11.8%
NO	2	2580	14.8%	88.2%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS74I — Tape Pos. 302-302, Format: I1

BYS74I EVER REPEAT GRADE 8

Grade 8

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	243	1.4%	9.1%
NO	2	2650	15.2%	90.9%
RESERVED CODES:				
MISSING	8	878	5.0%	(MISS)
LEGITIMATE SKIP	9	13653	78.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS75 — 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	7856	45.1%	44.7%
1 OR 2 DAYS	1	5481	31.5%	34.3%
3 OR 4 DAYS	2	2021	11.6%	12.9%
5 TO 10 DAYS	3	819	4.7%	5.7%
MORE THAN 10 DAYS	4	339	1.9%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	906	5.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS76 — 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	15326	88.0%	91.4%
SOMETIMES, BUT LESS THAN ONCE A WEEK	1	1038	6.0%	6.3%
NOT EVERY DAY, BUT AT LEAST ONCE A WEEK	2	222	1.3%	1.5%
DAILY	3	91	.5%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	746	4.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS77 — 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	10673	61.3%	63.2%
1 OR 2 DAYS	1	4193	24.1%	25.2%
3 OR 4 DAYS	2	1142	6.6%	7.3%
5 TO 10 DAYS	3	392	2.2%	2.7%
MORE THAN 10 DAYS	4	255	1.5%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	766	4.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question 78

How often do you come to class and find yourself WITHOUT these things? (MARK ONE EACH)

Question BYS78A — 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	1394	8.0%	9.0%
OFTEN	2	2252	12.9%	12.8%
SELDOM	3	7907	45.4%	48.6%
NEVER	4	5078	29.1%	29.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	785	4.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 78)

Question BYS78B — 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	595	3.4%	4.1%
OFTEN	2	927	5.3%	5.8%
SELDOM	3	6664	38.2%	40.0%
NEVER	4	8229	47.2%	50.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1001	5.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 78)

Question BYS78C — 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	1202	6.9%	8.3%
OFTEN	2	2127	12.2%	13.9%
SELDOM	3	8387	48.1%	51.2%
NEVER	4	4720	27.1%	26.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	984	5.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 78)

Question 79

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

HOURS PER WEEK: (MARK ONE EACH)

Question BYS79A — 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	1383	7.9%	8.8%
LESS THAN 1 HOUR	1	6802	39.0%	41.8%
1 HOUR	2	3767	21.6%	23.1%
2 HOURS	3	1796	10.3%	10.6%
3 HOURS	4	1322	7.6%	7.2%
4-6 HOURS	5	1257	7.2%	6.7%
7-9 HOURS	6	214	1.2%	1.0%
10 OR MORE	7	119	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	.1%	(MISS)
MISSING	98	755	4.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 79)

Question BYS79B — Tape Pos. 311-312, Format: I2

BYS79B TIME SPENT ON SCIENCE HOMEWORK EACH WEEK

Science homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2760	15.8%	17.8%
LESS THAN 1 HOUR	1	7482	42.9%	45.4%
1 HOUR	2	3378	19.4%	19.8%
2 HOURS	3	1569	9.0%	9.4%
3 HOURS	4	868	5.0%	4.8%
4-6 HOURS	5	409	2.3%	2.0%
7-9 HOURS	6	88	.5%	.4%
10 OR MORE	7	54	.3%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	15	.1%	(MISS)
MISSING	98	801	4.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 79)

Question BYS79C — Tape Pos. 313-314, Format: I2

BYS79C TIME SPENT ON ENGLISH HOMEWORK EACH WEEK

English homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1803	10.3%	11.5%
LESS THAN 1 HOUR	1	7583	43.5%	46.3%
1 HOUR	2	3712	21.3%	23.3%
2 HOURS	3	1691	9.7%	9.5%
3 HOURS	4	956	5.5%	5.0%
4-6 HOURS	5	631	3.6%	3.6%
7-9 HOURS	6	139	.8%	.5%
10 OR MORE	7	56	.3%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	24	.1%	(MISS)
MISSING	98	829	4.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 79)

Question BYS79D — Tape Pos. 315-316, Format: I2

BYS79D TIME SPENT ON SOC STUDIES HOMEWK EACH WK

Social studies homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2250	12.9%	14.1%
LESS THAN 1 HOUR	1	6846	39.3%	42.8%
1 HOUR	2	3745	21.5%	22.4%
2 HOURS	3	1850	10.6%	10.9%
3 HOURS	4	1007	5.8%	5.3%
4-6 HOURS	5	640	3.7%	3.4%
7-9 HOURS	6	151	.9%	.8%
10 OR MORE	7	61	.4%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	14	.1%	(MISS)
MISSING	98	860	4.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 79)

NELS:88 8TH GRADE QUESTIONNAIRE

Question BYS79E — Tape Pos. 317-318, Format: I2

BYS79E TIME SPENT ON ALL OTH SUBJECTS EACH WEEK

Homework for all other subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2436	14.0%	16.1%
LESS THAN 1 HOUR	1	6639	38.1%	41.2%
1 HOUR	2	3407	19.6%	19.8%
2 HOURS	3	1952	11.2%	11.2%
3 HOURS	4	1115	6.4%	6.1%
4-6 HOURS	5	675	3.9%	3.8%
7-9 HOURS	6	217	1.2%	1.0%
10 OR MORE	7	150	.9%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	9	.1%	(MISS)
MISSING	98	824	4.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 79)

Question BYS80 — Tape Pos. 319-319, Format: I1

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	3395	19.5%	20.5%
1 hour or less per week	1	5401	31.0%	32.0%
2 HOURS	2	3384	19.4%	20.8%
3 HOURS	3	1820	10.4%	11.0%
4-5 HOURS	4	1162	6.7%	7.3%
6 hours or more per week	5	1451	8.3%	8.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	806	4.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYS81 — Tape Pos. 320-321, Format: I2

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 BYS81A — Tape Pos. 320-321, Format: I2

BYS81A ENGLISH GRADES FROM GRADE 6 UNTIL NOW

ENGLISH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOSTLY A'S (A NUMERICAL AVERAG OF 90-100)	1	5776	33.1%	32.1%
MOSTLY B'S (80-89)	2	6562	37.7%	37.3%
MOSTLY C'S (70-79)	3	3535	20.3%	22.2%
MOSTLY D'S (60-69)	4	792	4.5%	5.9%
MOSTLY BELOW D (BELOW 60)	5	278	1.6%	2.0%
DOES NOT APPLY TO ME--MY CLASSES ARE NOT GRADED	6	74	.4%	.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	241	1.4%	(MISS)
REFUSAL	97	14	.1%	(MISS)
MISSING	98	152	.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(ReFER TO QUESTION 81)

QueSTION BYS81B — TAPE POs. 322-323, FORMAT: I2

BYS81B MATH GRADES FROM GRADE 6 UNTIL NOW

MATHEMATICS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOSTLY A'S (A NUMERICAL AVERAG OF 90-100)	1	6018	34.5%	33.5%
MOSTLY B'S (80-89)	2	6120	35.1%	35.1%
MOSTLY C'S (70-79)	3	3448	19.8%	22.1%
MOSTLY D'S (60-69)	4	969	5.6%	6.2%
MOSTLY BELOW D (BELOW 60)	5	377	2.2%	2.9%
DOES NOT APPLY TO ME--MY CLASSES ARE NOT GRADED	6	56	.3%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	311	1.8%	(MISS)
REFUSAL	97	8	.0%	(MISS)
MISSING	98	117	.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(ReFER TO QUESTION 81)

QueSTION BYS81C — TAPE POs. 324-325, FORMAT: I2

BYS81C SCIENCE GRADES FROM GRADE 6 UNTIL NOW

SCIENCE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOSTLY A'S (A NUMERICAL AVERAG OF 90-100)	1	5340	30.6%	29.8%
MOSTLY B'S (80-89)	2	5884	33.8%	33.6%
MOSTLY C'S (70-79)	3	4014	23.0%	24.6%
MOSTLY D'S (60-69)	4	1168	6.7%	8.0%
MOSTLY BELOW D (BELOW 60)	5	413	2.4%	2.9%
DOES NOT APPLY TO ME--MY CLASSES ARE NOT GRADED	6	165	.9%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	242	1.4%	(MISS)
REFUSAL	97	22	.1%	(MISS)
MISSING	98	176	1.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 81)

Question BYS81D 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 A'S (A NUMERICAL AVERAG OF 90-100).....	1	5654	32.4%	31.4%
MOSTLY B'S (80-89).....	2	5717	32.8%	33.2%
MOSTLY C'S (70-79).....	3	3620	20.8%	22.8%
MOSTLY D'S (60-69).....	4	1194	6.9%	7.6%
MOSTLY BELOW D (BELOW 60).....	5	523	3.0%	3.6%
DOES NOT APPLY TO ME--MY CLASSES ARE NOT GRADED.....	6	240	1.4%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	211	1.2%	(MISS)
REFUSAL.....	97	18	.1%	(MISS)
MISSING.....	98	247	1.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 81)

PART B - 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 BYS82A Tape Pos. 328-328 Format: I1

BYS82A PARTICIPATED IN SCIENCE FAIRS

Science fairs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	11644	66.8%	72.3%
PARTICIPATED AS A MEMBER.....	2	4305	24.7%	26.9%
PARTICIPATED AS AN OFFICER....	3	124	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	1331	7.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82B 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	8107	46.5%	52.2%
PARTICIPATED AS A MEMBER.....	2	7341	42.1%	43.9%
PARTICIPATED AS AN OFFICER....	3	657	3.8%	3.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	24	.1%	(MISS)
MISSING.....	8	1295	7.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82C 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	9022	51.8%	57.2%
PARTICIPATED AS A MEMBER.....	2	6575	37.7%	40.4%
PARTICIPATED AS AN OFFICER....	3	389	2.2%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	33	.2%	(MISS)
MISSING.....	8	1405	8.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82D Tape Pos. 331-331 Format: I1

BYS82D PARTICIPATED IN CHEERLEADING

Cheerleading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	14277	81.9%	89.0%
PARTICIPATED AS A MEMBER.....	2	1427	8.2%	9.6%
PARTICIPATED AS AN OFFICER....	3	229	1.3%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1%	(MISS)
MISSING.....	8	1478	8.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82E 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	12256	70.3%	77.7%
PARTICIPATED AS A MEMBER.....	2	3489	20.0%	21.2%
PARTICIPATED AS AN OFFICER....	3	195	1.1%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	35	.2%	(MISS)
MISSING.....	8	1449	8.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82F — 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	12022	69.0%	76.2%
PARTICIPATED AS A MEMBER.....	2	3738	21.5%	22.5%
PARTICIPATED AS AN OFFICER....	3	191	1.1%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	23	.1%	(MISS)
MISSING.....	8	1450	8.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82G — Tape Pos. 334-334, Format: I1

BYS82G PARTICIPATED IN DANCE

Dance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	11731	67.3%	73.7%
PARTICIPATED AS A MEMBER.....	2	3974	22.8%	24.7%
PARTICIPATED AS AN OFFICER....	3	260	1.5%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	18	.1%	(MISS)
MISSING.....	8	1441	8.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82H — Tape Pos. 335-335, Format: I1

BYS82H PARTICIPATED IN HISTORY CLUB

History club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	15422	88.5%	97.0%
PARTICIPATED AS A MEMBER.....	2	401	2.3%	2.5%
PARTICIPATED AS AN OFFICER....	3	81	.5%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	10	.1%	(MISS)
MISSING.....	8	1510	8.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82I — Tape Pos. 336-336, Format: I1

BYS82I PARTICIPATED IN SCIENCE CLUB

Science club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	15193	87.2%	95.9%
PARTICIPATED AS A MEMBER.....	2	607	3.5%	3.5%
PARTICIPATED AS AN OFFICER....	3	107	.6%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	1513	8.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82J — Tape Pos. 337-337, Format: I1

BYS82J PARTICIPATED IN MATH CLUB

Math club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	15031	86.3%	94.7%
PARTICIPATED AS A MEMBER.....	2	740	4.2%	4.6%
PARTICIPATED AS AN OFFICER....	3	115	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.1%	(MISS)
MISSING.....	8	1529	8.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82K — 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	14887	85.4%	94.1%
PARTICIPATED AS A MEMBER.....	2	908	5.2%	5.2%
PARTICIPATED AS AN OFFICER....	3	99	.6%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	12	.1%	(MISS)
MISSING.....	8	1518	8.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82L — 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	14283	82.0%	90.2%
PARTICIPATED AS A MEMBER.....	2	1387	8.0%	8.5%
PARTICIPATED AS AN OFFICER....	3	197	1.1%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	14	.1%	(MISS)
MISSING.....	8	1543	8.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82M — 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	15011	86.2%	94.2%
PARTICIPATED AS A MEMBER.....	2	741	4.3%	5.1%
PARTICIPATED AS AN OFFICER....	3	100	.6%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	8	.0%	(MISS)
MISSING.....	8	1564	9.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82N — Tape Pos. 341-341, Format: I1

BYS82N PARTICIPATED IN DRAMA CLUB

Drama club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	14470	83.0%	91.0%
PARTICIPATED AS A MEMBER.....	2	1260	7.2%	8.0%
PARTICIPATED AS AN OFFICER....	3	126	.7%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	18	.1%	(MISS)
MISSING.....	8	1550	8.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82O — Tape Pos. 342-342, Format: I1

BYS82O PARTICIPATED IN ACADEMIC HONORS SOCIETY

Academic Honors Society

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13565	77.9%	87.1%
PARTICIPATED AS A MEMBER.....	2	2071	11.9%	12.0%
PARTICIPATED AS AN OFFICER....	3	195	1.1%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	9	.1%	(MISS)
MISSING.....	8	1584	9.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82P — Tape Pos. 343-343, Format: I1

BYS82P PARTICIPATED IN STUDENT NEWSPAPER

Student newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13951	80.1%	86.7%
PARTICIPATED AS A MEMBER.....	2	1662	9.5%	9.9%
PARTICIPATED AS AN OFFICER....	3	233	1.3%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	16	.1%	(MISS)
MISSING.....	8	1562	9.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82Q — Tape Pos. 344-344, Format: I1

BYS82Q PARTICIPATED IN STUDENT YEARBOOK

Student yearbook

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13493	77.4%	84.8%
PARTICIPATED AS A MEMBER.....	2	2047	11.7%	13.5%
PARTICIPATED AS AN OFFICER....	3	290	1.7%	1.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1%	(MISS)
MISSING.....	8	1577	9.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82R — Tape Pos. 345-345, Format: I1

BYS82R PARTICIPATED IN STUDENT COUNCIL

Student Council

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13825	79.3%	88.0%
PARTICIPATED AS A MEMBER.....	2	1385	7.9%	8.3%
PARTICIPATED AS AN OFFICER....	3	583	3.3%	3.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	18	.1%	(MISS)
MISSING.....	8	1613	9.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82S — Tape Pos. 346-346, Format: I1

BYS82S PARTICIPATED IN COMPUTER CLUB

Computer club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	14658	84.1%	92.7%
PARTICIPATED AS A MEMBER.....	2	974	5.6%	6.6%
PARTICIPATED AS AN OFFICER....	3	116	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	21	.1%	(MISS)
MISSING.....	8	1655	9.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82T — Tape Pos. 347-347, Format: I1

BYS82T PARTICIPATED IN RELIGIOUS ORGANIZATION

Religious organization

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13402	76.9%	85.1%
PARTICIPATED AS A MEMBER.....	2	2167	12.4%	13.5%
PARTICIPATED AS AN OFFICER....	3	222	1.3%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1%	(MISS)
MISSING.....	8	1618	9.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

Question BYS82U — 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	15129	86.8%	95.8%
PARTICIPATED AS A MEMBER.....	2	529	3.0%	3.4%
PARTICIPATED AS AN OFFICER....	3	130	.7%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	1633	9.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 82)

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 BYS83A — Tape Pos. 349-349, Format: I1

BYS83A PARTICIPATED IN SCOUTING

Scouting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13718	78.7%	86.8%
PARTICIPATED AS A MEMBER.....	2	1825	10.5%	11.2%
PARTICIPATED AS AN OFFICER....	3	347	2.0%	2.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	17	.1%	(MISS)
MISSING.....	8	1517	8.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83B — 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	10395	59.7%	66.4%
PARTICIPATED AS A MEMBER.....	2	5044	28.9%	31.0%
PARTICIPATED AS AN OFFICER....	3	426	2.4%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1%	(MISS)
MISSING.....	8	1537	8.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83C — Tape Pos. 351-351, Format: I1

BYS83C PARTICIPATED IN HOBBY CLUBS

Hobby clubs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13459	77.2%	84.2%
PARTICIPATED AS A MEMBER.....	2	2175	12.5%	14.7%
PARTICIPATED AS AN OFFICER....	3	180	1.0%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1%	(MISS)
MISSING.....	8	1597	9.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83D — 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	13909	79.8%	87.6%
PARTICIPATED AS A MEMBER.....	2	1660	9.5%	11.1%
PARTICIPATED AS AN OFFICER....	3	210	1.2%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	13	.1%	(MISS)
MISSING.....	8	1632	9.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83E — 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	14261	81.8%	90.4%
PARTICIPATED AS A MEMBER.....	2	1352	7.8%	8.7%
PARTICIPATED AS AN OFFICER....	3	142	.8%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	37	.2%	(MISS)
MISSING.....	8	1632	9.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83F — Tape Pos. 354-354, Format: I1

BYS83F PARTICIPATED IN NON-SCHOOL TEAM SPORTS

Non-school team sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	9808	56.3%	62.0%
PARTICIPATED AS A MEMBER.....	2	5617	32.2%	35.8%
PARTICIPATED AS AN OFFICER....	3	360	2.1%	2.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	37	.2%	(MISS)
MISSING.....	8	1602	9.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83G — Tape Pos. 355-355, Format: I1

BYS83G PARTICIPATED IN 4-H

4-H

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	14292	82.0%	90.5%
PARTICIPATED AS A MEMBER.....	2	1112	6.4%	7.3%
PARTICIPATED AS AN OFFICER....	3	292	1.7%	2.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	35	.2%	(MISS)
MISSING.....	8	1693	9.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83H — Tape Pos. 356-356, Format: I1

BYS83H PARTICIPATED IN Y OR OTHER YOUTH GROUPS

Y or other youth groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	13303	76.3%	85.2%
PARTICIPATED AS A MEMBER.....	2	2140	12.3%	13.6%
PARTICIPATED AS AN OFFICER....	3	167	1.0%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	18	.1%	(MISS)
MISSING.....	8	1796	10.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83I — 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	WGTD PCT
DID NOT PARTICIPATE.....	1	12640	72.5%	81.4%
PARTICIPATED AS A MEMBER.....	2	2942	16.9%	17.4%
PARTICIPATED AS AN OFFICER....	3	172	1.0%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	11	.1%	(MISS)
MISSING.....	8	1659	9.5%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYS83J — Tape Pos. 358-358, Format: I1

BYS83J PARTICIPATED IN ANY OTHER ACTIVITIES

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PARTICIPATE.....	1	8638	49.6%	56.0%
PARTICIPATED AS A MEMBER.....	2	6316	36.2%	40.2%
PARTICIPATED AS AN OFFICER....	3	599	3.4%	3.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	26	.1%	(MISS)
MISSING.....	8	1845	10.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

(Refer to Question 83)

Question BYQWT — Tape Pos. 359-366, Format: R8.3

BYQWT BASE YEAR QUESTIONNAIRE WEIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2.441 TO 836.909.....	1.000	17424	100.0%	100.0%
TOTALS:		17424	100.0%	100.0%

Question BYTEQFLG — Tape Pos. 367-367, Format: I1

BYTEQFLG AT LEAST ONE TEACHER QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT HAVE EITHER TEACHER QUESTIONNAIRE COMPLETED.....	0	830	4.8%	3.9%
ONE TEACHER QUESTIONNAIRE COMPLETED.....	1	1213	7.0%	7.3%
TWO TEACHER QUESTIONNAIRES COMPLETED.....	2	15381	88.3%	88.8%
TOTALS:		17424	100.0%	100.0%

Question BYPAQFLG — Tape Pos. 368-368, Format: I1

BYPAQFLG PARENT QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE THE QUESTIONNAIRE AND HAVE A PARENT QUESTIONNAIRE COMPLETED.....	0	1046	6.0%	5.9%
COMPLETED THE QUESTIONNAIRE AND HAD A PARENT QUESTIONNAIRE COMPLETED.....	1	16378	94.0%	94.1%
TOTALS:		17424	100.0%	100.0%

Question BYTXPAFG — Tape Pos. 369-369, Format: I1

BYTXPAFG STUDENT TESTS & PARENT QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE THE QUESTIONNAIRE AND TEST AND HAVE A PARENT QUESTIONNAIRE COMPLETED	0	1570	9.0%	8.9%
COMPLETED THE QUESTIONNAIRE AND TEST AND HAD A PARENT QUESTIONNAIRE COMPLETED.....	1	15854	91.0%	91.1%
TOTALS:		17424	100.0%	100.0%

Question BYTEPAFG — Tape Pos. 370-370, Format: I1

BYTEPAFG PARENT & AT LEAST 1 TEACHER QUEX AVAIL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE THE QUESTIONNAIRE AND HAVE A PARENT QUESTIONNAIRE COMPLETED AND AT LEAST ONE TEACHER QUESTIONNAIRE COMPLETED.....	0	1578	9.1%	8.8%
COMPLETED THE QUESTIONNAIRE AND HAD A PARENT QUESTIONNAIRE COMPLETED AND AT LEAST ONE TEACHER QUESTIONNAIRE COMPLETED.....	1	15846	90.9%	91.2%
TOTALS:		17424	100.0%	100.0%

Question BYTXFLG — Tape Pos. 371-371, Format: I1

BYTXFLG STUDENT TESTS AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE THE TEST.....	0	630	3.6%	3.7%
COMPLETED THE TEST.....	1	16794	96.4%	96.3%
TOTALS:		17424	100.0%	100.0%

Question BYADMFLG Tape Pos. 372-372 Format: I1

BYADMFLG SCHOOL ADMINISTRATOR QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THE SCHOOL ADMINISTRATOR DID NOT COMPLETE THE SCHOOL QUESTIONNAIRE	0	232	1.3%	1.4%
THE SCHOOL ADMINISTRATOR COMPLETED THE SCHOOL QUESTIONNAIRE	1	17192	98.7%	98.6%
TOTALS:		17424	100.0%	100.0%

Question BYIEPFLG Tape Pos. 373-373 Format: I1

BYIEPFLG INDIVIDUALIZED EDUCATION PROGRAM FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT SATISFY THE CRITERIA BELOW (SEE NOTE)	0	17382	99.8%	99.7%
THE STUDENT SATISFIED THE CRITERIA BELOW	1	42	.2%	.3%
TOTALS:		17424	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 G8TYPE Tape Pos. 374-374 Format: I1

G8TYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
P OR K OR 1 THROUGH 8	1	2192	12.6%	14.8%
P OR K OR 1 THROUGH 12	2	1019	5.8%	4.8%
6 OR 7 OR 8 THROUGH 12	3	1906	10.9%	8.2%
3 OR 4 OR 5 THROUGH 8	4	1169	6.7%	7.6%
6 THROUGH 8	5	4396	25.2%	26.8%
7 THROUGH 8	6	3413	19.6%	20.1%
7 THROUGH 9/8 THROUGH 9	7	2734	15.7%	17.7%
RESERVED CODES:				
MISSING	8	595	3.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8CTRL Tape Pos. 375-375 Format: I1

G8CTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC SCHOOL	1	14463	83.0%	88.0%
CATHOLIC SCHOOL	2	1356	7.8%	7.6%
PRIVATE, OTHER RELIGIOUS AFFILIATION	3	603	3.5%	2.9%
PRIVATE, NO RELIGIOUS AFFILIATION	4	1002	5.8%	1.5%
TOTALS:		17424	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYSCENRL Tape Pos. 376-376 Format: I1

BYSCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-299 STUDENTS	1	660	3.8%	4.5%
300-499	2	3379	19.4%	19.5%
500-749	3	4597	26.4%	24.7%
750-999	4	3794	21.8%	21.2%
1000+	5	2308	13.2%	13.6%
	6	1375	7.9%	8.2%
	7	1311	7.5%	8.4%
TOTALS:		17424	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	2694	15.5%	16.0%
50-99	2	2813	16.1%	12.8%
100-199	3	3991	22.9%	22.8%
200-299	4	3660	21.0%	22.2%
300-399	5	2336	13.4%	13.6%
400+	6	1930	11.1%	12.7%
TOTALS:		17424	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 URBANICITY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
URBAN	1	4539	26.1%	25.9%
SUBURBAN	2	7333	42.1%	43.1%
RURAL	3	5552	31.9%	31.0%
TOTALS:		17424	100.0%	100.0%

Question G8REGON — Tape Pos. 379-379, Format: I1

G8REGON COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NORTHEAST - NEW ENGLAND AND MIDDLE ATLANTIC STATES	1	3273	18.8%	19.2%
NORTH CENTRAL - EAST NORTH CENTRAL AND WEST NORTH CENTRAL STATES	2	4602	26.4%	25.7%
SOUTH - SOUTH ATLANTIC, EAST SOUTH CENTRAL, AND WEST SOUTH CENTRAL STATES	3	6163	35.4%	35.4%
WEST - MOUNTAIN AND PACIFIC STATES	4	3357	19.3%	19.7%
RESERVED CODES:				
MISSING	8	29	.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297

Question G8MINOR — Tape Pos. 380-380, Format: I1

G8MINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2183	12.5%	13.1%
1-5%	1	4073	23.4%	24.6%
6-10%	2	1999	11.5%	10.8%
11-20%	3	2386	13.7%	13.0%
21-40%	4	2562	14.7%	13.3%
41-80%	5	1478	8.5%	8.7%
81-90%	6	1393	8.0%	8.8%
91-100%	7	986	5.7%	7.6%
RESERVED CODES:				
MISSING	8	364	2.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8LUNCH — Tape Pos. 381-381, Format: I1

G8LUNCH PERCENT FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2660	15.3%	12.2%
1-5%	1	2313	13.3%	13.6%
6-10%	2	1818	10.4%	10.6%
11-20%	3	2942	16.9%	17.2%
21-30%	4	2440	14.0%	14.6%
31-50%	5	2760	15.8%	16.6%
51-75%	6	1521	8.7%	10.4%
76-100%	7	669	3.8%	4.8%
RESERVED CODES:				
MISSING	8	301	1.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

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	14459	83.0%	90.1%
CATHOLIC SCHOOL	2	978	5.6%	6.5%
PRIVATE, OTHER RELIGIOUS AFFILIATION	3	1297	7.4%	3.4%
PRIVATE, NO RELIGIOUS AFFILIATION	4	0	.0%	.0%
RESERVED CODES:				
MISSING	8	690	4.0%	(MISS)
TOTALS:		17424	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	8640	49.6%	50.1%
FEMALE	2	8784	50.4%	49.9%
TOTALS:		17424	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	1030	5.9%	3.5%
HISPANIC, REGARDLESS OF RACE	2	2143	12.3%	10.4%
BLACK, NOT OF HISPANIC ORIGIN	3	1748	10.0%	13.3%
WHITE, NOT OF HISPANIC ORIGIN	4	12147	69.7%	71.6%
AMERICAN INDIAN OR ALASKAN NATIVE	5	180	1.0%	1.3%
RESERVED CODES:				
MISSING	8	176	1.0%	(MISS)
TOTALS:		17424	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	15105	86.7%	89.6%
MEXICAN, MEXICAN-AMERICAN, CHICANO	1	1412	8.1%	6.5%
CUBAN	2	95	.5%	.5%
PUERTO RICAN	3	204	1.2%	1.1%
OTHER HISPANIC	4	418	2.4%	2.2%
RESERVED CODES:				
MISSING	8	190	1.1%	(MISS)
TOTALS:		17424	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	16218	93.1%	96.5%
CHINESE	1	210	1.2%	.6%
FILIPINO	2	189	1.1%	.7%
JAPANESE	3	58	.3%	.2%
KOREAN	4	139	.8%	.3%
SOUTHEAST ASIAN (VIETNAMESE, LAOTIAN, CAMBODIAN/KAMPUCHEAN, THAI, ETC.)	5	166	1.0%	.5%
PACIFIC ISLANDER (SAMOAN, GUAMANIAN, ETC.)	6	62	.4%	.3%
SOUTH ASIAN (ASIAN INDIAN, PAKISTANI, BANGLADESHI, SRI LANKAN, ETC.)	7	89	.5%	.3%
WEST ASIAN (IRANIAN, AFGHAN, TURKISH, ETC.)	8	26	.1%	.1%
MIDDLE EASTERN (IRAQI, ISRAELI, LEBANESE, ETC.)	9	26	.1%	.2%
OTHER ASIAN	10	70	.4%	.3%
RESERVED CODES:				
MISSING	98	171	1.0%	(MISS)
TOTALS:		17424	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	16889	96.9%	96.7%
HEARING IMPAIRED	1	535	3.1%	3.3%
TOTALS:		17424	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	12583	72.2%	79.4%
PAST HANDICAP PROGRAM RECIPIENT	1	3153	18.1%	20.6%
RESERVED CODES:				
MISSING	8	1688	9.7%	(MISS)
TOTALS:		17424	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	15319	87.9%	95.9%
CURRENT PROGRAM RECIPIENT FOR ORTHOPEDICALLY HANDICAPPED OR LEARNING DISABILITIES	1	608	3.5%	4.1%
RESERVED CODES:				
MISSING	8	1497	8.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

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	15270	87.6%	93.5%
EITHER TEACHER REPORTS A HANDICAP	1	852	4.9%	6.5%
RESERVED CODES:				
MISSING	8	1302	7.5%	(MISS)
TOTALS:		17424	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	1251	7.2%	7.3%
FEBRUARY	2	1253	7.2%	7.4%
MARCH	3	1438	8.3%	8.5%
APRIL	4	1430	8.2%	7.9%
MAY	5	1429	8.2%	7.6%
JUNE	6	1397	8.0%	8.9%
JULY	7	1517	8.7%	9.3%
AUGUST	8	1542	8.8%	8.9%
SEPTEMBER	9	1455	8.4%	8.4%
OCTOBER	10	1460	8.4%	8.8%
NOVEMBER	11	1371	7.9%	8.2%
DECEMBER	12	1428	8.2%	8.8%
RESERVED CODES:				
MISSING	98	453	2.6%	(MISS)
TOTALS:		17424	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	892	5.1%	5.5%
1973	73	5094	29.2%	31.4%
1974	74	10995	63.1%	62.1%
1975 OR AFTER	75	167	1.0%	1.0%
RESERVED CODES:				
MISSING	98	276	1.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYLOCUS1 — Tape Pos. 396-399, Format: R4.2

BYLOCUS1 LOCUS OF CONTROL 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.01 TO 1.52	1.00	17294	99.3%	100.0%
RESERVED CODES:				
MISSING	99.98	130	.7%	(MISS)
TOTALS:		17424	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	5422	31.1%	31.8%
TERTILE 2 MEDIUM	2	5792	33.2%	33.4%
TERTILE 3 HIGH	3	6080	34.9%	34.8%
RESERVED CODES:				
MISSING	8	130	.7%	(MISS)
TOTALS:		17424	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
-2.77 TO 1.52	1.00	17303	99.3%	100.0%
RESERVED CODES:				
MISSING	99.98	121	.7%	(MISS)
TOTALS:		17424	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	5411	31.1%	32.1%
TERTILE 2 MEDIUM	2	5932	34.0%	33.9%
TERTILE 3 HIGH	3	5960	34.2%	34.0%
RESERVED CODES:				
MISSING	8	121	.7%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYCNCPT1 — Tape Pos. 406-409, Format: R4.2

BYCNCPT1 SELF CONCEPT 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.61 TO 1.15	1.00	17311	99.4%	100.0%
RESERVED CODES:				
MISSING	99.98	113	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYCNCP1T — Tape Pos. 410-410, Format: I1

BYCNCP1T TERTILE CODING OF VARIABLE BYCNCPT1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TERTILE 1 LOW	1	6441	37.0%	36.9%
TERTILE 2 MEDIUM	2	4736	27.2%	28.3%
TERTILE 3 HIGH	3	6134	35.2%	34.8%
RESERVED CODES:				
MISSING	8	113	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYCNCPT2 — Tape Pos. 411-414, Format: R4.2

BYCNCPT2 SELF CONCEPT 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.61 TO 1.25	1.00	17311	99.4%	100.0%
RESERVED CODES:				
MISSING	99.98	113	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYCNCP2T — Tape Pos. 415-415, Format: I1

BYCNCP2T TERTILE CODING OF VARIABLE BYCNCPT2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TERTILE 1 LOW	1	5556	31.9%	32.0%
TERTILE 2 MEDIUM	2	5857	33.6%	34.5%
TERTILE 3 HIGH	3	5898	33.8%	33.5%
RESERVED CODES:				
MISSING	8	113	.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYSES — Tape Pos. 416-420, Format: R5.3

BYSES SOCIO-ECONOMIC STATUS COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-2.97 TO 2.56	1.000	17421	100.0%	100.0%
RESERVED CODES:				
MISSING	99.998	3	.0%	(MISS)
TOTALS:		17424	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	4100	23.5%	24.3%
QUARTILE 2	2	4157	23.9%	25.0%
QUARTILE 3	3	4130	23.7%	25.2%
QUARTILE 4 HIGH	4	5034	28.9%	25.5%
RESERVED CODES:				
MISSING	8	3	.0%	(MISS)
TOTALS:		17424	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	1801	10.3%	10.5%
H.S. GRAD OR GED	2	3361	19.3%	20.8%
GT H.S. & LT 4YR DEGREE	3	6853	39.3%	41.1%
COLLEGE GRADUATE	4	2604	14.9%	13.9%
M.A. OR EQUIVALENT	5	1633	9.4%	8.8%
PH.D., M.D., OTHER	6	1036	5.9%	4.2%
DON'T KNOW	7	118	.7%	.7%
RESERVED CODES:				
MISSING	8	18	.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYFAMSIZ — Tape Pos. 423-424, Format: I2

BYFAMSIZ FAMILY SIZE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2	2	555	3.2%	3.8%
3	3	2460	14.1%	14.4%
4	4	6229	35.7%	35.2%
5	5	4322	24.8%	25.1%
6	6	1958	11.2%	11.5%
7	7	861	4.9%	5.0%
8	8	447	2.6%	2.9%
9	9	313	1.8%	1.7%
10+	10	86	.5%	.5%
RESERVED CODES:				
MISSING	98	193	1.1%	(MISS)
TOTALS:		17424	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	11807	67.8%	64.1%
MOTHER & MALE GUARDIAN	2	1690	9.7%	11.9%
FATHER & FEMALE GUARDIAN	3	360	2.1%	2.7%
MOTHER ONLY	4	2524	14.5%	15.3%
FATHER ONLY	5	410	2.4%	2.6%
OTHER RELATIVE OR NON-RELATIVE	6	440	2.5%	3.3%
RESERVED CODES:				
MISSING	8	193	1.1%	(MISS)
TOTALS:		17424	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	1726	9.9%	11.8%
WIDOWED	2	401	2.3%	2.7%
SEPARATED	3	516	3.0%	3.7%
NEVER MARRIED	4	345	2.0%	2.4%
NOT MARRIED BUT LIVING IN A MARRIAGE-LIKE RELATIONSHIP	5	260	1.5%	1.7%
MARRIED	6	12725	73.0%	77.7%
RESERVED CODES:				
MISSING	98	1451	8.3%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYFAMINC — Tape Pos. 428-428, Format: I2

BYFAMINC YEARLY FAMILY INCOME

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	67	.4%	.4%
LESS THAN $1,000	2	132	.8%	.7%
$1,000 - $2,999	3	234	1.3%	1.5%
$3,000 - $4,999	4	292	1.7%	2.1%
$5,000 - $7,499	5	487	2.8%	3.4%
$7,500 - $9,999	6	572	3.3%	4.1%
$10,000 - $14,999	7	1214	7.0%	8.5%
$15,000 - $19,999	8	1178	6.8%	7.3%
$20,000 - $24,999	9	1549	8.9%	10.6%
$25,000 - $34,999	10	2884	16.6%	18.4%
$35,000 - $49,999	11	3204	18.4%	20.4%
$50,000 - $74,999	12	2243	12.9%	15.1%
$75,000 - $99,999	13	680	3.9%	3.6%
$100,000 - $199,999	14	662	3.8%	2.8%
$200,000 OR MORE	15	269	1.5%	1.1%
RESERVED CODES:				
MISSING	98	1757	10.1%	(MISS)
TOTALS:		17424	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	641	3.7%	3.1%
NON-ENGLISH DOMINANT	2	1463	8.4%	6.7%
ENGLISH DOMINANT	3	1582	9.1%	7.6%
ENGLISH ONLY	4	13697	78.6%	82.6%
RESERVED CODES:				
MISSING	8	41	.2%	(MISS)
TOTALS:		17424	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	229	1.3%	1.5%
WILL GRADUATE FROM HIGH SCHOOL BUT WON'T GO ANY FURTHER	2	1625	9.3%	10.2%
WILL GO TO VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	1475	8.5%	9.4%
WILL ATTEND COLLEGE	4	2165	12.4%	13.1%
WILL GRADUATE FROM COLLEGE	5	7412	42.5%	43.5%
WILL ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATING FROM COLLEGE	6	4383	25.2%	22.3%
RESERVED CODES:				
MISSING	98	135	.8%	(MISS)
TOTALS:		17424	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	462	2.7%	3.4%
.50 TO 1.99 HOURS	2	1119	6.4%	7.3%
2.00 TO 2.99 HOURS	3	3733	21.4%	23.6%
3.00 TO 5.49 HOURS	4	5420	31.1%	33.4%
5.50 TO 10.49 HOURS	5	3110	17.8%	18.6%
10.50 TO 12.99 HOURS	6	750	4.3%	4.5%
13.00 TO 20.99 HOURS	7	1236	7.1%	6.8%
21.00 AND UP HOURS	8	514	2.9%	2.4%
RESERVED CODES:				
MISSING	98	1080	6.2%	(MISS)
TOTALS:		17424	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	16849	96.7%	97.7%
THE STUDENT IS SELF-REPORTED AS LIMITED ENGLISH PROFICIENCY OR SO REPORTED BY ONE OF HIS OR HER TEACHERS	1	432	2.5%	2.3%
RESERVED CODES:				
MISSING	8	143	.8%	(MISS)
TOTALS:		17424	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	14904	85.5%	88.2%
THE STUDENT IS CLASSIFIED LANGUAGE MINORITY	1	2515	14.4%	11.8%
RESERVED CODES:				
MISSING	8	5	.0%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYGRADS — Tape Pos. 437-438, Format: R2.1

BYGRADS GRADES COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	.5	46	.3%	.4%
	.6	18	.1%	.1%
	.8	27	.2%	.1%
	.9	31	.2%	.2%
	1.0	112	.6%	.9%
	1.1	57	.3%	.5%
	1.2	41	.2%	.2%
	1.3	138	.8%	1.2%
	1.4	85	.5%	.6%
	1.5	240	1.4%	1.5%
	1.6	174	1.0%	1.4%
	1.7	23	.1%	.1%
	1.8	409	2.3%	2.4%
	1.9	164	.9%	1.2%
	2.0	961	5.5%	6.2%
	2.1	109	.6%	.6%
	2.2	19	.1%	.1%
	2.3	1014	5.8%	6.0%
	2.4	192	1.1%	1.3%
	2.5	1954	11.2%	11.5%
	2.6	21	.1%	.1%
	2.7	91	.5%	.6%
	2.8	1530	8.8%	9.3%
	2.9	14	.1%	.1%
	3.0	2506	14.4%	14.5%
	3.1	6	.0%	.0%
	3.3	1896	10.9%	10.3%
	3.5	1847	10.6%	10.5%
	3.7	35	.2%	.2%
	3.8	1332	7.6%	7.2%
	4.0	2148	12.3%	10.8%
RESERVED CODES:				
MISSING	9.8	184	1.1%	(MISS)
TOTALS:		17424	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	3860	22.2%	25.0%
QUARTILE 2	2	3610	20.7%	21.6%
QUARTILE 3	3	4408	25.3%	24.8%
QUARTILE 4 HIGH	4	5362	30.8%	28.6%
RESERVED CODES:				
MISSING	8	184	1.1%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRNR — Tape Pos. 440-441, Format: I2

BYTXRNR READING NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	1	.0%	.0%
	1	23	.1%	.1%
	2	80	.5%	.6%
	3	167	1.0%	1.0%
	4	316	1.8%	2.0%
	5	465	2.7%	3.0%
	6	693	4.0%	4.3%
	7	768	4.4%	5.3%
	8	892	5.1%	5.5%
	9	967	5.5%	6.3%
	10	968	5.6%	6.0%
	11	1044	6.0%	6.3%
	12	1053	6.0%	6.7%
	13	1056	6.1%	6.2%
	14	1065	6.1%	6.5%
	15	1071	6.1%	6.2%
	16	1097	6.3%	6.5%
	17	1146	6.6%	6.7%
	18	1169	6.7%	6.4%
	19	1154	6.6%	6.2%
	20	981	5.6%	5.2%
	21	589	3.4%	2.9%
RESERVED CODES:				
MISSING.....	98	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRNW — Tape Pos. 442-443, Format: I2

BYTXRNW READING NUMBER WRONG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	626	3.6%	3.0%
	1	1017	5.8%	5.4%
	2	1226	7.0%	6.6%
	3	1217	7.0%	6.7%
	4	1204	6.9%	7.1%
	5	1165	6.7%	7.0%
	6	1130	6.5%	6.6%
	7	1125	6.5%	7.0%
	8	1099	6.3%	6.6%
	9	1072	6.2%	7.0%
	10	1037	6.0%	6.7%
	11	968	5.6%	6.2%
	12	945	5.4%	5.7%
	13	838	4.8%	5.1%
	14	710	4.1%	4.9%
	15	590	3.4%	3.5%
	16	377	2.2%	2.5%
	17	230	1.3%	1.3%
	18	129	.7%	.9%
	19	49	.3%	.3%
	20	10	.1%	.0%
	21	1	.0%	.0%
RESERVED CODES:				
MISSING.....	98	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRNNA — Tape Pos. 444-445, Format: I2

BYTXRNNA READING NUMBER NOT ATTEMPTED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	14721	84.5%	86.4%
	1	687	3.9%	4.3%
	2	696	4.0%	4.7%
	3	213	1.2%	1.4%
	4	111	.6%	.9%
	5	71	.4%	.5%
	6	53	.3%	.3%
	7	109	.6%	.7%
	8	32	.2%	.2%
	9	28	.2%	.2%
	10	15	.1%	.1%
	11	11	.1%	.1%
	12	5	.0%	.1%
	13	10	.1%	.1%
	14	1	.0%	.0%
	15	2	.0%	.0%
RESERVED CODES:				
MISSING.....	98	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRFS — Tape Pos. 446-451, Format: R6.3

BYTXRFS READING FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-6.333 TO 21.000.....	1.000	16765	96.2%	100.0%
RESERVED CODES:				
MISSING.....	999.998	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRSTD — Tape Pos. 452-457, Format: R6.3

BYTXRSTD READING STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
23.098 TO 67.499.....	1.000	16765	96.2%	100.0%
RESERVED CODES:				
MISSING.....	999.998	659	3.8%	(MISS)
TOTALS:		17424	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 TO 20.896.....	1.000	16765	96.2%	100.0%
RESERVED CODES:				
MISSING.....	999.998	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRIRS — Tape Pos. 464-469, Format: R6.3

BYTXRIRS READING IRT-ESTIMATED FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-0.627 TO 20.861	1.000	16765	96.2%	100.0%
RESERVED CODES:				
MISSING	999.998	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRQ — Tape Pos. 470-470, Format: I1

BYTXRQ READING QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3889	22.3%	24.9%
QUARTILE 2	2	3956	22.7%	24.7%
QUARTILE 3	3	4087	23.5%	24.3%
QUARTILE 4 HIGH	4	4833	27.7%	26.1%
RESERVED CODES:				
MISSING	8	659	3.8%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMNR — Tape Pos. 471-472, Format: I2

BYTXMNR MATHEMATICS NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	4	.0%	.0%
	2	8	.0%	.0%
	3	9	.1%	.1%
	4	28	.2%	.2%
	5	58	.3%	.5%
	6	96	.6%	.6%
	7	149	.9%	.9%
	8	242	1.4%	1.5%
	9	346	2.0%	2.2%
	10	428	2.5%	2.9%
	11	508	2.9%	3.3%
	12	545	3.1%	3.7%
	13	578	3.3%	3.8%
	14	628	3.6%	4.0%
	15	629	3.6%	4.4%
	16	607	3.5%	3.7%
	17	648	3.7%	4.0%
	18	617	3.5%	4.0%
	19	543	3.1%	3.2%
	20	614	3.5%	4.0%
	21	553	3.2%	3.5%
	22	593	3.4%	3.8%
	23	553	3.2%	3.4%
	24	588	3.4%	3.9%
	25	521	3.0%	3.0%
	26	517	3.0%	3.1%
	27	536	3.1%	3.2%
	28	557	3.2%	2.8%
	29	557	3.2%	3.2%
	30	516	3.0%	2.7%
	31	505	2.9%	2.8%
	32	506	2.9%	2.8%
	33	483	2.8%	2.6%
	34	491	2.8%	2.7%
	35	489	2.8%	2.6%
	36	443	2.5%	2.1%
	37	415	2.4%	2.1%
	38	314	1.8%	1.4%
	39	230	1.3%	1.1%
	40	101	.6%	.4%
RESERVED CODES:				
MISSING	98	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMNW — Tape Pos. 473-474, Format: I2

BYTXMNW MATHEMATICS NUMBER WRONG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	120	.7%	.5%
	1	251	1.4%	1.1%
	2	346	2.0%	1.6%
	3	435	2.5%	2.0%
	4	488	2.8%	2.5%
	5	506	2.9%	2.5%
	6	515	3.0%	2.9%
	7	533	3.1%	3.0%
	8	526	3.0%	3.0%
	9	535	3.1%	3.0%
	10	559	3.2%	3.2%
	11	587	3.4%	3.3%
	12	616	3.5%	3.3%
	13	537	3.1%	3.1%
	14	557	3.2%	3.4%
	15	562	3.2%	3.4%
	16	599	3.4%	3.9%
	17	564	3.2%	3.5%
	18	620	3.6%	4.1%
	19	597	3.4%	3.6%
	20	639	3.7%	4.2%
	21	589	3.4%	3.5%
	22	632	3.6%	4.2%
	23	636	3.7%	3.8%
	24	641	3.7%	3.9%
	25	597	3.4%	4.1%
	26	576	3.3%	3.7%
	27	551	3.2%	3.6%
	28	507	2.9%	3.4%
	29	419	2.4%	2.8%
	30	334	1.9%	2.1%
	31	234	1.3%	1.5%
	32	164	.9%	1.1%
	33	93	.5%	.6%
	34	43	.2%	.2%
	35	33	.2%	.3%
	36	8	.0%	.0%
	37	3	.0%	.0%
	38	1	.0%	.0%
RESERVED CODES:				
MISSING	98	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMNNA — Tape Pos. 475-476, Format: I2

BYTXMNNA MATHEMATICS NUMBER NOT ATTEMPTED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	11716	67.2%	68.4%
	1	2922	16.8%	18.0%
	2	887	5.1%	5.5%
	3	336	1.9%	2.2%
	4	217	1.2%	1.4%
	5	132	.8%	.8%
	6	93	.5%	.5%
	7	71	.4%	.5%
	8	96	.6%	.6%
	9	33	.2%	.3%
	10	37	.2%	.2%
	11	41	.2%	.3%
	12	25	.1%	.2%
	13	21	.1%	.1%
	14	15	.1%	.1%
	15	19	.1%	.2%
	16	13	.1%	.1%
	17	14	.1%	.1%
	18	7	.0%	.1%
	19	11	.1%	.1%
	20	3	.0%	.1%
	21	12	.1%	.1%
	22	3	.0%	.0%
	23	2	.0%	.0%
	24	4	.0%	.0%
	25	3	.0%	.0%
	26	6	.0%	.1%
	27	3	.0%	.0%
	29	3	.0%	.0%
	30	2	.0%	.0%
	31	3	.0%	.0%
	32	2	.0%	.0%
	34	1	.0%	.0%
RESERVED CODES:				
MISSING	98	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMFS — Tape Pos. 477-482, Format: R6.3

BYTXMFS MATHEMATICS FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-10.333 TO 40.000	1.000	16753	96.1%	100.0%
RESERVED CODES:				
MISSING	999.998	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMSTD — Tape Pos. 483-488, Format: R6.3

BYTXMSTD MATHEMATICS STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
26.747 TO 71.222	1.000	16753	96.1%	100.0%
RESERVED CODES:				
MISSING	999.998	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMIRR — Tape Pos. 489-494, Format: R6.3

BYTXMIRR MATHEMATICS IRT-ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
7.284 TO 39.931	1.000	16753	96.1%	100.0%
RESERVED CODES:				
MISSING	999.998	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMIRS — Tape Pos. 495-500, Format: R6.3

BYTXMIRS MATHEMATICS IRT-ESTIMATED FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.266 TO 39.910	1.000	16753	96.1%	100.0%
RESERVED CODES:				
MISSING	999.998	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMQ — Tape Pos. 501-501, Format: I1

BYTXMQ MATHEMATICS QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3655	21.0%	23.6%
QUARTILE 2	2	3926	22.5%	25.2%
QUARTILE 3	3	4151	23.8%	24.9%
QUARTILE 4 HIGH	4	5021	28.8%	26.3%
RESERVED CODES:				
MISSING	8	671	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXSNR — Tape Pos. 502-503, Format: I2

BYTXSNR SCIENCE NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	6	.0%	.1%
	2	22	.1%	.1%
	3	58	.3%	.4%
	4	140	.8%	1.0%
	5	271	1.6%	1.8%
	6	408	2.3%	2.6%
	7	561	3.2%	3.8%
	8	749	4.3%	4.8%
	9	945	5.4%	5.8%
	10	1045	6.0%	7.2%
	11	1239	7.1%	7.3%
	12	1242	7.1%	7.8%
	13	1258	7.2%	7.5%
	14	1326	7.6%	7.8%
	15	1259	7.2%	7.5%
	16	1250	7.2%	7.7%
	17	1110	6.4%	6.5%
	18	1027	5.9%	5.7%
	19	865	5.0%	4.5%
	20	714	4.1%	4.0%
	21	518	3.0%	2.6%
	22	374	2.1%	1.9%
	23	238	1.4%	1.1%
	24	91	.5%	.4%
	25	28	.2%	.1%
RESERVED CODES:				
MISSING	98	680	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXSNW — Tape Pos. 504-505, Format: I2

BYTXSNW SCIENCE NUMBER WRONG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	36	.2%	.1%
	1	111	.6%	.5%
	2	272	1.6%	1.4%
	3	410	2.4%	2.1%
	4	603	3.5%	3.2%
	5	796	4.6%	4.6%
	6	899	5.2%	4.6%
	7	1143	6.6%	6.3%
	8	1156	6.6%	6.8%
	9	1276	7.3%	8.0%
	10	1301	7.5%	7.7%
	11	1332	7.6%	8.0%
	12	1296	7.4%	7.8%
	13	1233	7.1%	7.7%
	14	1160	6.7%	6.9%
	15	1009	5.8%	6.8%
	16	832	4.8%	5.0%
	17	663	3.8%	4.4%
	18	484	2.8%	3.1%
	19	361	2.1%	2.4%
	20	203	1.2%	1.3%
	21	109	.6%	.8%
	22	38	.2%	.2%
	23	17	.1%	.1%
	24	4	.0%	.1%
RESERVED CODES:				
MISSING	98	680	3.9%	(MISS)
TOTALS:		17424	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	13806	79.2%	81.5%
	1	1812	10.4%	11.4%
	2	355	2.0%	2.0%
	3	306	1.8%	1.8%
	4	189	1.1%	1.2%
	5	75	.4%	.6%
	6	39	.2%	.4%
	7	33	.2%	.2%
	8	30	.2%	.3%
	9	14	.1%	.1%
	10	25	.1%	.2%
	11	17	.1%	.1%
	12	18	.1%	.1%
	13	12	.1%	.1%
	14	2	.0%	.0%
	15	5	.0%	.0%
	16	2	.0%	.0%
	17	1	.0%	.0%
	18	1	.0%	.0%
	19	1	.0%	.0%
	20	1	.0%	.0%
RESERVED CODES:				
MISSING.....	98	680	3.9%	(MISS)
TOTALS:		17424	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 TO 25.000.....	1.000	16744	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	680	3.9%	(MISS)
TOTALS:		17424	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 TO 75.973.....	1.000	16744	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	680	3.9%	(MISS)
TOTALS:		17424	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 TO 24.917.....	1.000	16744	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	680	3.9%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXSIRS — Tape Pos. 526-531, Format: R6.3

BYTXSIRS SCIENCE IRT-ESTIMATED FORMULA SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-0.815 TO 24.893.....	1.000	16744	96.1%	100.0%
RESERVED CODES:				
MISSING.....	999.998	680	3.9%	(MISS)
TOTALS:		17424	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	3766	21.6%	24.7%
QUARTILE 2.....	2	3918	22.5%	23.8%
QUARTILE 3.....	3	4394	25.2%	26.4%
QUARTILE 4 HIGH.....	4	4666	26.8%	25.1%
RESERVED CODES:				
MISSING.....	8	680	3.9%	(MISS)
TOTALS:		17424	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
	2	4	.0%	.0%
	3	3	.0%	.0%
	4	19	.1%	.1%
	5	35	.2%	.2%
	6	72	.4%	.5%
	7	129	.7%	.8%
	8	182	1.0%	1.3%
	9	269	1.5%	1.8%
	10	352	2.0%	2.5%
	11	387	2.2%	2.3%
	12	495	2.8%	2.9%
	13	638	3.7%	4.4%
	14	693	4.0%	4.3%
	15	798	4.6%	4.6%
	16	907	5.2%	6.3%
	17	1006	5.8%	6.9%
	18	1010	5.8%	6.4%
	19	1079	6.2%	6.1%
	20	1087	6.2%	6.8%
	21	1054	6.0%	6.1%
	22	1019	5.8%	5.8%
	23	1039	6.0%	5.8%
	24	902	5.2%	5.0%
	25	889	5.1%	4.9%
	26	802	4.6%	4.2%
	27	677	3.9%	3.7%
	28	565	3.2%	3.3%
	29	380	2.2%	2.0%
	30	195	1.1%	1.0%
RESERVED CODES:				
MISSING.....	98	737	4.2%	(MISS)
TOTALS:		17424	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	205	1.2%	1.1%
	1	397	2.3%	2.1%
	2	587	3.4%	3.4%
	3	708	4.1%	3.9%
	4	838	4.8%	4.3%
	5	911	5.2%	5.0%
	6	966	5.5%	5.5%
	7	1073	6.2%	6.4%
	8	1034	5.9%	6.0%
	9	1077	6.2%	6.6%
	10	1102	6.3%	6.5%
	11	1088	6.2%	6.2%
	12	1028	5.9%	6.9%
	13	989	5.7%	6.4%
	14	876	5.0%	5.8%
	15	774	4.4%	4.5%
	16	675	3.9%	4.2%
	17	614	3.5%	4.3%
	18	448	2.6%	2.6%
	19	384	2.2%	2.4%
	20	335	1.9%	2.3%
	21	230	1.3%	1.5%
	22	165	.9%	1.1%
	23	101	.6%	.6%
	24	45	.3%	.3%
	25	26	.1%	.1%
	26	10	.1%	.1%
	28	1	.0%	.0%
RESERVED CODES:				
MISSING.....	98	737	4.2%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXHNNA — Tape Pos. 537-538, Format: I2

BYTXHNNA HISTORY/CIT/GEOG NUMBER NOT ATTEMPTED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	15060	86.4%	89.1%
	1	925	5.3%	6.2%
	2	209	1.2%	1.3%
	3	115	.7%	.8%
	4	110	.6%	.8%
	5	89	.5%	.5%
	6	57	.3%	.5%
	7	26	.1%	.3%
	8	16	.1%	.1%
	9	13	.1%	.1%
	10	15	.1%	.1%
	11	9	.1%	.1%
	12	4	.0%	.0%
	13	9	.1%	.1%
	14	9	.1%	.0%
	15	2	.0%	.0%
	16	10	.1%	.1%
	17	3	.0%	.0%
	18	1	.0%	.0%
	19	2	.0%	.0%
	20	1	.0%	.0%
	21	2	.0%	.0%
RESERVED CODES:				
MISSING.....	98	737	4.2%	(MISS)
TOTALS:		17424	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 TO 30.000.....	1.000	16687	95.8%	100.0%
RESERVED CODES:				
MISSING.....	999.998	737	4.2%	(MISS)
TOTALS:		17424	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 TO 69.508.....	1.000	16687	95.8%	100.0%
RESERVED CODES:				
MISSING.....	999.998	737	4.2%	(MISS)
TOTALS:		17424	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 TO 29.991.....	1.000	16687	95.8%	100.0%
RESERVED CODES:				
MISSING.....	999.998	737	4.2%	(MISS)
TOTALS:		17424	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 TO 29.986.....	1.000	16687	95.8%	100.0%
RESERVED CODES:				
MISSING.....	999.998	737	4.2%	(MISS)
TOTALS:		17424	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	3770	21.6%	24.0%
QUARTILE 2.....	2	3889	22.3%	25.1%
QUARTILE 3.....	3	4317	24.8%	25.2%
QUARTILE 4 HIGH.....	4	4711	27.0%	25.8%
RESERVED CODES:				
MISSING.....	8	737	4.2%	(MISS)
TOTALS:		17424	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 TO 70.980.....	1.000	16791	96.4%	100.0%
RESERVED CODES:				
MISSING.....	999.998	633	3.6%	(MISS)
TOTALS:		17424	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	3691	21.2%	24.1%
QUARTILE 2.....	2	3841	22.0%	23.5%
QUARTILE 3.....	3	4326	24.8%	26.4%
QUARTILE 4.....	4	4933	28.3%	26.0%
RESERVED CODES:				
MISSING.....	8	633	3.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXRPRO — Tape Pos. 571-571, Format: I1

BYTXRPRO OVERALL READING PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1.....	1	1985	11.4%	12.6%
LEVEL 1, BUT NOT LEVEL 2.....	2	8171	46.9%	52.6%
LEVEL 2.....	3	5982	34.3%	34.8%
'REVERSAL' (ITEM RESPONSES DO NOT FIT HIERACHICAL PATTERN)..	5	0	.0%	.0%
RESERVED CODES:				
MISSING.....	8	1286	7.4%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question BYTXMPRO — Tape Pos. 572-572, Format: I1

BYTXMPRO OVERALL MATH PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1.....	1	2578	14.8%	18.3%
LEVEL 1, BUT NOT LEVEL 2 OR 3.	2	5848	33.6%	40.1%
LEVEL 1 AND 2, BUT NOT 3.....	3	3543	20.3%	22.4%
PROFICIENT AT ALL 3 LEVELS....	4	3601	20.7%	19.2%
'REVERSAL' (ITEM RESPONSES DO NOT FIT HIERACHICAL PATTERN)..	5	0	.0%	.0%
RESERVED CODES:				
MISSING.....	8	1854	10.6%	(MISS)
TOTALS:		17424	100.0%	100.0%

Question CASEID

Tape Pos. 1-7
Format: I7

STU_ID = STUDENT ID NUMBER

PART 2 - YOUR SCHOOL EXPERIENCES AND ACTIVITIES

Question 7

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

Question 7A

Tape Pos. 8-8
Format: I1

F1S7A STUDENTS GET ALONG WELL WITH TEACHERS

Students get along well with teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	845	4.1%	5.0%
AGREE	2	12508	60.4%	69.3%
DISAGREE	3	3985	19.2%	23.2%
STRONGLY DISAGREE	4	421	2.0%	2.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	459	2.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7B

Tape Pos. 9-9
Format: I1

F1S7B THERE IS REAL SCHOOL SPIRIT

There is real school spirit

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2826	13.6%	17.1%
AGREE	2	9547	46.1%	53.2%
DISAGREE	3	4561	22.0%	25.1%
STRONGLY DISAGREE	4	808	3.9%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	469	2.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7C

Tape Pos. 10-10
Format: I1

F1S7C RULES FOR BEHAVIOR ARE STRICT AT SCHOOL

Rules for behavior are strict

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2915	14.1%	16.0%
AGREE	2	8502	41.1%	47.9%
DISAGREE	3	5816	28.1%	33.3%
STRONGLY DISAGREE	4	474	2.3%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	13	.1%	(MISS)
MISSING	8	501	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7D

Tape Pos. 11-11
Format: I1

F1S7D DISCIPLINE IS FAIR AT SCHOOL

Discipline is fair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1024	4.9%	6.1%
AGREE	2	11149	53.8%	63.6%
DISAGREE	3	4203	20.3%	23.2%
STRONGLY DISAGREE	4	1260	6.1%	7.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	573	2.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7E

Tape Pos. 12-12
Format: I1

F1S7E STUDNTS FRIENDLY WITH OTHR RACIAL GROUPS

Students make friends with students of other racial and ethnic groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	4659	22.5%	26.3%
AGREE	2	10722	51.8%	60.4%
DISAGREE	3	1814	8.8%	10.2%
STRONGLY DISAGREE	4	512	2.5%	3.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	502	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7F

Tape Pos. 13-13
Format: I1

F1S7F OTHER STUDENTS OFTEN DISRUPT CLASS

Other students often disrupt class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3108	15.0%	18.1%
AGREE	2	9212	44.5%	52.9%
DISAGREE	3	4868	23.5%	26.4%
STRONGLY DISAGREE	4	506	2.4%	2.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	518	2.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7G

Tape Pos. 14-14
Format: I1

F1S7G THE TEACHING IS GOOD AT SCHOOL

The teaching is good

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2517	12.2%	13.6%
AGREE	2	11950	57.7%	68.0%
DISAGREE	3	2609	12.6%	14.8%
STRONGLY DISAGREE	4	626	3.0%	3.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	510	2.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 7H — Tape Pos. 15-15, Format: I1

F1S7H TEACHERS ARE INTERESTED IN STUDENTS

Teachers are interested in students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2335	11.3%	13.2%
AGREE	2	11049	53.4%	62.4%
DISAGREE	3	3615	17.5%	20.4%
STRONGLY DISAGREE	4	665	3.2%	4.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	547	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7I — Tape Pos. 16-16, Format: I1

F1S7I WHEN R WORKS HARD TEACHERS PRAISE EFFORT

When I work hard on schoolwork, my teachers praise my effort

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1715	8.3%	9.5%
AGREE	2	8305	40.1%	47.4%
DISAGREE	3	6650	32.1%	36.9%
STRONGLY DISAGREE	4	1048	5.1%	6.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	492	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7J — Tape Pos. 17-17, Format: I1

F1S7J IN CLASS OFTEN FEEL PUT DOWN BY TEACHERS

In class I often feel "put down" by my teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	494	2.4%	2.8%
AGREE	2	2423	11.7%	13.6%
DISAGREE	3	10593	51.2%	58.3%
STRONGLY DISAGREE	4	4207	20.3%	25.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	492	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7K — Tape Pos. 18-18, Format: I1

F1S7K OFTEN FEEL PUT DOWN BY STUDENTS IN CLASS

In school I often feel "put down" by other students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	656	3.2%	3.5%
AGREE	2	2916	14.1%	16.4%
DISAGREE	3	10131	48.9%	56.9%
STRONGLY DISAGREE	4	3956	19.1%	23.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	18	.1%	(MISS)
MISSING	8	544	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7L — Tape Pos. 19-19, Format: I1

F1S7L MOST TEACHERS LISTEN TO R

Most of my teachers really listen to what I have to say

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1672	8.1%	9.7%
AGREE	2	10767	52.0%	60.0%
DISAGREE	3	4402	21.3%	24.7%
STRONGLY DISAGREE	4	864	4.2%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	511	2.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7M — Tape Pos. 20-20, Format: I1

F1S7M R DOESN'T FEEL SAFE AT THIS SCHOOL

I don't feel safe at this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	408	2.0%	2.4%
AGREE	2	1046	5.1%	6.0%
DISAGREE	3	8097	39.1%	45.8%
STRONGLY DISAGREE	4	8124	39.2%	45.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	534	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7N — Tape Pos. 21-21, Format: I1

F1S7N DISRUPTIONS IMPEDE R'S LEARNING

Disruptions by other students get in the way of my learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1594	7.7%	9.1%
AGREE	2	5351	25.8%	31.3%
DISAGREE	3	8608	41.6%	48.1%
STRONGLY DISAGREE	4	2103	10.2%	11.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 7O — Tape Pos. 22-22, Format: I1

F1S7O MISBEHAVING STDNS OFTEN GET AWAY WITH IT

Misbehaving students often get away with it

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2182	10.5%	12.1%
AGREE	2	7357	35.5%	40.9%
DISAGREE	3	6708	32.4%	38.1%
STRONGLY DISAGREE	4	1472	7.1%	8.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	495	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8

Some students are recognized by their school or community. In the first half of the school year, did you win any of the following awards or were you recognized for doing well or participating in certain activities?

Question 8A — Tape Pos. 23-23, Format: I1

F1S8A R HAS NOT WON ANY AWARDS

I have not won any awards or received recognition

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7504	36.2%	47.1%
DOES NOT APPLY	2	8933	43.1%	52.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8B — Tape Pos. 24-24, Format: I1

F1S8B R ELECTED OFFICER OF A SCHOOL CLASS

Elected officer of a school class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1622	7.8%	9.0%
DOES NOT APPLY	2	14815	71.5%	91.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8C — Tape Pos. 25-25, Format: I1

F1S8C R WON AN ACADEMIC HONOR

Won an academic honor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2740	13.2%	15.7%
DOES NOT APPLY	2	13697	66.1%	84.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8D — Tape Pos. 26-26, Format: I1

F1S8D R PARTICIPATED IN A SCIENCE OR MATH FAIR

Participated in a science or math fair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1771	8.6%	10.4%
DOES NOT APPLY	2	14666	70.8%	89.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8E — Tape Pos. 27-27, Format: I1

F1S8E RECEIVED RECOGNITION FOR GOOD ATTENDANCE

Received special recognition for good attendance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2295	11.1%	14.0%
DOES NOT APPLY	2	14142	68.3%	86.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8F — Tape Pos. 28-28, Format: I1

F1S8F RECEIVED RECOGNITION FOR GOOD GRADES

Received special recognition for good grades or honor roll

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5798	28.0%	33.4%
DOES NOT APPLY	2	10639	51.4%	66.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8G — Tape Pos. 29-29, Format: I1

F1S8G RECEIVED RECOGNITION FOR WRITING ESSAY

Received special recognition for writing an essay or poem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1645	7.9%	10.3%
DOES NOT APPLY	2	14792	71.4%	89.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8H — Tape Pos. 30-30, Format: I1

F1S8H NAMED MOST VALUABLE PLAYER ON SPORT TEAM

Named most valuable player on a sports team

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1554	7.5%	9.5%
DOES NOT APPLY	2	14883	71.9%	90.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

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Question 8I — Tape Pos. 31-31, Format: I1

F1S8I RECEIVED A COMMUNITY SERVICE AWARD

Received a community service award

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	696	3.4%	4.3%
DOES NOT APPLY	2	15741	76.0%	95.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 8J — Tape Pos. 32-32, Format: I1

F1S8J PARTICIPATED IN VOC/TECH COMPETITION

Participated in vocational/technical skills competition

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1208	5.8%	7.5%
DOES NOT APPLY	2	15229	73.5%	92.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1784	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

In the first half of the current school year, how many times did any of the following things happen to you at school? (MARK ONE)

Question 9A — Tape Pos. 33-33, Format: I1

F1S9A HAD SOMETHING STOLEN AT SCHOOL

I had something stolen from me at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	9854	47.6%	55.7%
ONCE OR TWICE	1	6848	33.1%	37.3%
MORE THAN TWICE	2	1327	6.4%	7.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	190	.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 9B — Tape Pos. 34-34, Format: I1

F1S9B 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	15031	72.6%	82.6%
ONCE OR TWICE	1	1721	8.3%	10.2%
MORE THAN TWICE	2	1238	6.0%	7.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	229	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 9C — Tape Pos. 35-35, Format: I1

F1S9C SOMEONE THREATENED TO HURT R AT SCHOOL

Someone threatened to hurt me at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	13868	67.0%	76.6%
ONCE OR TWICE	1	3165	15.3%	18.0%
MORE THAN TWICE	2	953	4.6%	5.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	235	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 9D — Tape Pos. 36-36, Format: I1

F1S9D GOT INTO A PHYSICAL FIGHT AT SCHOOL

I got into a physical fight at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	14936	72.1%	82.0%
ONCE OR TWICE	1	2475	12.0%	14.5%
MORE THAN TWICE	2	602	2.9%	3.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	208	1.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10

How many times did the following things happen to you in the first half of the current school year?

Question 10A — Tape Pos. 37-37, Format: I1

F1S10A HOW MANY TIMES WAS R LATE FOR SCHOOL

I was late for school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	4664	22.5%	24.7%
1-2 TIMES	1	6767	32.7%	38.2%
3-6 TIMES	2	4149	20.0%	22.7%
7-9 TIMES	3	1037	5.0%	6.2%
OVER 10 TIMES	4	1479	7.1%	8.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	124	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10B — Tape Pos. 38-38, Format: I1

F1S10B HOW MANY TIMES DID R CUT/SKIP CLASSES

I cut or skipped classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	11283	54.5%	62.3%
1-2 TIMES	1	4034	19.5%	22.0%
3-6 TIMES	2	1507	7.3%	8.4%
7-9 TIMES	3	440	2.1%	2.4%
OVER 10 TIMES	4	826	4.0%	4.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	131	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10C — Tape Pos. 39-39, Format: I1

F1S10C HOW MANY TIMES R GOT IN TROUBLE

I got in trouble for not following school rules

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	10033	48.5%	54.7%
1-2 TIMES	1	5621	27.1%	31.6%
3-6 TIMES	2	1524	7.4%	8.6%
7-9 TIMES	3	356	1.7%	2.1%
OVER 10 TIMES	4	549	2.7%	3.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10D — Tape Pos. 40-40, Format: I1

F1S10D HOW MANY TIMES PUT ON IN-SCHL SUSPENSION

I was put on an in-school suspension

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	15906	76.8%	87.3%
1-2 TIMES	1	1650	8.0%	9.6%
3-6 TIMES	2	366	1.8%	2.3%
7-9 TIMES	3	65	.3%	.4%
OVER 10 TIMES	4	88	.4%	.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	146	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10E — Tape Pos. 41-41, Format: I1

F1S10E HOW MANY TIMES R SUSPENDED FROM SCHOOL

I was suspended or put on probation from school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	16715	80.7%	92.0%
1-2 TIMES	1	1156	5.6%	6.7%
3-6 TIMES	2	130	.6%	.8%
7-9 TIMES	3	32	.2%	.3%
OVER 10 TIMES	4	44	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	144	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10F — Tape Pos. 42-42, Format: I1

F1S10F R TRANSFERRED FOR DISCIPLINARY REASONS

I was transferred to another school for disciplinary reasons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	17970	86.8%	99.3%
1-2 TIMES	1	82	.4%	.5%
3-6 TIMES	2	10	.0%	.0%
7-9 TIMES	3	4	.0%	.0%
OVER 10 TIMES	4	12	.1%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	143	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 10G — Tape Pos. 43-43, Format: I1

F1S10G HOW MANY TIMES WAS R ARRESTED

I was arrested

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	17474	84.4%	96.6%
1-2 TIMES	1	499	2.4%	2.9%
3-6 TIMES	2	50	.2%	.2%
7-9 TIMES	3	13	.1%	.1%
OVER 10 TIMES	4	35	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	149	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 11

Do you feel it is 'OK' for you to ...

Question 11A — Tape Pos. 44-44, Format: I1

F1S11A IT'S OK TO WORK HARD FOR GOOD GRADES

Work hard for good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	17598	85.0%	97.4%
NO	2	493	2.4%	2.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	130	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

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Question 11B — Tape Pos. 45-45, Format: I1

F1S11B IT'S OK TO ASK CHALLENGING QUESTIONS

Ask challenging questions?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	16566	80.0%	91.9%
NO	2	1504	7.3%	8.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	150	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 11C — Tape Pos. 46-46, Format: I1

F1S11C IT'S OK TO SOLVE PROBLMS USING NEW IDEAS

Solve problems using new and original ideas?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	16739	80.8%	92.7%
NO	2	1340	6.5%	7.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	141	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 11D — Tape Pos. 47-47, Format: I1

F1S11D IT'S OK TO HELP STUDENTS WITH SCHOOLWORK

Help other students with their schoolwork?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	16775	81.0%	92.4%
NO	2	1306	6.3%	7.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12

How often do you feel it is 'OK' for you to ...

Question 12A — Tape Pos. 48-48, Format: I1

F1S12A FEEL IT'S OK TO BE LATE FOR SCHOOL

Be late for school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	466	2.3%	2.2%
SOMETIMES	2	5120	24.7%	28.1%
RARELY	3	8775	42.4%	49.1%
NEVER	4	3717	18.0%	20.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	143	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12B — Tape Pos. 49-49, Format: I1

F1S12B FEEL IT'S OK TO CUT A COUPLE OF CLASSES

Cut a couple of classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	295	1.4%	1.5%
SOMETIMES	2	2044	9.9%	11.3%
RARELY	3	4885	23.6%	26.3%
NEVER	4	10851	52.4%	60.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	146	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12C — Tape Pos. 50-50, Format: I1

F1S12C FEEL IT'S OK TO SKIP SCHOOL A WHOLE DAY

Skip school for a whole day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	328	1.6%	1.8%
SOMETIMES	2	1863	9.0%	10.4%
RARELY	3	5259	25.4%	28.4%
NEVER	4	10619	51.3%	59.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	151	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12D — Tape Pos. 51-51, Format: I1

F1S12D FEEL IT'S OK TO CHEAT ON TESTS

Cheat on tests?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	486	2.3%	2.6%
SOMETIMES	2	1518	7.3%	8.5%
RARELY	3	4128	19.9%	22.4%
NEVER	4	11908	57.5%	66.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	179	.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12E — Tape Pos. 52-52, Format: I1

F1S12E FEEL IT'S OK TO COPY SOMEONE'S HOMEWORK

Copy someone else's homework?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	1292	6.2%	6.9%
SOMETIMES	2	3815	18.4%	20.7%
RARELY	3	6768	32.7%	37.4%
NEVER	4	6197	29.9%	35.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	149	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12F — Tape Pos. 53-53, Format: I1

F1S12F FEEL IT'S OK TO GET INTO PHYSICAL FIGHTS

Get into physical fights?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	286	1.4%	1.5%
SOMETIMES	2	1369	6.6%	7.8%
RARELY	3	3928	19.0%	21.7%
NEVER	4	12487	60.3%	69.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	150	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12G — Tape Pos. 54-54, Format: I1

F1S12G FEEL IT'S OK TO BELONG TO GANGS

Belong to gangs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	341	1.6%	1.7%
SOMETIMES	2	555	2.7%	3.2%
RARELY	3	1230	5.9%	6.5%
NEVER	4	15923	76.9%	88.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	171	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12H — Tape Pos. 55-55, Format: I1

F1S12H FEEL IT'S OK TO MAKE RACIST REMARKS

Make racist remarks?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	320	1.5%	1.8%
SOMETIMES	2	562	2.7%	3.1%
RARELY	3	1894	9.1%	10.5%
NEVER	4	15279	73.8%	84.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	165	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12I — Tape Pos. 56-56, Format: I1

F1S12I FEEL IT'S OK TO MAKE SEXIST REMARKS

Make sexist remarks?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	572	2.8%	3.1%
SOMETIMES	2	1067	5.2%	6.1%
RARELY	3	2898	14.0%	15.3%
NEVER	4	13513	65.3%	75.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	171	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12J — Tape Pos. 57-57, Format: I1

F1S12J FEEL IT'S OK TO STEAL BELONGINGS FRM SCH

Steal belongings from school, a student, or a teacher?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	89	.4%	.4%
SOMETIMES	2	146	.7%	.7%
RARELY	3	674	3.3%	3.4%
NEVER	4	17152	82.8%	95.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	160	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12K — Tape Pos. 58-58, Format: I1

F1S12K FEEL IT'S OK TO DESTROY SCHOOL PROPERTY

Destroy or damage school property?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	121	.6%	.6%
SOMETIMES	2	216	1.0%	1.0%
RARELY	3	1131	5.5%	5.8%
NEVER	4	16586	80.1%	92.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	167	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12L — Tape Pos. 59-59, Format: I1

F1S12L FEEL IT'S OK TO SMOKE ON SCHOOL GROUNDS

Smoke on school grounds?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	950	4.6%	5.4%
SOMETIMES	2	636	3.1%	3.5%
RARELY	3	1048	5.1%	5.5%
NEVER	4	15428	74.5%	85.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	159	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12M — Tape Pos. 60-60, Format: I1

F1S12M FEEL IT'S OK TO DRINK ALCOHOL AT SCHOOL

Drink alcohol during school day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	155	.7%	.7%
SOMETIMES	2	253	1.2%	1.4%
RARELY	3	785	3.8%	4.3%
NEVER	4	16860	81.4%	93.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	165	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12N — Tape Pos. 61-61, Format: I1

F1S12N FEEL IT'S OK TO USE DRUGS AT SCHOOL

Use illegal drugs during school day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	116	.6%	.5%
SOMETIMES	2	136	.7%	.8%
RARELY	3	380	1.8%	2.1%
NEVER	4	17430	84.2%	96.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	159	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12O — Tape Pos. 62-62, Format: I1

F1S12O FEEL IT'S OK TO BRING WEAPONS TO SCHOOL

Bring weapons to school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	204	1.0%	1.1%
SOMETIMES	2	373	1.8%	2.0%
RARELY	3	1061	5.1%	5.7%
NEVER	4	16417	79.3%	91.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	165	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12P — Tape Pos. 63-63, Format: I1

F1S12P FEEL IT'S OK TO ABUSE TEACHERS

Abuse teachers physically?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	107	.5%	.5%
SOMETIMES	2	86	.4%	.4%
RARELY	3	314	1.5%	1.6%
NEVER	4	17547	84.7%	97.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	164	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12Q — Tape Pos. 64-64, Format: I1

F1S12Q FEEL IT'S OK TO TALK BACK TO TEACHERS

Talk back to teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	651	3.1%	3.6%
SOMETIMES	2	2418	11.7%	13.2%
RARELY	3	6357	30.7%	34.7%
NEVER	4	8631	41.7%	48.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	160	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 12R — Tape Pos. 65-65, Format: I1

F1S12R FEEL IT'S OK TO DISOBEY SCHOOL RULES

Disobey school rules?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	497	2.4%	2.5%
SOMETIMES	2	1848	8.9%	10.3%
RARELY	3	5973	28.8%	32.1%
NEVER	4	9742	47.0%	55.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	158	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 13 — Tape Pos. 66-67, Format: I2

F1S13 HOW MANY DAYS WAS R ABSENT FROM SCHOOL

In the first half of the current school year, about how many days were you absent from school for any reason? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	2749	13.3%	13.6%
1 OR 2 DAYS	2	4402	21.3%	21.7%
3 OR 4 DAYS	3	5077	24.5%	26.2%
5 TO 10 DAYS	4	4457	21.5%	24.0%
11 TO 15 DAYS	5	1253	6.1%	6.9%
16 TO 20 DAYS	6	507	2.4%	3.0%
21 OR MORE	7	781	3.8%	4.7%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MULTIPLE RESPONSE	96	2	.0%	(MISS)
REFUSAL	97	1	.0%	(MISS)
MISSING	98	35	.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 14 — Tape Pos: 68-69, Format: I2

F1S14 MAIN REASON FOR R'S LAST ABSENCE FRM SCH

What was the main reason for your last absence from school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAD TO CARE FOR A MEMBER OF MY FAMILY OR CLOSE FRIEND.....	1	740	3.6%	5.6%
I WAS SICK.....	2	9871	47.7%	67.3%
MY FAMILY WAS ON VACATION.....	3	719	3.5%	4.9%
I DIDN'T FEEL LIKE GOING TO SCHOOL.....	4	1448	7.0%	10.6%
I WAS WORRIED ABOUT MY SAFETY GOING TO OR IN SCHOOL.....	5	35	.2%	.2%
I HAD TO GET A JOB TO HELP MY FAMILY.....	6	25	.1%	.2%
I HAD PROBLEMS WITH A TEACHER OR OTHER ADULT IN SCHOOL.....	7	60	.3%	.4%
I HAD PROBLEMS WITH ANOTHER STUDENT OR GROUP OF STUDENTS..	8	60	.3%	.4%
I WANTED TO SPEND TIME WITH MY FRIENDS WHO ARE NOT IN SCHOOL.....	9	206	1.0%	1.3%
I WASN'T PREPARED FOR A TEST OR CLASS ASSIGNMENT.....	10	281	1.4%	1.6%
I COULDN'T KEEP UP WITH MY SCHOOL WORK.....	11	50	.2%	.3%
I FELT I DIDN'T BELONG AT SCHOOL.....	12	72	.3%	.5%
I DON'T REMEMBER.....	13	973	4.7%	6.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	300	1.4%	(MISS)
MISSING.....	98	674	3.3%	(MISS)
LEGITIMATE SKIP.....	99	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 15 — Which of the following happened on your last absence from school?

Question 15A — Tape Pos. 70-70, Format: I1

F1S15A WHEN ABSENT SCHOOL DID NOT DO ANYTHING

The school did not do anything

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	5926	28.6%	41.5%
NO.....	2	6319	30.5%	43.3%
DON'T KNOW.....	3	2311	11.2%	15.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	952	4.6%	(MISS)
LEGITIMATE SKIP.....	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 15B — Tape Pos. 71-71, Format: I1

F1S15B WHEN ABSENT SCHOOL CALLED R'S HOME

Someone from school called my home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	5669	27.4%	39.5%
NO.....	2	7660	37.0%	52.7%
DON'T KNOW.....	3	1120	5.4%	7.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	1063	5.1%	(MISS)
LEGITIMATE SKIP.....	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 15C — Tape Pos. 72-72, Format: I1

F1S15C WHEN ABSENT THE SCHOOL VISITED R'S HOME

Someone from school visited my home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	262	1.3%	1.7%
NO.....	2	13274	64.1%	95.6%
DON'T KNOW.....	3	353	1.7%	2.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MISSING.....	8	1625	7.8%	(MISS)
LEGITIMATE SKIP.....	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 15D — Tape Pos. 73-73, Format: I1

F1S15D WHEN ABSENT THE SCHL SENT A LETTER HOME

The school sent a letter to my home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	1319	6.4%	10.2%
NO.....	2	12111	58.5%	85.7%
DON'T KNOW.....	3	561	2.7%	4.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
MISSING.....	8	1522	7.4%	(MISS)
LEGITIMATE SKIP.....	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 15E — Tape Pos. 74-74, Format: I1

F1S15E WHEN ABSENT R HAD TO SEE A COUNSELOR

The school made me see a counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	292	1.4%	2.3%
NO.....	2	13394	64.7%	96.1%
DON'T KNOW.....	3	228	1.1%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
MISSING.....	8	1599	7.7%	(MISS)
LEGITIMATE SKIP.....	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

When you came back to school after your last absence, which of the following happened to you? (MARK ALL THAT APPLY)

Question 16A

Tape Pos. 75-75
Format: I1

F1S16A AFT BEING ABSENT TEACHER HELPED R DO WRK

My teacher helped me catch up on the work I missed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8166	39.4%	54.9%
DOES NOT APPLY	2	6868	33.2%	45.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 16B

Tape Pos. 76-76
Format: I1

F1S16B AFTER BEING ABSENT STUS HELPED R DO WORK

Other students helped me catch up on the work I missed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7994	38.6%	53.1%
DOES NOT APPLY	2	7040	34.0%	46.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 16C

Tape Pos. 77-77
Format: I1

F1S16C AFTER BEING ABSENT SOMEONE ELSE HELPED R

Someone else helped me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1278	6.2%	8.1%
DOES NOT APPLY	2	13756	66.4%	91.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 16D

Tape Pos. 78-78
Format: I1

F1S16D AFTER BEING ABSENT R DIDN'T NEED HELP

I didn't need to catch up on work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2204	10.6%	15.0%
DOES NOT APPLY	2	12830	62.0%	85.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 16E

Tape Pos. 79-79
Format: I1

F1S16E AFTER BEING ABSENT THE TEACHER GOT MAD

When I came back to school, a teacher was mad at me or put me down in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1009	4.9%	6.4%
DOES NOT APPLY	2	14025	67.7%	93.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 16F

Tape Pos. 80-80
Format: I1

F1S16F AFTER BEING ABSENT, ASKED WHERE R WAS

A teacher, counselor, or other adult in the school asked me where I'd been

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4097	19.8%	27.8%
DOES NOT APPLY	2	10937	52.8%	72.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 16G

Tape Pos. 81-81
Format: I1

F1S16G AFTER BEING ABSENT R FELL BEHIND

I fell behind

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3273	15.8%	21.4%
DOES NOT APPLY	2	11761	56.8%	78.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	480	2.3%	(MISS)
LEGITIMATE SKIP	9	2707	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 17

Tape Pos. 82-83
Format: I2

F1S17 HOW MANY YRS WILL IT TAKE R TO GRADUATE

After this school year (1989-90), about how many more years do you think it will take you to graduate from high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 YEAR	1	613	3.0%	3.7%
2 YEARS	2	16598	80.2%	90.8%
3 YEARS	3	509	2.5%	3.3%
4 YEARS	4	62	.3%	.3%
MORE THAN 4 YEARS	5	64	.3%	.3%
DON'T KNOW	6	258	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	112	.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 18A — Tape Pos. 84-84, Format: I1

F1S18A R SURE TO GRADUATE FROM HIGH SCHOOL

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY SURE I WON'T GRADUATE....	1	15670	75.7%	85.5%
I PROBABLY WON'T GRADUATE.....	2	2213	10.7%	12.8%
I'LL PROBABLY GRADUATE.....	3	149	.7%	.8%
VERY SURE I'LL GRADUATE.....	4	165	.8%	.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
REFUSAL.....	7	2	.0%	(MISS)
MISSING.....	8	19	.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 18B — Tape Pos. 85-85, Format: I1

F1S18B R SURE TO FURTHER EDUCATION AFTER 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	11444	55.3%	61.1%
PROBABLY WILL GO.....	2	4993	24.1%	28.8%
PROBABLY WON'T GO.....	3	1201	5.8%	7.4%
VERY SURE I WON'T GO.....	4	490	2.4%	2.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	89	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19

For each term you were enrolled in school, did you ... (MARK "YES" OR "NO" FOR EACH TERM)

Question 19A1 — Tape Pos. 86-86, Format: I1

F1S19A1 ATTEND FIRST TWO WKS OF SCH FALL OF 1988

Fall of 1988

Attend the first two weeks of school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	17655	85.3%	97.4%
NO.....	2	414	2.0%	2.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
REFUSAL.....	7	15	.1%	(MISS)
MISSING.....	8	137	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19B1 — Tape Pos. 87-87, Format: I1

F1S19B1 ENROLL IN A SPECIAL PROGRAM FALL 1988

Fall of 1988

Enroll in a special program (dropout prevention, work study, peer tutoring, etc.)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	1020	4.9%	5.9%
NO.....	2	16832	81.3%	94.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
REFUSAL.....	7	23	.1%	(MISS)
MISSING.....	8	346	1.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19C1 — Tape Pos. 88-88, Format: I1

F1S19C1 PASS TO THE NEXT TERM/GRADE FALL OF 1988

Fall of 1988

Pass to the next term/grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	15790	76.3%	88.2%
NO.....	2	2072	10.0%	11.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
REFUSAL.....	7	24	.1%	(MISS)
MISSING.....	8	334	1.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19A2 — Tape Pos. 89-89, Format: I1

F1S19A2 ATTEND FIRST TWO WKS OF SCHL SPRING 1989

Spring 1989

Attend the fisrt two weeks of school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	17430	84.2%	96.7%
NO.....	2	562	2.7%	3.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
REFUSAL.....	7	22	.1%	(MISS)
MISSING.....	8	207	1.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19B2 — Tape Pos. 90-90, Format: I1

F1S19B2 ENROLL IN SPECIAL PROGRAM SPRING OF 1989

Spring of 1989

Enroll in a special program (dropout prevention, work study, peer tutoring, etc.)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	1182	5.7%	6.7%
NO.....	2	16678	80.5%	93.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
REFUSAL.....	7	19	.1%	(MISS)
MISSING.....	8	341	1.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 19C2

Tape Pos. 91-91
Format: I1

F1S19C2 PASS TO THE NEXT TERM/GRADE SPRING 1989

Spring of 1989

Pass to the next term/grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15698	75.8%	87.4%
NO	2	2157	10.4%	12.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	23	.1%	(MISS)
MISSING	8	343	1.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19A3

Tape Pos. 92-92
Format: I1

F1S19A3 ATTEND FIRST TWO WKS OF SCH FALL OF 1989

Fall of 1989

Attend the first two weeks of school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	17448	84.3%	96.7%
NO	2	541	2.6%	3.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	21	.1%	(MISS)
MISSING	8	211	1.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19B3

Tape Pos. 93-93
Format: I1

F1S19B3 ENROLL IN A SPECIAL PROGRAM FALL OF 1989

Fall of 1989

Enroll in a special program (dropout prevention, work study, peer tutoring, etc.)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1486	7.2%	8.3%
NO	2	16342	78.9%	91.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	20	.1%	(MISS)
MISSING	8	373	1.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 19C3

Tape Pos. 94-94
Format: I1

F1S19C3 PASS TO THE NEXT TERM/GRADE FALL OF 1989

Fall of 1989

Pass to the next term/grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15770	76.2%	87.5%
NO	2	2096	10.1%	12.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	19	.1%	(MISS)
MISSING	8	335	1.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 20

Tape Pos. 95-96
Format: I2

F1S20 DESCRIBE PRESENT HIGH SCHOOL PROGRAM

Which of the following best describes your present program? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HIGH SCHOOL PROGRAM	1	7990	38.6%	44.0%
COLLEGE PREP, ACADEMIC, OR SPECIALIZED ACADEMIC (SUCH AS SCIENCE OR MATH)	2	6420	31.0%	31.6%
VOCATIONAL, TECHNICAL, OR BUSINESS AND CAREER INDUSTRIAL ARTS/TECHNOLOGY EDUCATION	3	515	2.5%	3.1%
AGRICULTURAL OCCUPATIONS	4	159	.8%	.8%
BUSINESS OR OFFICE OCCUPATIONS	5	524	2.5%	2.9%
MARKETING OR DISTRIBUTIVE EDUCATION	6	57	.3%	.4%
HEALTH OCCUPATIONS	7	153	.7%	.8%
HOME ECONOMICS OCCUPATIONS	8	71	.3%	.4%
CONSUMER AND HOMEMAKING EDUCATION	9	33	.2%	.2%
TECHNICAL OCCUPATIONS	10	138	.7%	.8%
TRADE OR INDUSTRIAL OCCUPATIONS	11	156	.8%	.8%
OTHER SPECIALIZED HIGH SCHOOL PROGRAM (SUCH AS FINE ARTS)	12	286	1.4%	1.5%
OTHER	13	858	4.1%	4.9%
I DON'T KNOW	14	1386	6.7%	7.3%
NEVER ATTENDED HS	15	97	.5%	.7%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MULTIPLE RESPONSE	96	372	1.8%	(MISS)
REFUSAL	97	4	.0%	(MISS)
MISSING	98	45	.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 21

What is the main reason you are taking the following subjects?

Question 21A

Tape Pos. 97-98
Format: I2

F1S21A MAIN REASON R TAKING MATH

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I'M NOT TAKING IT THIS TERM	1	467	2.3%	2.7%
IT WAS REQUIRED	2	10333	49.9%	58.4%
I WANTED TO TAKE IT	3	5178	25.0%	29.1%
MY PARENTS REQUESTED IT	4	204	1.0%	1.1%
MY TEACHERS RECOMMENDED IT	5	523	2.5%	2.7%
MY FRIENDS SUGGESTED IT	6	19	.1%	.1%
MY SCHOOL ASSIGNED ME TO IT	7	971	4.7%	5.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	56	.3%	(MISS)
MISSING	98	470	2.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 21B — Tape Pos. 99-100, Format: I2

F1S21B MAIN REASON R TAKING SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I'M NOT TAKING IT THIS TERM...	1	1306	6.3%	7.7%
IT WAS REQUIRED.....	2	9785	47.3%	55.9%
I WANTED TO TAKE IT.....	3	5009	24.2%	27.1%
MY PARENTS REQUESTED IT.....	4	139	.7%	.8%
MY TEACHERS RECOMMENDED IT....	5	404	2.0%	2.2%
MY FRIENDS SUGGESTED IT.....	6	31	.1%	.2%
MY SCHOOL ASSIGNED ME TO IT...	7	1005	4.9%	6.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	51	.2%	(MISS)
MISSING.....	98	491	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 21C — Tape Pos. 101-102, Format: I2

F1S21C MAIN REASON R TAKING ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I'M NOT TAKING IT THIS TERM...	1	117	.6%	.7%
IT WAS REQUIRED.....	2	12913	62.4%	73.1%
I WANTED TO TAKE IT.....	3	3083	14.9%	17.0%
MY PARENTS REQUESTED IT.....	4	78	.4%	.4%
MY TEACHERS RECOMMENDED IT....	5	257	1.2%	1.2%
MY FRIENDS SUGGESTED IT.....	6	11	.1%	.1%
MY SCHOOL ASSIGNED ME TO IT...	7	1226	5.9%	7.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	65	.3%	(MISS)
MISSING.....	98	471	2.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 21D — Tape Pos. 103-104, Format: I2

F1S21D MAIN REASON R TAKING HISTORY

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I'M NOT TAKING IT THIS TERM...	1	4698	22.7%	26.1%
IT WAS REQUIRED.....	2	8443	40.8%	46.1%
I WANTED TO TAKE IT.....	3	3198	15.4%	17.8%
MY PARENTS REQUESTED IT.....	4	85	.4%	.5%
MY TEACHERS RECOMMENDED IT....	5	249	1.2%	1.3%
MY FRIENDS SUGGESTED IT.....	6	41	.2%	.2%
MY SCHOOL ASSIGNED ME TO IT...	7	966	4.7%	6.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	46	.2%	(MISS)
MISSING.....	98	495	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22

From the beginning of ninth grade to the end of this school year, how much coursework will you have taken in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school classes taken in 1988 or 1989 that counted for one half year or more. (MARK ONE)

Question 22A — Tape Pos. 105-105, Format: I1

F1S22A HOW MUCH COURSEWORK IN GENERAL MATH

General Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	11877	57.4%	69.4%
1/2 YEAR.....	1	486	2.3%	3.2%
1 YEAR.....	2	2792	13.5%	17.4%
1 1/2 YEARS.....	3	232	1.1%	1.6%
2 YEARS.....	4	1489	7.2%	8.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	9	.0%	(MISS)
MISSING.....	8	1336	6.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22B — Tape Pos. 106-106, Format: I1

F1S22B HOW MUCH COURSEWORK IN PRE-ALGEBRA

Pre-Algebra

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	11318	54.7%	66.1%
1/2 YEAR.....	1	948	4.6%	5.8%
1 YEAR.....	2	3997	19.3%	24.7%
1 1/2 YEARS.....	3	198	1.0%	1.2%
2 YEARS.....	4	349	1.7%	2.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	21	.1%	(MISS)
MISSING.....	8	1390	6.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22C — Tape Pos. 107-107, Format: I1

F1S22C HOW MUCH COURSEWORK IN ALGEBRA I

Algebra I

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	5357	25.9%	31.2%
1/2 YEAR.....	1	1114	5.4%	6.9%
1 YEAR.....	2	9699	46.8%	56.1%
1 1/2 YEARS.....	3	394	1.9%	2.5%
2 YEARS.....	4	552	2.7%	3.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	11	.1%	(MISS)
MISSING.....	8	1094	5.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22D — Tape Pos. 108-108, Format: I1

F1S22D HOW MUCH COURSEWORK IN GEOMETRY

Geometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	7726	37.3%	49.6%
1/2 YEAR.....	1	940	4.5%	5.1%
1 YEAR.....	2	7923	38.3%	43.9%
1 1/2 YEARS.....	3	117	.6%	.6%
2 YEARS.....	4	158	.8%	.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	10	.0%	(MISS)
MISSING.....	8	1347	6.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22E — Tape Pos. 109-109, Format: I1

F1S22E HOW MUCH COURSEWORK IN ALGEBRA II

Algebra II

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	11732	56.7%	73.2%
1/2 YEAR	1	840	4.1%	4.6%
1 YEAR	2	3871	18.7%	21.5%
1 1/2 YEARS	3	58	.3%	.3%
2 YEARS	4	95	.5%	.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1618	7.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22F — Tape Pos. 110-110, Format: I1

F1S22F HOW MUCH COURSEWORK IN TRIGONOMETRY

Trigonometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14838	71.7%	92.7%
1/2 YEAR	1	829	4.0%	3.8%
1 YEAR	2	630	3.0%	3.1%
1 1/2 YEARS	3	35	.2%	.2%
2 YEARS	4	48	.2%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1839	8.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22G — Tape Pos. 111-111, Format: I1

F1S22G HOW MUCH COURSEWORK IN PRE-CALCULUS

Pre-Calculus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15844	76.5%	97.7%
1/2 YEAR	1	174	.8%	.9%
1 YEAR	2	234	1.1%	1.1%
1 1/2 YEARS	3	26	.1%	.1%
2 YEARS	4	27	.1%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1916	9.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22H — Tape Pos. 112-112, Format: I1

F1S22H HOW MUCH COURSEWORK IN CALCULUS

Calculus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15930	76.9%	98.2%
1/2 YEAR	1	76	.4%	.5%
1 YEAR	2	179	.9%	.9%
1 1/2 YEARS	3	28	.1%	.1%
2 YEARS	4	33	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1967	9.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22I — Tape Pos. 113-113, Format: I1

F1S22I HOW MUCH COURSEWORK IN BUSINESS MATH

Consumer/Business Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14812	71.5%	90.0%
1/2 YEAR	1	434	2.1%	2.9%
1 YEAR	2	939	4.5%	6.1%
1 1/2 YEARS	3	56	.3%	.4%
2 YEARS	4	100	.5%	.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1873	9.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 22J — Tape Pos. 114-114, Format: I1

F1S22J HOW MUCH COURSEWORK IN OTHER MATH

Other Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14801	71.5%	91.1%
1/2 YEAR	1	342	1.7%	2.2%
1 YEAR	2	736	3.6%	4.7%
1 1/2 YEARS	3	64	.3%	.4%
2 YEARS	4	263	1.3%	1.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	14	.1%	(MISS)
MISSING	8	2001	9.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23

From the beginning of ninth grade to the end of this school year, how much coursework will you have taken in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school classes taken in 1988 or 1989 that counted for one half year or more. (MARK ONE)

Question 23A — Tape Pos. 115-115, Format: I1

F1S23A HOW MUCH COURSEWORK IN GENERAL SCIENCE

General Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	12163	58.7%	72.2%
1/2 YEAR	1	490	2.4%	3.2%
1 YEAR	2	3263	15.8%	20.7%
1 1/2 YEARS	3	118	.6%	.8%
2 YEARS	4	548	2.6%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	20	.1%	(MISS)
MISSING	8	1619	7.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23B Tape Pos. 116-116 Format: I1

F1S23B HOW MUCH COURSEWORK IN PHYSICAL SCIENCE

General Physical Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	9400	45.4%	55.6%
1/2 YEAR	1	844	4.1%	5.2%
1 YEAR	2	6153	29.7%	37.3%
1 1/2 YEARS	3	122	.6%	.7%
2 YEARS	4	181	.9%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	25	.1%	(MISS)
MISSING	8	1496	7.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23C Tape Pos. 117-117 Format: I1

F1S23C HOW MUCH COURSEWORK IN BIOLOGY

Biology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2375	11.5%	14.5%
1/2 YEAR	1	990	4.8%	6.0%
1 YEAR	2	13362	64.5%	75.9%
1 1/2 YEARS	3	199	1.0%	1.3%
2 YEARS	4	399	1.9%	2.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	29	.1%	(MISS)
MISSING	8	867	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23D Tape Pos. 118-118 Format: I1

F1S23D HOW MUCH COURSEWORK IN EARTH SCIENCE

Earth Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	11787	56.9%	71.2%
1/2 YEAR	1	770	3.7%	4.7%
1 YEAR	2	3825	18.5%	23.1%
1 1/2 YEARS	3	55	.3%	.4%
2 YEARS	4	107	.5%	.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	13	.1%	(MISS)
MISSING	8	1664	8.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23E Tape Pos. 119-119 Format: I1

F1S23E HOW MUCH COURSEWORK IN CHEMISTRY

Chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	13341	64.4%	82.7%
1/2 YEAR	1	394	1.9%	2.4%
1 YEAR	2	2593	12.5%	14.5%
1 1/2 YEARS	3	34	.2%	.3%
2 YEARS	4	53	.3%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1800	8.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23F Tape Pos. 120-120 Format: I1

F1S23F HOW MUCH COURSEWRK IN PRINCIPLES OF TECH

Principles of Technology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15890	76.7%	98.1%
1/2 YEAR	1	121	.6%	.8%
1 YEAR	2	140	.7%	.9%
1 1/2 YEARS	3	13	.1%	.1%
2 YEARS	4	32	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	2020	9.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23G Tape Pos. 121-121 Format: I1

F1S23G HOW MUCH COURSEWORK IN PHYSICS

Physics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15352	74.1%	95.2%
1/2 YEAR	1	256	1.2%	1.6%
1 YEAR	2	592	2.9%	2.8%
1 1/2 YEARS	3	26	.1%	.2%
2 YEARS	4	52	.3%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1940	9.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 23H Tape Pos. 122-122 Format: I1

F1S23H HOW MUCH COURSEWORK IN OTHER SCIENCE

Other Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14495	70.0%	89.4%
1/2 YEAR	1	451	2.2%	2.8%
1 YEAR	2	1144	5.5%	6.9%
1 1/2 YEARS	3	39	.2%	.2%
2 YEARS	4	112	.5%	.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1969	9.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24

From the beginning of ninth grade to the end of this school year, how much coursework will you have taken in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school courses taken in 1988 or 1989 that counted for one half year or more. (MARK ONE)

Question 24A — Tape Pos. 123-123, Format: I1

F1S24A HOW MUCH COURSEWORK IN ENGLISH

English (including literature, composition, language arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	344	1.7%	2.1%
1/2 YEAR	1	218	1.1%	1.3%
1 YEAR	2	2828	13.7%	16.9%
1 1/2 YEARS	3	882	4.3%	5.3%
2 YEARS	4	13207	63.8%	74.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	56	.3%	(MISS)
MISSING	8	686	3.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24B — Tape Pos. 124-124, Format: I1

F1S24B HOW MUCH COURSEWORK IN WORLD HISTORY

World History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	5378	26.0%	31.6%
1/2 YEAR	1	1185	5.7%	7.3%
1 YEAR	2	9025	43.6%	52.4%
1 1/2 YEARS	3	252	1.2%	1.5%
2 YEARS	4	1333	6.4%	7.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1037	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24C — Tape Pos. 125-125, Format: I1

F1S24C HOW MUCH COURSEWORK IN U.S. HISTORY

U.S. History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	10752	51.9%	63.5%
1/2 YEAR	1	858	4.1%	5.5%
1 YEAR	2	4610	22.3%	27.2%
1 1/2 YEARS	3	151	.7%	1.1%
2 YEARS	4	437	2.1%	2.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1402	6.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24D — Tape Pos. 126-126, Format: I1

F1S24D HOW MUCH COURSEWORK IN GEOGRAPHY

Geography

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	11942	57.7%	70.1%
1/2 YEAR	1	1748	8.4%	10.9%
1 YEAR	2	2719	13.1%	17.6%
1 1/2 YEARS	3	63	.3%	.4%
2 YEARS	4	187	.9%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	26	.1%	(MISS)
MISSING	8	1536	7.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24E — Tape Pos. 127-127, Format: I1

F1S24E HOW MUCH COURSEWORK IN GOVERNMENT/CIVICS

Government or Civics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	12498	60.4%	73.8%
1/2 YEAR	1	1931	9.3%	11.8%
1 YEAR	2	2071	10.0%	13.4%
1 1/2 YEARS	3	43	.2%	.4%
2 YEARS	4	82	.4%	.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	1584	7.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24F — Tape Pos. 128-128, Format: I1

F1S24F HOW MUCH COURSEWORK IN ECONOMICS

Economics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14143	68.3%	84.6%
1/2 YEAR	1	1323	6.4%	8.5%
1 YEAR	2	827	4.0%	5.6%
1 1/2 YEARS	3	53	.3%	.4%
2 YEARS	4	161	.8%	.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	34	.2%	(MISS)
MISSING	8	1680	8.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24G — Tape Pos. 129-129, Format: I1

F1S24G HOW MUCH COURSEWORK IN FOREIGN LANGUAGE

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	5630	27.2%	35.6%
1/2 YEAR	1	611	3.0%	4.4%
1 YEAR	2	3589	17.3%	21.6%
1 1/2 YEARS	3	408	2.0%	2.2%
2 YEARS	4	6667	32.2%	36.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	45	.2%	(MISS)
MISSING	8	1271	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24H — Tape Pos. 130-130, Format: I1

F1S24H HOW MUCH COURSEWORK IN ART

Art

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	10620	51.3%	64.4%
1/2 YEAR	1	1854	9.0%	10.6%
1 YEAR	2	2894	14.0%	17.2%
1 1/2 YEARS	3	313	1.5%	1.7%
2 YEARS	4	1086	5.2%	6.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	1439	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24I

Tape Pos. 131-131
Format: I1

F1S24I HOW MUCH COURSEWORK IN MUSIC

Music

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	11395	55.0%	69.3%
1/2 YEAR	1	882	4.3%	5.1%
1 YEAR	2	1742	8.4%	10.4%
1 1/2 YEARS	3	256	1.2%	1.6%
2 YEARS	4	2409	11.6%	13.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	1520	7.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24J

Tape Pos. 132-132
Format: I1

F1S24J HOW MUCH COURSEWORK IN DRAMA

Drama

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14598	70.5%	89.2%
1/2 YEAR	1	764	3.7%	4.2%
1 YEAR	2	806	3.9%	4.4%
1 1/2 YEARS	3	77	.4%	.5%
2 YEARS	4	296	1.4%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	1665	8.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24K

Tape Pos. 133-133
Format: I1

F1S24K HOW MUCH COURSEWORK IN RELIGIOUS ED

Religious Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	13940	67.3%	84.0%
1/2 YEAR	1	318	1.5%	1.3%
1 YEAR	2	452	2.2%	3.2%
1 1/2 YEARS	3	153	.7%	1.3%
2 YEARS	4	1609	7.8%	10.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	87	.4%	(MISS)
MISSING	8	1662	8.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24L

Tape Pos. 134-134
Format: I1

F1S24L HOW MUCH COURSEWORK IN PHYSICAL ED

Physical Education (Gym)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2213	10.7%	12.1%
1/2 YEAR	1	1368	6.6%	7.9%
1 YEAR	2	4759	23.0%	30.0%
1 1/2 YEARS	3	1639	7.9%	9.6%
2 YEARS	4	7064	34.1%	40.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	46	.2%	(MISS)
MISSING	8	1132	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24M

Tape Pos. 135-135
Format: I1

F1S24M HOW MUCH COURSEWORK IN SEX EDUCATION

Family Life Studies (Sex Education)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	10924	52.8%	65.4%
1/2 YEAR	1	4091	19.8%	23.9%
1 YEAR	2	1268	6.1%	8.7%
1 1/2 YEARS	3	56	.3%	.3%
2 YEARS	4	241	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1632	7.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24N

Tape Pos. 136-136
Format: I1

F1S24N HOW MUCH COURSEWORK IN PSYCHOLOGY

Psychology/Sociology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15705	75.8%	95.1%
1/2 YEAR	1	443	2.1%	2.8%
1 YEAR	2	288	1.4%	1.7%
1 1/2 YEARS	3	26	.1%	.2%
2 YEARS	4	36	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1721	8.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 24O

Tape Pos. 137-137
Format: I1

F1S24O HOW MUCH COURSEWORK IN COMPUTER SCIENCE

Computer Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	13779	66.5%	82.4%
1/2 YEAR	1	1623	7.8%	9.9%
1 YEAR	2	998	4.8%	6.2%
1 1/2 YEARS	3	71	.3%	.4%
2 YEARS	4	170	.8%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1574	7.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25

From the beginning of ninth grade to the end of this school year, how much coursework will you have taken in each of the following subjects? Count only courses that meet at least three times (or three periods) a week for at least one half year. Also include summer school classes taken in 1988 or 1989 that counted for one half year or more. (MARK ONE)

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 25A — Tape Pos. 138-138, Format: I1

F1S25A HOW MUCH COURSEWORK IN COMPUTER ED

Computer Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	12275	59.3%	71.9%
1/2 YEAR	1	2664	12.9%	15.5%
1 YEAR	2	1626	7.9%	10.1%
1 1/2 YEARS	3	115	.6%	.8%
2 YEARS	4	252	1.2%	1.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1281	6.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25B — Tape Pos. 139-139, Format: I1

F1S25B HOW MUCH COURSEWORK IN CONSUMER ED

Consumer Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15615	75.4%	93.5%
1/2 YEAR	1	526	2.5%	3.3%
1 YEAR	2	461	2.2%	2.9%
1 1/2 YEARS	3	22	.1%	.1%
2 YEARS	4	31	.1%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1562	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25C — Tape Pos. 140-140, Format: I1

F1S25C HOW MUCH COURSEWORK IN HOME ECONOMICS

Home Economics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	13055	63.0%	75.9%
1/2 YEAR	1	1366	6.6%	8.4%
1 YEAR	2	1889	9.1%	12.7%
1 1/2 YEARS	3	115	.6%	.7%
2 YEARS	4	368	1.8%	2.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	1416	6.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25D — Tape Pos. 141-141, Format: I1

F1S25D HOW MUCH COURSEWORK IN SHOP CLASS

Shop (industrial arts, auto mechanics)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	12829	62.0%	74.9%
1/2 YEAR	1	1020	4.9%	6.4%
1 YEAR	2	1876	9.1%	11.7%
1 1/2 YEARS	3	222	1.1%	1.4%
2 YEARS	4	867	4.2%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	23	.1%	(MISS)
MISSING	8	1384	6.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25E — Tape Pos. 142-142, Format: I1

F1S25E HOW MUCH COURSEWORK IN TYPING CLASS

Typing/Word Processing

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	8751	42.3%	51.4%
1/2 YEAR	1	3550	17.1%	20.1%
1 YEAR	2	4076	19.7%	25.0%
1 1/2 YEARS	3	173	.8%	1.1%
2 YEARS	4	410	2.0%	2.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	19	.1%	(MISS)
MISSING	8	1242	6.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25F — Tape Pos. 143-143, Format: I1

F1S25F HOW MUCH COURSEWORK IN AGRICULTURE CLASS

Agriculture

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15459	74.7%	93.2%
1/2 YEAR	1	267	1.3%	1.5%
1 YEAR	2	471	2.3%	2.9%
1 1/2 YEARS	3	44	.2%	.2%
2 YEARS	4	342	1.7%	2.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	1628	7.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25G — Tape Pos. 144-144, Format: I1

F1S25G HOW MUCH COURSEWRK IN CAREER EXPLORATION

Career Exploration

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15181	73.3%	90.6%
1/2 YEAR	1	922	4.5%	5.8%
1 YEAR	2	423	2.0%	3.1%
1 1/2 YEARS	3	30	.1%	.2%
2 YEARS	4	50	.2%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1611	7.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 25H — Tape Pos. 145-145, Format: I1

F1S25H HOW MUCH COURSEWORK IN COMPUTER LITERACY

Computer Literacy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	14717	71.1%	88.0%
1/2 YEAR	1	1291	6.2%	7.7%
1 YEAR	2	557	2.7%	3.8%
1 1/2 YEARS	3	36	.2%	.2%
2 YEARS	4	60	.3%	.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1549	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 26

In each of your current classes, how often are you asked to show that you really understand the material, rather than just give an answer? (MARK ONE)

Question 26A — Tape Pos. 146-147, Format: I2

F1S26A OFTEN ASKED TO SHOW UNDERSTAND MATH

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	489	2.4%	3.1%
NEVER.....	2	1553	7.5%	8.9%
LESS THAN ONCE A WEEK.....	3	2138	10.3%	11.7%
ABOUT ONCE A WEEK.....	4	2764	13.3%	15.5%
A FEW TIMES A WEEK.....	5	4091	19.8%	23.4%
ALMOST EVERY DAY.....	6	6606	31.9%	37.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	11	.1%	(MISS)
MISSING.....	98	569	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 26B — Tape Pos. 148-149, Format: I2

F1S26B OFTEN ASKED TO SHOW UNDERSTAND ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	157	.8%	.9%
NEVER.....	2	2362	11.4%	13.6%
LESS THAN ONCE A WEEK.....	3	2895	14.0%	16.6%
ABOUT ONCE A WEEK.....	4	3131	15.1%	18.2%
A FEW TIMES A WEEK.....	5	4362	21.1%	25.2%
ALMOST EVERY DAY.....	6	4691	22.7%	25.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	7	.0%	(MISS)
MISSING.....	98	616	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 26C — Tape Pos. 150-151, Format: I2

F1S26C OFTEN ASKED TO SHOW UNDERSTAND HISTORY

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	5406	26.1%	30.2%
NEVER.....	2	2099	10.1%	13.0%
LESS THAN ONCE A WEEK.....	3	1991	9.6%	11.3%
ABOUT ONCE A WEEK.....	4	2288	11.0%	13.1%
A FEW TIMES A WEEK.....	5	2726	13.2%	15.8%
ALMOST EVERY DAY.....	6	3027	14.6%	16.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	3	.0%	(MISS)
MISSING.....	98	681	3.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 26D — Tape Pos. 152-153, Format: I2

F1S26D OFTEN ASKED TO SHOW UNDERSTAND SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	1555	7.5%	9.6%
NEVER.....	2	2013	9.7%	11.7%
LESS THAN ONCE A WEEK.....	3	2339	11.3%	13.4%
ABOUT ONCE A WEEK.....	4	3028	14.6%	17.1%
A FEW TIMES A WEEK.....	5	4016	19.4%	22.4%
ALMOST EVERY DAY.....	6	4608	22.3%	25.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	6	.0%	(MISS)
MISSING.....	98	656	3.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 27

In each of your current classes, how often do you try as hard as you can? (MARK ONE)

Question 27A — Tape Pos. 154-155, Format: I2

F1S27A OFTEN WORK HARD IN MATH CLASS

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	488	2.4%	3.1%
NEVER.....	2	814	3.9%	4.6%
LESS THAN ONCE A WEEK.....	3	916	4.4%	5.0%
ABOUT ONCE A WEEK.....	4	1286	6.2%	7.1%
A FEW TIMES A WEEK.....	5	4640	22.4%	25.6%
ALMOST EVERY DAY.....	6	9518	46.0%	54.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	4	.0%	(MISS)
MISSING.....	98	555	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 27B — Tape Pos. 156-157, Format: I2

F1S27B OFTEN WORK HARD IN ENGLISH CLASS

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	159	.8%	.9%
NEVER.....	2	830	4.0%	4.6%
LESS THAN ONCE A WEEK.....	3	1069	5.2%	5.9%
ABOUT ONCE A WEEK.....	4	1665	8.0%	9.3%
A FEW TIMES A WEEK.....	5	5389	26.0%	30.5%
ALMOST EVERY DAY.....	6	8526	41.2%	48.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	2	.0%	(MISS)
MISSING.....	98	581	2.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 27C

Tape Pos. 158-159
Format: I2

F1S27C OFTEN WORK HARD IN HISTORY CLASS

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	5398	26.1%	30.1%
NEVER.....	2	737	3.6%	3.9%
LESS THAN ONCE A WEEK.....	3	805	3.9%	4.4%
ABOUT ONCE A WEEK.....	4	1323	6.4%	7.9%
A FEW TIMES A WEEK.....	5	3677	17.8%	21.3%
ALMOST EVERY DAY.....	6	5654	27.3%	32.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	5	.0%	(MISS)
MISSING.....	98	622	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 27D

Tape Pos. 160-161
Format: I2

F1S27D OFTEN WORK HARD IN SCIENCE CLASS

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	1553	7.5%	9.6%
NEVER.....	2	717	3.5%	3.9%
LESS THAN ONCE A WEEK.....	3	927	4.5%	4.9%
ABOUT ONCE A WEEK.....	4	1608	7.8%	8.8%
A FEW TIMES A WEEK.....	5	4658	22.5%	26.2%
ALMOST EVERY DAY.....	6	8136	39.3%	46.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	6	.0%	(MISS)
MISSING.....	98	616	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 28

In each of your current classes, how often do you feel really challenged to use your mind? (MARK ONE)

Question 28A

Tape Pos. 162-163
Format: I2

F1S28A OFTEN FEEL CHALLENGED IN MATH CLASS

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	487	2.4%	3.1%
NEVER.....	2	1207	5.8%	7.0%
LESS THAN ONCE A WEEK.....	3	1148	5.5%	6.5%
ABOUT ONCE A WEEK.....	4	1664	8.0%	9.3%
A FEW TIMES A WEEK.....	5	4308	20.8%	24.0%
ALMOST EVERY DAY.....	6	8831	42.6%	50.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	11	.1%	(MISS)
MISSING.....	98	565	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 28B

Tape Pos. 164-165
Format: I2

F1S28B OFTEN FEEL CHALLENGED IN ENGLISH CLASS

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	158	.8%	.9%
NEVER.....	2	1834	8.9%	10.6%
LESS THAN ONCE A WEEK.....	3	2100	10.1%	11.8%
ABOUT ONCE A WEEK.....	4	3021	14.6%	16.9%
A FEW TIMES A WEEK.....	5	5568	26.9%	31.6%
ALMOST EVERY DAY.....	6	4931	23.8%	28.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	6	.0%	(MISS)
MISSING.....	98	603	2.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 28C

Tape Pos. 166-167
Format: I2

F1S28C OFTEN FEEL CHALLENGED IN HISTORY CLASS

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	5393	26.0%	30.1%
NEVER.....	2	1360	6.6%	7.8%
LESS THAN ONCE A WEEK.....	3	1400	6.8%	8.1%
ABOUT ONCE A WEEK.....	4	2033	9.8%	11.9%
A FEW TIMES A WEEK.....	5	3663	17.7%	20.8%
ALMOST EVERY DAY.....	6	3726	18.0%	21.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	10	.0%	(MISS)
MISSING.....	98	636	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 28D

Tape Pos. 168-169
Format: I2

F1S28D OFTEN FEEL CHALLENGED IN SCIENCE CLASS

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT TAKING THIS SUBJECT.....	1	1550	7.5%	9.5%
NEVER.....	2	1127	5.4%	6.6%
LESS THAN ONCE A WEEK.....	3	1271	6.1%	7.0%
ABOUT ONCE A WEEK.....	4	1962	9.5%	10.5%
A FEW TIMES A WEEK.....	5	4678	22.6%	26.9%
ALMOST EVERY DAY.....	6	7016	33.9%	39.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	6	.0%	(MISS)
MISSING.....	98	611	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

In your most recent or current SCIENCE classes, how often do/did you ...

Question 29 — Tape Pos. 170-170, Format: I1

F1S29 RESPONDENT HAS NOT TAKEN A SCIENCE CLASS

Have not yet taken a science class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	845	4.1%	5.0%
DOES NOT APPLY	2	17376	83.9%	95.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
TOTALS:		20706	100.0%	%

Question 29A — Tape Pos. 171-171, Format: I1

F1S29A REVIEW SCIENCE WORK FROM PREVIOUS DAY

Review the work from the previous day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	4055	19.6%	23.5%
ONCE A MONTH	2	592	2.9%	3.2%
ONCE A WEEK	3	4369	21.1%	25.4%
ALMOST EVERY DAY	4	5777	27.9%	34.3%
EVERY DAY	5	2238	10.8%	13.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	343	1.7%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29B — Tape Pos. 172-172, Format: I1

F1S29B MAKE CHOICE OF SCIENCE TOPIC TO STUDY

Make your own choice of science topic or problem to study?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	12637	61.0%	73.8%
ONCE A MONTH	2	1652	8.0%	10.1%
ONCE A WEEK	3	1599	7.7%	10.1%
ALMOST EVERY DAY	4	702	3.4%	4.1%
EVERY DAY	5	296	1.4%	2.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	87	.4%	(MISS)
MISSING	8	403	1.9%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29C — Tape Pos. 173-173, Format: I1

F1S29C COPY TEACHER'S NOTES IN SCIENCE CLASS

Copy the teacher's notes from the blackboard?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	2041	9.9%	12.4%
ONCE A MONTH	2	980	4.7%	5.9%
ONCE A WEEK	3	3222	15.6%	19.6%
ALMOST EVERY DAY	4	5354	25.9%	31.9%
EVERY DAY	5	5303	25.6%	30.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	61	.3%	(MISS)
MISSING	8	415	2.0%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29D — Tape Pos. 174-174, Format: I1

F1S29D WRITE RPTS OF LABORATORY WORK IN SCIENCE

Write up reports of laboratory and practical work?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	5257	25.4%	32.6%
ONCE A MONTH	2	3592	17.3%	22.1%
ONCE A WEEK	3	5658	27.3%	31.8%
ALMOST EVERY DAY	4	1596	7.7%	9.7%
EVERY DAY	5	598	2.9%	3.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	653	3.2%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29E — Tape Pos. 175-175, Format: I1

F1S29E USE BOOKS TO SHOW HOW EXPERIMENT WORKS

Use a book or other written instructions that show you how to do an experiment?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	4387	21.2%	26.5%
ONCE A MONTH	2	2929	14.1%	17.5%
ONCE A WEEK	3	5573	26.9%	31.7%
ALMOST EVERY DAY	4	2565	12.4%	15.6%
EVERY DAY	5	1412	6.8%	8.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	500	2.4%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29F — Tape Pos. 178-178, Format: I1

F1S29F MAKE UP METHODS TO SOLVE SCIENCE PROBLEM

Make up your own problems and work out your own methods to investigate the problems?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	12631	61.0%	74.7%
ONCE A MONTH	2	1912	9.2%	11.5%
ONCE A WEEK	3	1451	7.0%	8.4%
ALMOST EVERY DAY	4	680	3.3%	3.9%
EVERY DAY	5	243	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	450	2.2%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29G — Tape Pos. 177-177, Format: I1

F1S29G CONDUCT OWN EXPERIMENTS IN SCIENCE

Design and conduct experiments or projects on your own?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	12964	62.6%	76.3%
ONCE A MONTH	2	2217	10.7%	13.6%
ONCE A WEEK	3	1139	5.5%	6.7%
ALMOST EVERY DAY	4	399	1.9%	2.3%
EVERY DAY	5	173	.8%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29H — Tape Pos. 178-178, Format: I1

F1S29H USE COMPUTERS TO WRITE SCIENCE REPORTS

Use computers to write up experiments or reports?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	14754	71.3%	88.2%
ONCE A MONTH	2	1168	5.6%	6.5%
ONCE A WEEK	3	563	2.7%	3.1%
ALMOST EVERY DAY	4	249	1.2%	1.4%
EVERY DAY	5	147	.7%	.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	490	2.4%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29I — Tape Pos. 179-179, Format: I1

F1S29I USE COMPUTERS FOR COLLECTNG SCIENCE DATA

Use computers for collecting and/or analyzing data?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	15338	74.1%	91.2%
ONCE A MONTH	2	753	3.6%	4.4%
ONCE A WEEK	3	427	2.1%	2.4%
ALMOST EVERY DAY	4	224	1.1%	1.2%
EVERY DAY	5	137	.7%	.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	492	2.4%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29J — Tape Pos. 180-180, Format: I1

F1S29J USE COMPUTERS FOR SCIENCE CALCULATIONS

Use computers to do calculations?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	14986	72.4%	89.4%
ONCE A MONTH	2	633	3.1%	3.5%
ONCE A WEEK	3	544	2.6%	3.2%
ALMOST EVERY DAY	4	457	2.2%	2.3%
EVERY DAY	5	266	1.3%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	483	2.3%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29K — Tape Pos. 181-181, Format: I1

F1S29K USE COMPUTERS FOR SCIENCE MODELS

Use computers for models and simulations?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	15256	73.7%	91.0%
ONCE A MONTH	2	659	3.2%	3.7%
ONCE A WEEK	3	380	1.8%	2.3%
ALMOST EVERY DAY	4	264	1.3%	1.6%
EVERY DAY	5	232	1.1%	1.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	82	.4%	(MISS)
MISSING	8	503	2.4%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29L — Tape Pos. 182-182, Format: I1

F1S29L LISTEN TO THE TEACHER LECTURE IN SCIENCE

Listen to the teacher lecture?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	1234	6.0%	8.0%
ONCE A MONTH	2	708	3.4%	4.3%
ONCE A WEEK	3	2136	10.3%	13.2%
ALMOST EVERY DAY	4	5584	27.0%	33.2%
EVERY DAY	5	7075	34.2%	41.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	62	.3%	(MISS)
MISSING	8	577	2.8%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29M — Tape Pos. 183-183, Format: I1

F1S29M DISCUSS CAREERS IN SCIENTIFIC FIELDS

Discuss career opportunities in scientific and technological fields?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	10598	51.2%	62.8%
ONCE A MONTH	2	3285	15.9%	19.8%
ONCE A WEEK	3	1763	8.5%	10.6%
ALMOST EVERY DAY	4	708	3.4%	4.6%
EVERY DAY	5	349	1.7%	2.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	16	.1%	(MISS)
MISSING	8	657	3.2%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 29N — Tape Pos. 184-184, Format: I1

F1S29N WATCH THE TCHR DEMONSTRATE AN EXPERIMENT

Watch the teacher demonstrate or lead you in an experiment or systematic observation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY RARELY	1	3802	18.4%	23.4%
ONCE A MONTH	2	4278	20.7%	24.6%
ONCE A WEEK	3	5342	25.8%	30.9%
ALMOST EVERY DAY	4	2175	10.5%	13.1%
EVERY DAY	5	1319	6.4%	8.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	455	2.2%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 30

In your most recent or current SCIENCE class, how much emphasis does/did the teacher place on the following objectives? (MARK ONE)

Question 30A — Tape Pos. 185-185, Format: I1

F1S30A EMPHASIS ON INCREASING SCIENCE INTEREST

Increasing your interest in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2411	11.6%	14.7%
MINOR EMPHASIS	1	4599	22.2%	27.5%
MODERATE EMPHASIS	2	6854	33.1%	39.5%
MAJOR EMPHASIS	3	3138	15.2%	18.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	374	1.8%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 30B — Tape Pos. 186-186, Format: I1

F1S30B EMPHASIS ON LEARNING SCIENCE FACTS/RULES

Learning and memorizing science facts, rules, and steps

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1275	6.2%	7.7%
MINOR EMPHASIS	1	3474	16.8%	19.8%
MODERATE EMPHASIS	2	6466	31.2%	38.0%
MAJOR EMPHASIS	3	5766	27.8%	34.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	393	1.9%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 30C — Tape Pos. 187-187, Format: I1

F1S30C EMPHASIS ON FURTHER STUDY IN SCIENCE

Preparing you for further study in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2114	10.2%	12.3%
MINOR EMPHASIS	1	4319	20.9%	25.2%
MODERATE EMPHASIS	2	6219	30.0%	36.6%
MAJOR EMPHASIS	3	4275	20.6%	26.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	444	2.1%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 30D — Tape Pos. 188-188, Format: I1

F1S30D EMPHASIS ON WAYS TO SOLVE SCI. PROBLEMS

Thinking about what a problem means and the ways it might be solved

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2107	10.2%	12.2%
MINOR EMPHASIS	1	4242	20.5%	25.1%
MODERATE EMPHASIS	2	6207	30.0%	37.2%
MAJOR EMPHASIS	3	4409	21.3%	25.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	410	2.0%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 30E — Tape Pos. 189-189, Format: I1

F1S30E EMPHASIS ON SCIENCE IMPORTANCE IN LIFE

Showing you the importance of science in daily life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2307	11.1%	13.5%
MINOR EMPHASIS	1	4400	21.2%	26.3%
MODERATE EMPHASIS	2	5665	27.4%	32.8%
MAJOR EMPHASIS	3	4611	22.3%	27.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	389	1.9%	(MISS)
LEGITIMATE SKIP	9	845	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

In your most recent or current MATHEMATICS class, how much emphasis does/did your teacher place on each of the following objectives?

Question 31 — Tape Pos. 190-190, Format: I1

F1S31 RESPONDENT HAS NOT TAKEN MATH CLASS

Have not yet taken a mathematics class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	313	1.5%	1.8%
DOES NOT APPLY	2	17908	86.5%	98.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
TOTALS:		20706	100.0%	%

Question 31A — Tape Pos. 191-191, Format: I1

F1S31A EMPHASIS ON INCREASING INTEREST IN MATH

Increasing your interest in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2722	13.1%	14.9%
MINOR EMPHASIS	1	4884	23.6%	27.8%
MODERATE EMPHASIS	2	5921	28.6%	34.5%
MAJOR EMPHASIS	3	4047	19.5%	22.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	330	1.6%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 31B — Tape Pos. 192-192, Format: I1

F1S31B EMPHASIS ON LEARNING MATH FACTS/RULES

Learning and memorizing facts, rules, and steps

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	749	3.6%	4.2%
MINOR EMPHASIS	1	2289	11.1%	12.8%
MODERATE EMPHASIS	2	5265	25.4%	30.1%
MAJOR EMPHASIS	3	9258	44.7%	52.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	343	1.7%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 31C — Tape Pos. 193-193, Format: I1

F1S31C EMPHASIS ON FURTHER STUDY IN MATH

Preparing you for further study in math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1317	6.4%	7.1%
MINOR EMPHASIS	1	2787	13.5%	15.9%
MODERATE EMPHASIS	2	6035	29.1%	33.8%
MAJOR EMPHASIS	3	7405	35.8%	43.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	362	1.7%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 31D — Tape Pos. 194-194, Format: I1

F1S31D EMPHASIS ON WAYS TO SOLVE MATH PROBLEMS

Thinking about what a problem means and ways it might be solved

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	892	4.3%	5.0%
MINOR EMPHASIS	1	2074	10.0%	11.9%
MODERATE EMPHASIS	2	5320	25.7%	30.9%
MAJOR EMPHASIS	3	9269	44.8%	52.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	346	1.7%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 31E — Tape Pos. 195-195, Format: I1

F1S31E EMPHASIS ON IMPORTANCE OF MATH IN LIFE

Showing you the importance of mathematics in daily life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2554	12.3%	13.9%
MINOR EMPHASIS	1	4715	22.8%	26.6%
MODERATE EMPHASIS	2	5284	25.5%	29.7%
MAJOR EMPHASIS	3	5008	24.2%	29.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	341	1.6%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32

In your most recent or current MATH class, how often do/did you (MARK ONE) ...

Question 32A — Tape Pos. 196-196 — Format: I1

F1S32A OFTEN REVIEW MATH WORK FROM PREVIOUS DAY

Review the work from the previous day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1395	6.7%	7.7%
SOMETIMES	2	5942	28.7%	33.3%
OFTEN	3	10275	49.6%	59.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	296	1.4%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32B — Tape Pos. 197-197 — Format: I1

F1S32B OFTEN USE BOOKS OTHR THN MATH TEXT BOOKS

Use books other than text books?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	12433	60.0%	70.4%
SOMETIMES	2	3233	15.6%	18.2%
OFTEN	3	1927	9.3%	11.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	315	1.5%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32C — Tape Pos. 198-198 — Format: I1

F1S32C OFTEN COPY TEACHER'S NOTES IN MATH CLASS

Copy the teacher's notes from the blackboard?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3259	15.7%	18.1%
SOMETIMES	2	5888	28.4%	34.2%
OFTEN	3	8436	40.7%	47.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	323	1.6%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32D — Tape Pos. 199-199 — Format: I1

F1S32D OFTEN DO PROBLEM-SOLVING IN MATH

Do story problems or problem-solving activities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3242	15.7%	18.3%
SOMETIMES	2	8942	43.2%	51.4%
OFTEN	3	5416	26.2%	30.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	308	1.5%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32E — Tape Pos. 200-200 — Format: I1

F1S32E OFTEN USE COMPUTERS IN MATH CLASS

Use computers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	14576	70.4%	84.2%
SOMETIMES	2	2209	10.7%	12.6%
OFTEN	3	544	2.6%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	574	2.8%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32F — Tape Pos. 201-201 — Format: I1

F1S32F OFTEN USE HANDS-ON MATERIALS IN MATH

Use hands-on materials or models?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	11780	56.9%	68.8%
SOMETIMES	2	4702	22.7%	25.2%
OFTEN	3	1071	5.2%	5.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	352	1.7%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32G — Tape Pos. 202-202 — Format: I1

F1S32G OFTEN USE CALCULATORS IN MATH CLASS

Use calculators?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	4851	23.4%	28.3%
SOMETIMES	2	6356	30.7%	37.5%
OFTEN	3	6170	29.8%	34.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	529	2.6%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32H — Tape Pos. 203-203 — Format: I1

F1S32H OFTEN PARTICIPATE IN STUDENT DISCUSSIONS

Participate in student-led discussions?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	7282	35.2%	40.8%
SOMETIMES	2	6831	33.0%	39.6%
OFTEN	3	3463	16.7%	19.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	332	1.6%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 32I — Tape Pos. 204-204, Format: I1

F1S32I OFTEN EXPLAIN MATH WORK IN CLASS ORALLY

Explain your work to the class orally?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	6833	33.0%	39.0%
SOMETIMES	2	6556	31.7%	37.1%
OFTEN	3	4199	20.3%	23.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	319	1.5%	(MISS)
LEGITIMATE SKIP	9	313	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

In your most recent or current VOCATIONAL course, how much emphasis did/does your teacher place on the following objectives?

Question 33 — Tape Pos. 205-205, Format: I1

F1S33 R HAS NOT TAKEN A VOCATIONAL COURSE

Have not taken a vocational course

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13173	63.6%	71.4%
DOES NOT APPLY COURSE	2	5048	24.4%	28.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
TOTALS:		20706	100.0%	%

Question 33A — Tape Pos. 206-206, Format: I1

F1S33A EMPHASIS ON TEACHING SKILLS TO USE NOW

Teaching you skills you can use immediately

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	324	1.6%	6.9%
MINOR EMPHASIS	1	984	4.8%	20.5%
MODERATE EMPHASIS	2	1678	8.1%	35.9%
MAJOR EMPHASIS	3	1628	7.9%	36.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	434	2.1%	(MISS)
LEGITIMATE SKIP	9	13173	63.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 33B — Tape Pos. 207-207, Format: I1

F1S33B EMPHASIS ON TEACHING VOC FACTS, RULES

Teaching you facts, rules, and steps

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	242	1.2%	4.9%
MINOR EMPHASIS	1	816	3.9%	17.1%
MODERATE EMPHASIS	2	1656	8.0%	36.0%
MAJOR EMPHASIS	3	1897	9.2%	42.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	437	2.1%	(MISS)
LEGITIMATE SKIP	9	13173	63.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 33C — Tape Pos. 208-208, Format: I1

F1S33C EMPHASIS ON UNDRSTNDNG SCI. IDEAS AT WRK

Helping you understand how scientific ideas and mathematics are used in work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	721	3.5%	15.3%
MINOR EMPHASIS	1	1213	5.9%	25.6%
MODERATE EMPHASIS	2	1483	7.2%	32.7%
MAJOR EMPHASIS	3	1190	5.7%	26.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	441	2.1%	(MISS)
LEGITIMATE SKIP	9	13173	63.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 33D — Tape Pos. 209-209, Format: I1

F1S33D EMPHASIS ON WAYS TO SOLVE PROBLEMS

Thinking about what a problem means and the ways it might be solved

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	662	3.2%	14.5%
MINOR EMPHASIS	1	1152	5.6%	24.2%
MODERATE EMPHASIS	2	1573	7.6%	34.2%
MAJOR EMPHASIS	3	1219	5.9%	27.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	442	2.1%	(MISS)
LEGITIMATE SKIP	9	13173	63.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 33E — Tape Pos. 210-210, Format: I1

F1S33E EMPHASIS ON UNDERSTNDNG MATH & SCI IDEAS

Helping you to understand mathematical and scientific ideas by helping you to manipulate physical objects (tools, machines, lab equipment)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	913	4.4%	20.4%
MINOR EMPHASIS	1	1079	5.2%	22.4%
MODERATE EMPHASIS	2	1354	6.5%	29.4%
MAJOR EMPHASIS	3	1238	6.0%	27.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	464	2.2%	(MISS)
LEGITIMATE SKIP	9	13173	63.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34

Have you ever been in any of the following kinds of courses or programs in high school? (MARK ONE)

Question 34A — Tape Pos. 211-211, Format: I1

F1S34A EVER BEEN IN A REMEDIAL ENGLISH CLASS

Remedial English (sometimes called basic or essential)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3235	15.6%	18.9%
NO	2	14439	69.7%	81.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	546	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34B — Tape Pos. 212-212, Format: I1

F1S34B EVER BEEN IN A REMEDIAL MATH CLASS

Remedial Mathematics (sometimes called basic or essential)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3505	16.9%	20.2%
NO	2	14168	68.4%	79.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	547	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34C — Tape Pos. 213-213, Format: I1

F1S34C EVER BEEN IN BILINGUAL/BICULTURAL CLASS

Bilingual or bicultural program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3090	14.9%	16.5%
NO	2	14477	69.9%	83.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	651	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34D — Tape Pos. 214-214, Format: I1

F1S34D EVER BEEN IN ENGLISH AS SECOND LANG PROG

English as a Second Language program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2101	10.1%	11.9%
NO	2	15477	74.7%	88.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	642	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34E — Tape Pos. 215-215, Format: I1

F1S34E EVER BEEN IN ADVANCED PLACEMENT PROGRAM

Advanced placement program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4941	23.9%	27.2%
NO	2	12661	61.1%	72.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	615	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34F — Tape Pos. 216-216, Format: I1

F1S34F EVER BEEN IN EDUCATIONALLY HANDICAP PROG

Special program for the educationally handicapped

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	362	1.7%	2.4%
NO	2	17234	83.2%	97.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	623	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34G — Tape Pos. 217-217, Format: I1

F1S34G EVER BEEN IN PHYSICALLY HANDICAPPED PROG

Special program for the physically handicapped

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	244	1.2%	1.4%
NO	2	17357	83.8%	98.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	619	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 34H — Tape Pos. 218-218, Format: I1

F1S34H EVER BEEN IN DROPOUT PREVENTION PROGRAM

Dropout prevention program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	347	1.7%	2.3%
NO	2	17247	83.3%	97.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	626	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 35

Have you received information on the following topics in your current school? (MARK ONE)

Question 35A — Tape Pos. 219-219, Format: I1

F1S35A RECEIVED INFORMATION ON SEX EDUCATION

Family life or sex education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11714	56.6%	65.4%
NO	2	6107	29.5%	34.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	399	1.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 35B — Tape Pos. 220-220, Format: I1

F1S35B RECEIVED INFORMATION ON AIDS EDUCATION

AIDS education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11798	57.0%	65.5%
NO	2	6024	29.1%	34.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	395	1.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 35C — Tape Pos. 221-221, Format: I1

F1S35C RECEIVED INFORMATION ON ALCOHOL/DRUGS ED

Alcohol or drug abuse education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14701	71.0%	81.7%
NO	2	3137	15.2%	18.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	380	1.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36

Overall and in the following subjects, about how much time do you spend on homework EACH WEEK, both in and out of school? (MARK ONE)

Question 36A1 — Tape Pos. 222-223, Format: I2

F1S36A1 TIME SPENT ON HOMEWORK IN SCHOOL

Total time spent on homework in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1639	7.9%	9.8%
1 HOUR OR LESS	1	6416	31.0%	37.4%
2-3 HOURS	2	4231	20.4%	23.7%
4-6 HOURS	3	2909	14.0%	16.2%
7-9 HOURS	4	1036	5.0%	6.0%
10-12 HOURS	5	506	2.4%	2.5%
13-15 HOURS	6	247	1.2%	1.4%
OVER 15 HOURS	7	525	2.5%	2.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	191	.9%	(MISS)
MISSING	98	521	2.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36A2 — Tape Pos. 224-225, Format: I2

F1S36A2 TIME SPENT ON HOMEWORK OUT OF SCHOOL

Total time spent on homework out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1209	5.8%	7.6%
1 HOUR OR LESS	1	4239	20.5%	25.4%
2-3 HOURS	2	5032	24.3%	28.4%
4-6 HOURS	3	2912	14.1%	16.6%
7-9 HOURS	4	1553	7.5%	8.7%
10-12 HOURS	5	1303	6.3%	6.6%
13-15 HOURS	6	722	3.5%	3.5%
OVER 15 HOURS	7	766	3.7%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	177	.9%	(MISS)
MISSING	98	308	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36B1 — Tape Pos. 226-227, Format: I2

F1S36B1 TIME SPENT ON MATH HOMEWORK IN SCHOOL

Time spent on Mathematics homework in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2296	11.1%	12.7%
1 HOUR OR LESS	1	10376	50.1%	60.2%
2-3 HOURS	2	2431	11.7%	13.5%
4-6 HOURS	3	1369	6.6%	7.4%
7-9 HOURS	4	232	1.1%	1.3%
10-12 HOURS	5	80	.4%	.4%
13-15 HOURS	6	36	.2%	.2%
OVER 15 HOURS	7	84	.4%	.5%
NOT TAKING MATH	8	612	3.0%	3.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	163	.8%	(MISS)
MISSING	98	542	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36B2 — Tape Pos. 228-229, Format: I2

F1S36B2 TIME SPENT ON MATH HOMEWORK OUT OF SCHL

Time spent on Mathematics homework out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2789	13.5%	17.0%
1 HOUR OR LESS	1	7984	38.6%	46.5%
2-3 HOURS	2	3725	18.0%	20.5%
4-6 HOURS	3	1722	8.3%	8.8%
7-9 HOURS	4	483	2.3%	2.3%
10-12 HOURS	5	158	.8%	.8%
13-15 HOURS	6	37	.2%	.3%
OVER 15 HOURS	7	70	.3%	.3%
NOT TAKING MATH	8	546	2.6%	3.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	154	.7%	(MISS)
MISSING	98	553	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36C1 — Tape Pos. 230-231, Format: I2

F1S36C1 TIME SPENT ON SCIENCE HOMEWORK IN SCHOOL

Time spent on Science homework in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3226	15.6%	18.1%
1 HOUR OR LESS	1	9268	44.8%	53.0%
2-3 HOURS	2	1986	9.6%	10.9%
4-6 HOURS	3	1034	5.0%	5.8%
7-9 HOURS	4	221	1.1%	1.3%
10-12 HOURS	5	57	.3%	.3%
13-15 HOURS	6	26	.1%	.1%
OVER 15 HOURS	7	59	.3%	.4%
NOT TAKING SCIENCE	8	1648	8.0%	10.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	143	.7%	(MISS)
MISSING	98	553	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36C2 — Tape Pos. 232-233, Format: I2

F1S36C2 TIME SPENT ON SCIENCE HOMEWRK OUT OF SCH

Time spent on Science homework out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3076	14.9%	18.8%
1 HOUR OR LESS	1	7352	35.5%	42.9%
2-3 HOURS	2	3657	17.7%	20.0%
4-6 HOURS	3	1304	6.3%	6.6%
7-9 HOURS	4	400	1.9%	1.9%
10-12 HOURS	5	128	.6%	.9%
13-15 HOURS	6	44	.2%	.2%
OVER 15 HOURS	7	50	.2%	.2%
NOT TAKING SCIENCE	8	1357	6.6%	8.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	140	.7%	(MISS)
MISSING	98	713	3.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36D1 — Tape Pos. 234-235, Format: I2

F1S36D1 TIME SPENT ON ENGLISH HOMEWORK IN SCHOOL

Time spent on English homework in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3412	16.5%	19.4%
1 HOUR OR LESS	1	10058	48.6%	57.8%
2-3 HOURS	2	2163	10.4%	12.3%
4-6 HOURS	3	1156	5.6%	6.6%
7-9 HOURS	4	222	1.1%	1.3%
10-12 HOURS	5	84	.4%	.5%
13-15 HOURS	6	38	.2%	.2%
OVER 15 HOURS	7	66	.3%	.4%
NOT TAKING ENGLISH	8	253	1.2%	1.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	153	.7%	(MISS)
MISSING	98	616	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36D2 — Tape Pos. 236-237, Format: I2

F1S36D2 TIME SPENT ON ENGLISH HOMEWRK OUT OF SCH

Time spent on English homework out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2964	14.3%	17.8%
1 HOUR OR LESS	1	7955	38.4%	46.2%
2-3 HOURS	2	4153	20.1%	23.4%
4-6 HOURS	3	1503	7.3%	7.4%
7-9 HOURS	4	478	2.3%	2.3%
10-12 HOURS	5	161	.8%	.8%
13-15 HOURS	6	61	.3%	.3%
OVER 15 HOURS	7	65	.3%	.4%
NOT TAKING ENGLISH	8	256	1.2%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	152	.7%	(MISS)
MISSING	98	473	2.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36E1 — Tape Pos. 238-239, Format: I2

F1S36E1 TIME SPENT ON HISTORY HOMEWORK IN SCHOOL

Time spent on History homework in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2600	12.6%	14.2%
1 HOUR OR LESS	1	6768	32.7%	40.0%
2-3 HOURS	2	1438	6.9%	8.1%
4-6 HOURS	3	737	3.6%	3.9%
7-9 HOURS	4	166	.8%	1.0%
10-12 HOURS	5	47	.2%	.3%
13-15 HOURS	6	23	.1%	.1%
OVER 15 HOURS	7	42	.2%	.3%
NOT TAKING HISTORY	8	5767	27.9%	32.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	135	.7%	(MISS)
MISSING	98	498	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36E2 — Tape Pos. 240-241, Format: I2

F1S36E2 TIME SPENT ON HISTORY HOMEWRK OUT OF SCH

Time spent on History homework out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	2281	11.0%	14.6%
1 HOUR OR LESS	1	5440	26.3%	33.0%
2-3 HOURS	2	2837	13.7%	16.7%
4-6 HOURS	3	951	4.6%	5.0%
7-9 HOURS	4	319	1.5%	1.5%
10-12 HOURS	5	94	.5%	.3%
13-15 HOURS	6	34	.2%	.2%
OVER 15 HOURS	7	53	.3%	.2%
NOT TAKING HISTORY	8	4844	23.4%	28.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	115	.6%	(MISS)
MISSING	98	1253	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36F1 — Tape Pos. 242-243, Format: I2

F1S36F1 TIME SPENT ON ALL OTH SUBJECTS IN SCHOOL

Time spent on homework for all other subjects in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3664	17.7%	21.6%
1 HOUR OR LESS	1	8700	42.0%	49.8%
2-3 HOURS	2	2764	13.3%	16.0%
4-6 HOURS	3	1097	5.3%	6.1%
7-9 HOURS	4	373	1.8%	2.1%
10-12 HOURS	5	128	.6%	.7%
13-15 HOURS	6	69	.3%	.3%
OVER 15 HOURS	7	126	.6%	.7%
NO OTHER CLASSES	8	468	2.3%	2.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	146	.7%	(MISS)
MISSING	98	686	3.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 36F2 — Tape Pos. 244-245, Format: I2

F1S36F2 TIME SPENT ON ALL OTH SUBJECTS OUT SCHL

Time spent on homework for all other subjects out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3168	15.3%	19.4%
1 HOUR OR LESS	1	7639	36.9%	43.8%
2-3 HOURS	2	3953	19.1%	21.9%
4-6 HOURS	3	1519	7.3%	8.2%
7-9 HOURS	4	466	2.3%	2.5%
10-12 HOURS	5	195	.9%	.9%
13-15 HOURS	6	62	.3%	.4%
OVER 15 HOURS	7	135	.7%	.7%
NO OTHER CLASSES	8	403	1.9%	2.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	132	.6%	(MISS)
MISSING	98	549	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 37 — Tape Pos. 246-246, Format: I1

F1S37 # OF CLASS PERIODS R SPENT IN STUDY HALL

In a typical day, how many class periods do you spend in a study hall? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	11449	55.3%	64.1%
ONE	1	4840	23.4%	27.3%
TWO	2	1197	5.8%	6.1%
THREE	3	217	1.0%	1.2%
FOUR	4	59	.3%	.4%
OVER FOUR	5	171	.8%	.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	286	1.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 38 — Tape Pos. 247-247, Format: I1

F1S38 HOW IMPORTANT ARE GOOD GRADES TO R

How important are good grades to you? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	236	1.1%	1.4%
SOMEWHAT IMPORTANT	2	1926	9.3%	11.2%
IMPORTANT	3	5907	28.5%	34.9%
VERY IMPORTANT	4	9326	45.0%	52.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	824	4.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 39

For each of the school subjects listed below, mark the statement that best describes your grades from the beginning of ninth grade until now. (MARK ONE)

Question 39A — Tape Pos. 248-249, Format: I2

F1S39A DESCRIBE RESPONDENT'S MATH GRADES

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY TO ME - I HAVE NOT TAKEN ANY CLASSES IN THIS SUBJECT YET	1	150	.7%	.9%
MOSTLY A'S	2	3470	16.8%	17.9%
ABOUT HALF A'S AND HALF B'S	3	3227	15.6%	17.6%
MOSTLY B'S	4	2704	13.1%	15.2%
ABOUT HALF B'S AND HALF C'S	5	3376	16.3%	19.4%
MOSTLY C'S	6	2080	10.0%	12.4%
ABOUT HALF C'S AND HALF D'S	7	1601	7.7%	9.3%
MOSTLY D'S	8	695	3.4%	4.2%
MOSTLY BELOW D	9	466	2.3%	2.9%
DOES NOT APPLY TO ME - MY CLASSES ARE NOT GRADED	10	47	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	316	1.5%	(MISS)
REFUSAL	97	10	.0%	(MISS)
MISSING	98	79	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 39B — Tape Pos. 250-251, Format: I2

F1S39B DESCRIBE RESPONDENT'S ENGLISH GRADES

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY TO ME - I HAVE NOT TAKEN ANY CLASSES IN THIS SUBJECT YET	1	112	.5%	.6%
MOSTLY A'S	2	3514	17.0%	18.9%
ABOUT HALF A'S AND HALF B'S	3	3794	18.3%	20.5%
MOSTLY B'S	4	3254	15.7%	18.3%
ABOUT HALF B'S AND HALF C'S	5	3115	15.0%	17.5%
MOSTLY C'S	6	1840	8.9%	10.9%
ABOUT HALF C'S AND HALF D'S	7	1241	6.0%	7.8%
MOSTLY D'S	8	539	2.6%	3.1%
MOSTLY BELOW D	9	361	1.7%	2.3%
DOES NOT APPLY TO ME - MY CLASSES ARE NOT GRADED	10	38	.2%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	324	1.6%	(MISS)
REFUSAL	97	10	.0%	(MISS)
MISSING	98	79	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

QuESTION 39C — TAPE POS. 252-253, FORMAT: I2

F1S39C DESCRIBE RESPONDENT'S HISTORY GRADES

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY TO ME - I HAVE NOT TAKEN ANY CLASSES IN THIS SUBJECT YET	1	2823	13.6%	16.1%
MOSTLY A'S	2	3431	16.6%	18.2%
ABOUT HALF A'S AND HALF B'S	3	2789	13.5%	15.9%
MOSTLY B'S	4	2531	12.2%	13.8%
ABOUT HALF B'S AND HALF C'S	5	2330	11.3%	13.8%
MOSTLY C'S	6	1633	7.9%	9.5%
ABOUT HALF C'S AND HALF D'S	7	1100	5.3%	6.2%
MOSTLY D'S	8	597	2.9%	3.7%
MOSTLY BELOW D	9	389	1.9%	2.4%
DOES NOT APPLY TO ME - MY CLASSES ARE NOT GRADED	10	85	.4%	.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	283	1.4%	(MISS)
REFUSAL	97	17	.1%	(MISS)
MISSING	98	213	1.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 39D — Tape Pos. 254-255, Format: I2

F1S39D DESCRIBE RESPONDENT'S SCIENCE GRADES

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY TO ME - I HAVE NOT TAKEN ANY CLASSES IN THIS SUBJECT YET	1	586	2.8%	3.5%
MOSTLY A'S	2	3235	15.6%	17.3%
ABOUT HALF A'S AND HALF B'S	3	3222	15.6%	18.0%
MOSTLY B'S	4	2978	14.4%	16.3%
ABOUT HALF B'S AND HALF C'S	5	2991	14.4%	17.5%
MOSTLY C'S	6	2129	10.3%	12.5%
ABOUT HALF C'S AND HALF D'S	7	1388	6.7%	7.7%
MOSTLY D'S	8	731	3.5%	4.2%
MOSTLY BELOW D	9	442	2.1%	2.6%
DOES NOT APPLY TO ME - MY CLASSES ARE NOT GRADED	10	74	.4%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	277	1.3%	(MISS)
REFUSAL	97	15	.1%	(MISS)
MISSING	98	153	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 40

How often do you come to class WITHOUT these things? (MARK ONE)

Question 40A — Tape Pos. 256-256, Format: I1

F1S40A OFTEN GO TO CLASS WITHOUT PENCIL/PAPER

Pencil or paper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
USUALLY	1	602	2.9%	3.2%
OFTEN	2	1338	6.5%	7.7%
SELDOM	3	7813	37.7%	43.7%
NEVER	4	8180	39.5%	45.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	286	1.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 40B — Tape Pos. 257-257, Format: I1

F1S40B OFTEN GO TO CLASS WITHOUT BOOKS

Books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
USUALLY	1	524	2.5%	3.0%
OFTEN	2	657	3.2%	3.7%
SELDOM	3	6838	33.0%	37.9%
NEVER	4	9881	47.7%	55.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	316	1.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 40C — Tape Pos. 258-258, Format: I1

F1S40C OFTEN GO TO CLASS WITHOUT HOMEWORK DONE

Your homework done

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
USUALLY	1	1066	5.1%	6.1%
OFTEN	2	2231	10.8%	12.6%
SELDOM	3	11083	53.5%	62.0%
NEVER	4	3553	17.2%	19.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	286	1.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41A

Please mark all that apply for EACH interscholastic activity and/or intramural activity that you have participated in THIS SCHOOL YEAR.

INTERSCHOLASTIC means your school team competes with other school teams. SCHOOL INTRAMURAL means the teams are within your own school. (CIRCLE ALL THAT APPLY)

NOTE: Item 41A was scanned as though the instructions read "MARK ONE RESPONSE PER LINE." Therefore, the data reflect one response per activity. This scanning instruction error resulted in valid responses being coded as "multiple response." A decision rule was applied to resolve the multiple response whenever possible. For some responses, however, no decision could be reached as to how the multiple response should be changed to a single response. For an explanation of how multiple responses were changed to single responses, see Chapter 3, section 3.7.3.4.

Question 41AA

Tape Pos. 259-260
Format: I2

F1S41AA PLAYED BASEBALL/SOFTBALL AT SCHOOL

Baseball/softball

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE.....	1	881	4.3%	5.9%
DID NOT PARTICIPATE.....	2	13210	63.8%	78.5%
PARTICIPATED IN INTRAMURAL SPORTS.....	3	667	3.2%	3.7%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM.....	4	1096	5.3%	6.6%
PARTICIPATED ON A VARSITY TEAM.....	5	848	4.1%	5.0%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN.....	6	61	.3%	.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	24	.1%	(MISS)
MISSING.....	98	1434	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AB

Tape Pos. 261-262
Format: I2

F1S41AB PLAYED BASKETBALL AT SCHOOL

Basketball

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE.....	1	165	.8%	1.6%
DID NOT PARTICIPATE.....	2	13152	63.5%	78.6%
PARTICIPATED IN INTRAMURAL SPORTS.....	3	979	4.7%	5.7%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM.....	4	1524	7.4%	8.8%
PARTICIPATED ON A VARSITY TEAM.....	5	836	4.0%	4.6%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN.....	6	103	.5%	.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	38	.2%	(MISS)
MISSING.....	98	1424	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AC

Tape Pos. 263-264
Format: I2

F1S41AC PLAYED FOOTBALL AT SCHOOL

Football

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE.....	1	1168	5.6%	7.1%
DID NOT PARTICIPATE.....	2	12845	62.0%	77.0%
PARTICIPATED IN INTRAMURAL SPORTS.....	3	510	2.5%	2.9%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM.....	4	1230	5.9%	7.0%
PARTICIPATED ON A VARSITY TEAM.....	5	908	4.4%	5.5%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN.....	6	73	.4%	.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	34	.2%	(MISS)
MISSING.....	98	1453	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AD

Tape Pos. 265-266
Format: I2

F1S41AD PLAYED SOCCER AT SCHOOL

Soccer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE.....	1	3620	17.5%	23.0%
DID NOT PARTICIPATE.....	2	11467	55.4%	69.4%
PARTICIPATED IN INTRAMURAL SPORTS.....	3	387	1.9%	2.2%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM.....	4	551	2.7%	2.6%
PARTICIPATED ON A VARSITY TEAM.....	5	508	2.5%	2.4%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN.....	6	56	.3%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	20	.1%	(MISS)
MISSING.....	98	1612	7.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AE

Tape Pos. 267-268
Format: I2

F1S41AE PARTICIPATED ON SWIM TEAM AT SCHOOL

Swim team

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE.....	1	5564	26.9%	35.7%
DID NOT PARTICIPATE.....	2	10159	49.1%	60.4%
PARTICIPATED IN INTRAMURAL SPORTS.....	3	167	.8%	.8%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM.....	4	177	.9%	1.0%
PARTICIPATED ON A VARSITY TEAM.....	5	360	1.7%	1.9%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN.....	6	28	.1%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	24	.1%	(MISS)
MISSING.....	98	1742	8.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AF
Tape Pos. 269-270
Format: I2

F1S41AF PLAYED OTHER TEAM SPORT

Other team sport (hockey, volleyball, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	2045	9.9%	13.7%
DID NOT PARTICIPATE	2	11780	56.9%	72.1%
PARTICIPATED IN INTRAMURAL SPORTS	3	994	4.8%	5.5%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM	4	957	4.6%	4.8%
PARTICIPATED ON A VARSITY TEAM	5	701	3.4%	3.3%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN	6	67	.3%	.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	26	.1%	(MISS)
MISSING	98	1651	8.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AG
Tape Pos. 271-272
Format: I2

F1S41AG PLAYED AN INDIVIDUAL SPORT

Other individual sport (cross-country, gymnastics, golf, tennis, track, wrestling)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	1005	4.9%	7.5%
DID NOT PARTICIPATE	2	11486	55.5%	69.4%
PARTICIPATED IN INTRAMURAL SPORTS	3	689	3.3%	3.9%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM	4	1311	6.3%	6.9%
PARTICIPATED ON A VARSITY TEAM	5	2147	10.4%	11.8%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN	6	103	.5%	.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	34	.2%	(MISS)
MISSING	98	1446	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AH
Tape Pos. 273-274
Format: I2

F1S41AH PARTICIPATED IN CHEERLEADING

Cheerleading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	905	4.4%	5.0%
DID NOT PARTICIPATE	2	14549	70.3%	89.1%
PARTICIPATED IN INTRAMURAL SPORTS	3	108	.5%	.7%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM	4	409	2.0%	2.5%
PARTICIPATED ON A VARSITY TEAM	5	378	1.8%	2.2%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN	6	96	.5%	.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	14	.1%	(MISS)
MISSING	98	1762	8.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41AI
Tape Pos. 275-276
Format: I2

F1S41AI PARTICIPATED ON POM-POM, DRILL TEAM

Pom-pom, drill team

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT HAVE	1	2764	13.3%	15.6%
DID NOT PARTICIPATE	2	12979	62.7%	79.9%
PARTICIPATED IN INTRAMURAL SPORTS	3	170	.8%	1.2%
PARTICIPATED ON A JUNIOR VARSITY/FRESHMAN TEAM	4	160	.8%	1.2%
PARTICIPATED ON A VARSITY TEAM	5	293	1.4%	1.7%
PARTICIPATED AS A CAPTAIN/ CO-CAPTAIN	6	72	.3%	.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	13	.1%	(MISS)
MISSING	98	1770	8.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41B

Please mark one for each activity that you have participated in THIS SCHOOL YEAR. (MARK ONE)

Question 41BA
Tape Pos. 277-277
Format: I1

F1S41BA PARTICIPATED IN SCHOOL BAND, ORCHESTRA

Band, orchestra, chorus, choir, or other music group

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER	1	409	2.0%	3.5%
DID NOT PARTICIPATE	2	13113	63.3%	75.7%
PARTICIPATED	3	3528	17.0%	19.6%
PARTICIPATED AS AN OFFICER	4	267	1.3%	1.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	902	4.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BB
Tape Pos. 278-278
Format: I1

F1S41BB PARTICIPATED IN SCHOOL PLAY OR MUSICAL

School play or musical

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER	1	743	3.6%	5.2%
DID NOT PARTICIPATE	2	14517	70.1%	83.8%
PARTICIPATED	3	1876	9.1%	10.3%
PARTICIPATED AS AN OFFICER	4	113	.5%	.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	972	4.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BC — Tape Pos. 279-279, Format: I1

F1S41BC PARTICIPATED IN STUDENT GOVERNMENT

Student government

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	1124	5.4%	6.9%
DID NOT PARTICIPATE.....	2	14665	70.8%	85.8%
PARTICIPATED.....	3	964	4.7%	5.1%
PARTICIPATED AS AN OFFICER....	4	438	2.1%	2.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	10	.0%	(MISS)
MISSING.....	8	1020	4.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BD — Tape Pos. 280-280, Format: I1

F1S41BD PARTICIPATED IN ACADEMIC HONOR SOCIETY

NHS or other academic honor society

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	1001	4.8%	5.7%
DID NOT PARTICIPATE.....	2	14751	71.2%	86.7%
PARTICIPATED.....	3	1390	6.7%	7.2%
PARTICIPATED AS AN OFFICER....	4	62	.3%	.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	1010	4.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BE — Tape Pos. 281-281, Format: I1

F1S41BE PARTICIPATED IN SCHL YEARBOOK, NEWSPAPER

School yearbook, newspaper, or literary magazine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	243	1.2%	1.7%
DID NOT PARTICIPATE.....	2	15264	73.7%	89.4%
PARTICIPATED.....	3	1539	7.4%	8.0%
PARTICIPATED AS AN OFFICER....	4	178	.9%	.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	994	4.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BF — Tape Pos. 282-282, Format: I1

F1S41BF PARTICIPATED IN SCHOOL SERVICE CLUBS

Service clubs (AFS, Key Club)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	2065	10.0%	12.8%
DID NOT PARTICIPATE.....	2	12821	61.9%	75.7%
PARTICIPATED.....	3	2121	10.2%	10.5%
PARTICIPATED AS AN OFFICER....	4	174	.8%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	12	.1%	(MISS)
MISSING.....	8	1028	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BG — Tape Pos. 283-283, Format: I1

F1S41BG PARTICIPATED IN SCHOOL ACADEMIC CLUBS

Academic club (Art, Computer, Engineering, Debate/Forensics Foreign languages, Science, Math, Psychology, Philosophy, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	731	3.5%	4.5%
DID NOT PARTICIPATE.....	2	11099	53.6%	65.4%
PARTICIPATED.....	3	5144	24.8%	28.7%
PARTICIPATED AS AN OFFICER....	4	270	1.3%	1.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	972	4.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BH — Tape Pos. 284-284, Format: I1

F1S41BH PARTICIPATED IN SCHOOL HOBBY CLUBS

Hobby clubs (photography, chess, frisbee, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	2741	13.2%	16.3%
DID NOT PARTICIPATE.....	2	12979	62.7%	76.5%
PARTICIPATED.....	3	1306	6.3%	6.7%
PARTICIPATED AS AN OFFICER....	4	101	.5%	.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	1087	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 41BI — Tape Pos. 285-285, Format: I1

F1S41BI PARTICIPATED IN SCHOOL FTA, FHA, FFA

FTA, FHA, FFA or other vocation education or professional club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DOES NOT OFFER.....	1	2241	10.8%	11.5%
DID NOT PARTICIPATE.....	2	12907	62.3%	76.6%
PARTICIPATED.....	3	1752	8.5%	10.2%
PARTICIPATED AS AN OFFICER....	4	271	1.3%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	14	.1%	(MISS)
MISSING.....	8	1036	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 42 — Tape Pos. 286-287, Format: I2

F1S42 TIME SPENT ON EXTRACURRICULAR ACTIVITIES

In a typical week, how much total time do you spend on all SCHOOL-SPONSORED extracurricular activities? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	6694	32.3%	40.7%
LESS THAN 1 HOUR/WK.....	1	3020	14.6%	17.1%
1-4 HOURS PER WEEK.....	2	3529	17.0%	18.5%
5-9 HOURS PER WEEK.....	3	2124	10.3%	11.2%
10-19 HOURS/WEEK.....	4	2083	10.1%	10.7%
20 HOURS OR MORE WK.....	5	344	1.7%	1.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	96	5	.0%	(MISS)
MISSING.....	98	422	2.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 43 Tape Pos. 288-289 Format: I2

F1S43 READING DONE PER WEEK ON OWN OUTSIDE SCH

How much additional reading do you do each week on your own outside of school - not in connection with schoolwork? (Do not count any school-assigned reading.) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3132	15.1%	17.3%
1 HOUR OR LESS PER WEEK	1	5805	28.0%	32.4%
2 HOURS	2	3567	17.2%	20.1%
3 HOURS	3	1993	9.6%	11.4%
4-5 HOURS	4	1636	7.9%	9.3%
6-7 HOURS	5	691	3.3%	3.7%
8-9 HOURS	6	324	1.6%	1.7%
10 OR MORE HOURS A WEEK	7	707	3.4%	4.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	362	1.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44 Tape Pos. 290-290 Format: I1

How often do you spend time on the following activities outside of school?

Question 44A Tape Pos. 290-290 Format: I1

F1S44A VISIT WITH FRIENDS AT LOCAL HANGOUT

Visiting with friends at a local hangout

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	2990	14.4%	16.8%
LESS THAN ONCE A WEEK	2	3033	14.6%	17.1%
ONCE OR TWICE A WEEK	3	7533	36.4%	42.2%
EVERY DAY OR ALMOST EVERY DAY	4	4014	19.4%	23.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	649	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44B Tape Pos. 291-291 Format: I1

F1S44B HOW OFTEN DOES R USE PERSONAL COMPUTERS

Using personal computers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	12066	58.3%	70.2%
LESS THAN ONCE A WEEK	2	2587	12.5%	14.3%
ONCE OR TWICE A WEEK	3	1876	9.1%	10.2%
EVERY DAY OR ALMOST EVERY DAY	4	973	4.7%	5.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	715	3.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44C Tape Pos. 292-292 Format: I1

F1S44C HOW OFTEN DOES R WORK ON HOBBIES

Working on hobbies, arts, or crafts on my own

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	6064	29.3%	35.2%
LESS THAN ONCE A WEEK	2	4364	21.1%	24.5%
ONCE OR TWICE A WEEK	3	4542	21.9%	25.6%
EVERY DAY OR ALMOST EVERY DAY	4	2569	12.4%	14.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	673	3.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44D Tape Pos. 293-293 Format: I1

F1S44D HOW OFTEN DOES R READ FOR PLEASURE

Reading for pleasure

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	6380	30.8%	36.4%
LESS THAN ONCE A WEEK	2	3935	19.0%	22.6%
ONCE OR TWICE A WEEK	3	4059	19.6%	23.3%
EVERY DAY OR ALMOST EVERY DAY	4	3078	14.9%	17.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	763	3.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44E Tape Pos. 294-294 Format: I1

F1S44E HOW OFTEN DOES R GO TO THE PARK,GYM,POOL

Going to the park, gym, beach, or pool

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	5516	26.6%	31.9%
LESS THAN ONCE A WEEK	2	4338	21.0%	24.6%
ONCE OR TWICE A WEEK	3	5085	24.6%	28.8%
EVERY DAY OR ALMOST EVERY DAY	4	2551	12.3%	14.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	726	3.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44F Tape Pos. 295-295 Format: I1

F1S44F HOW OFTEN DOES R PLAY BALL OR OTH SPORTS

Playing ball or other sports with friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	5280	25.5%	30.8%
LESS THAN ONCE A WEEK	2	3960	19.1%	22.4%
ONCE OR TWICE A WEEK	3	4877	23.6%	27.7%
EVERY DAY OR ALMOST EVERY DAY	4	3422	16.5%	19.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	674	3.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44G — Tape Pos. 296-296 — Format: I1

F1S44G HOW OFTEN DOES R ATTEND YOUTH GROUPS

Attending youth groups or recreational programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	11079	53.5%	63.0%
LESS THAN ONCE A WEEK	2	2993	14.5%	17.1%
ONCE OR TWICE A WEEK	3	3058	14.8%	17.7%
EVERY DAY OR ALMOST EVERY DAY	4	358	1.7%	2.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	732	3.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44H — Tape Pos. 297-297 — Format: I1

F1S44H HOW OFTEN R PERFORMS COMMUNITY SERVICES

Volunteering or performing community service

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	13730	66.3%	79.0%
LESS THAN ONCE A WEEK	2	2412	11.6%	13.7%
ONCE OR TWICE A WEEK	3	1133	5.5%	6.2%
EVERY DAY OR ALMOST EVERY DAY	4	175	.8%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	759	3.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44I — Tape Pos. 298-298 — Format: I1

F1S44I HOW OFTEN DOES R DRIVE OR RIDE AROUND

Driving or riding around (alone or with friends)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	4475	21.6%	24.9%
LESS THAN ONCE A WEEK	2	3324	16.1%	18.8%
ONCE OR TWICE A WEEK	3	5809	28.1%	33.6%
EVERY DAY OR ALMOST EVERY DAY	4	3851	18.6%	22.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	759	3.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44J — Tape Pos. 299-299 — Format: I1

F1S44J HOW OFTEN R TALKS ON PHONE WITH FRIENDS

Talking with friends on the telephone

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	1539	7.4%	8.6%
LESS THAN ONCE A WEEK	2	1929	9.3%	11.3%
ONCE OR TWICE A WEEK	3	3574	17.3%	20.4%
EVERY DAY OR ALMOST EVERY DAY	4	10373	50.1%	59.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	802	3.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44K — Tape Pos. 300-300 — Format: I1

F1S44K HOW OFTEN R DOES THINGS W/MOTHER/FATHER

Talking or doing things with your mother or father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	2253	10.9%	12.9%
LESS THAN ONCE A WEEK	2	3891	18.8%	22.6%
ONCE OR TWICE A WEEK	3	6097	29.4%	35.0%
EVERY DAY OR ALMOST EVERY DAY	4	5185	25.0%	29.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	792	3.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44L — Tape Pos. 301-301 — Format: I1

F1S44L HOW OFTEN R TALKS WITH OTHER ADULTS

Talking or doing things with other adults

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	4693	22.7%	26.6%
LESS THAN ONCE A WEEK	2	5693	27.5%	32.6%
ONCE OR TWICE A WEEK	3	5162	24.9%	30.1%
EVERY DAY OR ALMOST EVERY DAY	4	1861	9.0%	10.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	808	3.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44M — Tape Pos. 302-302 — Format: I1

F1S44M HOW OFTN R TAKES MUSIC, ART, DANCE CLASS

Taking classes: music, art, language, dance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	12705	61.4%	74.2%
LESS THAN ONCE A WEEK	2	1026	5.0%	5.8%
ONCE OR TWICE A WEEK	3	1641	7.9%	8.6%
EVERY DAY OR ALMOST EVERY DAY	4	2104	10.2%	11.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	742	3.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44N — Tape Pos. 303-303 — Format: I1

F1S44N HOW OFTEN R TAKES SPORTS LESSONS

Taking sports lessons: karate, tennis, etc

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	13949	67.4%	81.3%
LESS THAN ONCE A WEEK	2	1048	5.1%	5.8%
ONCE OR TWICE A WEEK	3	1334	6.4%	6.9%
EVERY DAY OR ALMOST EVERY DAY	4	1135	5.5%	5.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	750	3.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 44O

Tape Pos. 304-304
Format: I1

F1S44O HOW OFTEN R ATTENDS RELIGIOUS ACTIVITIES

Attending religious activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	9098	43.9%	52.4%
LESS THAN ONCE A WEEK	2	2999	14.5%	16.6%
ONCE OR TWICE A WEEK	3	4953	23.9%	28.0%
EVERY DAY OR ALMOST EVERY DAY	4	437	2.1%	3.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	730	3.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 45

During the school year, how many hours a day do you USUALLY watch TV or videotapes? ANSWER BOTH A AND B BELOW.
(MARK ONE)

Question 45A

Tape Pos. 305-306
Format: I2

F1S45A HOW MANY HOURS ON WEEKDAYS R WATCHES TV

On weekdays

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T WATCH TV	0	1032	5.0%	5.2%
LESS THAN 1 HOUR/DAY	1	2525	12.2%	14.2%
1-2 HOURS	2	4624	22.3%	26.5%
2-3 HOURS	3	3842	18.6%	22.1%
3-4 HOURS	4	2401	11.6%	14.1%
4-5 HOURS	5	1411	6.8%	8.5%
OVER 5 HOURS A DAY	6	1473	7.1%	9.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	352	1.7%	(MISS)
MISSING	98	561	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 45B

Tape Pos. 307-308
Format: I2

F1S45B HOW MANY HOURS ON WEEKENDS R WATCHES TV

On weekends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T WATCH TV	0	654	3.2%	4.0%
LESS THAN 1 HOUR/DAY	1	1416	6.8%	8.4%
1-2 HOURS	2	2648	12.8%	15.3%
2-3 HOURS	3	3323	16.0%	19.1%
3-4 HOURS	4	3413	16.5%	19.2%
4-5 HOURS	5	2458	11.9%	13.9%
OVER 5 HOURS A DAY	6	3268	15.8%	20.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	329	1.6%	(MISS)
MISSING	98	712	3.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

PART 3 - YOUR PLANS FOR THE FUTURE

Question 46

How important is each of the following to you in your life?
(MARK ONE)

Question 46A

Tape Pos. 309-309
Format: I1

F1S46A IMPORTANT BEING SUCCESSFUL IN LINE WORK

Being successful in my line of work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	246	1.2%	1.3%
SOMEWHAT IMPORTANT	2	2601	12.6%	14.3%
VERY IMPORTANT	3	15271	73.8%	84.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	95	.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46B

Tape Pos. 310-310
Format: I1

F1S46B IMPORTANT FINDING RIGHT PERSON TO MARRY

Finding the right person to marry and having a happy family life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	987	4.8%	5.5%
SOMEWHAT IMPORTANT	2	3265	15.8%	18.2%
VERY IMPORTANT	3	13865	67.0%	76.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	9	.0%	(MISS)
MISSING	8	93	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46C

Tape Pos. 311-311
Format: I1

F1S46C IMPORTANT HAVING LOTS OF MONEY

Having lots of money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1289	6.2%	7.3%
SOMEWHAT IMPORTANT	2	8772	42.4%	48.8%
VERY IMPORTANT	3	8059	38.9%	43.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	91	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46D — Tape Pos. 312-312, Format: I1

F1S46D IMPORTANT TO HAVE STRONG FRIENDSHIPS

Having strong friendships

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	322	1.6%	2.0%
SOMEWHAT IMPORTANT	2	3175	15.3%	18.3%
VERY IMPORTANT	3	14603	70.5%	79.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	110	.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46E — Tape Pos. 313-313, Format: I1

F1S46E IMPORTANT TO BE ABLE TO FIND STEADY WORK

Being able to find steady work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	342	1.7%	1.9%
SOMEWHAT IMPORTANT	2	2557	12.3%	13.4%
VERY IMPORTANT	3	15188	73.4%	84.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	120	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46F — Tape Pos. 314-314, Format: I1

F1S46F IMPORTANT TO HELP OTHERS IN COMMUNITY

Helping other people in my community

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1572	7.6%	8.3%
SOMEWHAT IMPORTANT	2	10718	51.8%	59.4%
VERY IMPORTANT	3	5802	28.0%	32.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	119	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46G — Tape Pos. 315-315, Format: I1

F1S46G GIVE MY CHILDREN BETTER OPPORTUNITIES

Being able to give my children better opportunities than I've had

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	886	4.3%	4.6%
SOMEWHAT IMPORTANT	2	3723	18.0%	19.9%
VERY IMPORTANT	3	13470	65.1%	75.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	10	.0%	(MISS)
MISSING	8	130	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46H — Tape Pos. 316-316, Format: I1

F1S46H IMPORTANT LIVING CLOSE PARENTS,RELATIVES

Living close to parents and relatives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	3838	18.5%	21.4%
SOMEWHAT IMPORTANT	2	9803	47.3%	54.0%
VERY IMPORTANT	3	4421	21.4%	24.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
REFUSAL	7	9	.0%	(MISS)
MISSING	8	144	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46I — Tape Pos. 317-317, Format: I1

F1S46I IMPORTANT GETTING AWAY FROM THIS AREA

Getting away from this area of the country

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	9050	43.7%	50.0%
SOMEWHAT IMPORTANT	2	5779	27.9%	31.5%
VERY IMPORTANT	3	3246	15.7%	18.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	9	.0%	(MISS)
MISSING	8	132	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46J — Tape Pos. 318-318, Format: I1

F1S46J WORKING TO CORRECT ECONOMIC INEQUALITIES

Working to correct social and economic inequalities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	5314	25.7%	29.2%
SOMEWHAT IMPORTANT	2	9296	44.9%	51.7%
VERY IMPORTANT	3	3443	16.6%	19.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
REFUSAL	7	10	.0%	(MISS)
MISSING	8	152	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46K — Tape Pos. 319-319, Format: I1

F1S46K IMPORTANT HAVING CHILDREN

Having children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2987	14.4%	16.5%
SOMEWHAT IMPORTANT	2	7180	34.7%	40.3%
VERY IMPORTANT	3	7920	38.2%	43.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
REFUSAL	7	8	.0%	(MISS)
MISSING	8	117	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46L — Tape Pos. 320-320, Format: I1

F1S46L IMPORTANT HAVING LEISURE TIME

Having leisure time to enjoy my own interests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	425	2.1%	2.4%
SOMEWHAT IMPORTANT	2	5724	27.6%	32.7%
VERY IMPORTANT	3	11937	57.6%	64.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	126	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 46M — Tape Pos. 321-321, Format: I1

F1S46M IMPORTANT GETTING AWAY FROM PARENTS

Getting away from my parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	7965	38.5%	43.2%
SOMEWHAT IMPORTANT	2	7045	34.0%	38.9%
VERY IMPORTANT	3	3095	14.9%	17.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	102	.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47

What do the following people think is the most important thing for you to do right after high school? (MARK ONE)

Question 47A — Tape Pos. 322-323, Format: I2

F1S47A FATHER'S DESIRE FOR R AFTER HIGH SCHOOL

Your father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	1084	5.2%	6.7%
GO TO COLLEGE	2	10744	51.9%	59.7%
GET A FULL-TIME JOB	3	654	3.2%	4.4%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	521	2.5%	3.1%
ENTER MILITARY SERVICE	5	528	2.5%	3.4%
GET MARRIED	6	51	.2%	.4%
THEY THINK I SHOULD DO WHAT I WANT	7	2493	12.0%	14.6%
THEY DON'T CARE	8	247	1.2%	1.4%
I DON'T KNOW	9	1048	5.1%	6.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	65	.3%	(MISS)
MISSING	98	786	3.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47B — Tape Pos. 324-325, Format: I2

F1S47B MOTHER'S DESIRE FOR R AFTER HIGH SCHOOL

Your mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	207	1.0%	1.2%
GO TO COLLEGE	2	11998	57.9%	67.2%
GET A FULL-TIME JOB	3	661	3.2%	4.3%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	573	2.8%	3.8%
ENTER MILITARY SERVICE	5	338	1.6%	2.0%
GET MARRIED	6	98	.5%	.6%
THEY THINK I SHOULD DO WHAT I WANT	7	2722	13.1%	16.4%
THEY DON'T CARE	8	160	.8%	.9%
I DON'T KNOW	9	607	2.9%	3.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	88	.4%	(MISS)
MISSING	98	769	3.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47C — Tape Pos. 326-327, Format: I2

F1S47C FRIEND'S DESIRE FOR R AFTER HIGH SCHOOL

Your friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	694	3.4%	4.3%
GO TO COLLEGE	2	6833	33.0%	37.5%
GET A FULL-TIME JOB	3	532	2.6%	3.3%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	226	1.1%	1.4%
ENTER MILITARY SERVICE	5	338	1.6%	1.9%
GET MARRIED	6	244	1.2%	1.6%
THEY THINK I SHOULD DO WHAT I WANT	7	5031	24.3%	29.4%
THEY DON'T CARE	8	1166	5.6%	7.0%
I DON'T KNOW	9	2245	10.8%	13.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	43	.2%	(MISS)
MISSING	98	869	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47D — Tape Pos. 328-329, Format: I2

F1S47D CLOSE RELATIVE'S DESIRE FOR R AFTER H.S.

A close relative

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	427	2.1%	2.4%
GO TO COLLEGE	2	10621	51.3%	60.1%
GET A FULL-TIME JOB	3	535	2.6%	3.5%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	385	1.9%	2.6%
ENTER MILITARY SERVICE	5	351	1.7%	2.2%
GET MARRIED	6	154	.7%	.9%
THEY THINK I SHOULD DO WHAT I WANT	7	2770	13.4%	16.5%
THEY DON'T CARE	8	341	1.6%	2.0%
I DON'T KNOW	9	1785	8.6%	9.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	58	.3%	(MISS)
MISSING	98	794	3.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47E

Tape Pos. 330-331
Format: I2

F1S47E SCHOOL COUNSELOR'S DESIRE FOR R AFTER HS

School counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	1301	6.3%	8.0%
GO TO COLLEGE	2	9745	47.1%	54.9%
GET A FULL-TIME JOB	3	131	.6%	.9%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	306	1.5%	2.0%
ENTER MILITARY SERVICE	5	100	.5%	.6%
GET MARRIED	6	13	.1%	.1%
THEY THINK I SHOULD DO WHAT I WANT	7	1161	5.6%	6.9%
THEY DON'T CARE	8	519	2.5%	3.0%
I DON'T KNOW	9	4122	19.9%	23.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	30	.1%	(MISS)
MISSING	98	793	3.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47F

Tape Pos. 332-333
Format: I2

F1S47F FAVORITE TEACHER'S DESIRE FOR R AFTER HS

Your favorite teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	1522	7.4%	9.0%
GO TO COLLEGE	2	9564	46.2%	54.2%
GET A FULL-TIME JOB	3	145	.7%	.9%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	278	1.3%	1.7%
ENTER MILITARY SERVICE	5	112	.5%	.7%
GET MARRIED	6	25	.1%	.2%
THEY THINK I SHOULD DO WHAT I WANT	7	1331	6.4%	7.6%
THEY DON'T CARE	8	431	2.1%	2.4%
I DON'T KNOW	9	4005	19.3%	23.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	23	.1%	(MISS)
MISSING	98	785	3.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 47G

Tape Pos. 334-335
Format: I2

F1S47G COACH'S DESIRE FOR R AFTER HIGH SCHOOL

Coach

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	5706	27.6%	34.8%
GO TO COLLEGE	2	5793	28.0%	32.2%
GET A FULL-TIME JOB	3	99	.5%	.7%
ENTER A TRADE SCHOOL OR AN APPRENTICESHIP PROGRAM	4	129	.6%	.8%
ENTER MILITARY SERVICE	5	113	.5%	.7%
GET MARRIED	6	22	.1%	.1%
THEY THINK I SHOULD DO WHAT I WANT	7	1027	5.0%	5.9%
THEY DON'T CARE	8	616	3.0%	3.2%
I DON'T KNOW	9	3891	18.8%	21.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	19	.1%	(MISS)
MISSING	98	806	3.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 48

How far in school do you think your father and your mother want you to go? (BE SURE TO ANSWER BOTH A AND B BELOW FOR PERSONS WITH WHOM YOU LIVE OR WITH WHOM YOU HAVE REGULAR CONTACT.) (MARK ONE)

Question 48A

Tape Pos. 336-337
Format: I2

F1S48A HOW FAR IN SCHOOL FATHER WANTS R TO GO

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	1	110	.5%	.5%
GRADUATE FROM HIGH SCHOOL, BUT NOT GO ANY FURTHER	2	684	3.3%	4.5%
GO TO VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	1113	5.4%	6.5%
ATTEND A TWO-YEAR COLLEGE	4	749	3.6%	4.4%
ATTEND A FOUR-YEAR COLLEGE	5	1478	7.1%	9.0%
GRADUATE FROM COLLEGE	6	7197	34.8%	40.7%
ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATING FROM COLLEGE	7	3455	16.7%	17.1%
DON'T KNOW	8	1332	6.4%	7.9%
PARENT DOESN'T CARE	9	345	1.7%	2.2%
DOES NOT APPLY	10	1140	5.5%	7.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	98	618	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 48B

Tape Pos. 338-339
Format: I2

F1S48B HOW FAR IN SCHOOL MOTHER WANTS R TO GO

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	1	119	.6%	.6%
GRADUATE FROM HIGH SCHOOL, BUT NOT GO ANY FURTHER	2	702	3.4%	5.2%
GO TO VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	1196	5.8%	7.2%
ATTEND A TWO-YEAR COLLEGE	4	864	4.2%	5.3%
ATTEND A FOUR-YEAR COLLEGE	5	1619	7.8%	9.4%
GRADUATE FROM COLLEGE	6	7774	37.5%	44.1%
ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATING FROM COLLEGE	7	3698	17.9%	19.1%
DON'T KNOW	8	1128	5.4%	6.3%
PARENT DOESN'T CARE	9	213	1.0%	1.3%
DOES NOT APPLY	10	254	1.2%	1.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	98	654	3.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 49

Tape Pos. 340-341
Format: I2

F1S49 HOW FAR IN SCHOOL R THINKS HE 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
LESS THAN HIGH SCHOOL GRADUATION	1	467	2.3%	2.6%
HIGH SCHOOL GRADUATION ONLY	2	2016	9.7%	11.9%
VOCATIONAL, TRADE, OR BUSINESS SCHOOL: LESS THAN TWO YEARS	3	804	3.9%	4.4%
2+ YRS TRADE SCHOOL	4	1519	7.3%	8.9%
COLLEGE PROGRAM: LESS THAN TWO YEARS OF COLLEGE	5	621	3.0%	3.4%
TWO OR MORE YEARS OF COLLEGE (INCLUDING TWO-YEAR DEGREE)	6	2453	11.8%	13.9%
FINISH COLLEGE (FOUR- OR FIVE- YEAR DEGREE)	7	5874	28.4%	29.6%
MASTER'S DEGREE OR EQUIVALENT	8	2630	12.7%	13.4%
PH.D., M.D., OR OTHER ADVANCED PROFESSIONAL DEGREE	9	2639	12.7%	11.9%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
REFUSAL	97	23	.1%	(MISS)
MISSING	98	218	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 50

Have you taken or are you planning to take any of the following tests in the next two years? (MARK ONE)

Question 50A

Tape Pos. 342-342
Format: I1

F1S50A DOES R PLAN TO TAKE THE PRE-SAT TEST

Pre-SAT test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	6082	29.4%	36.8%
NO, DON'T PLAN TO TAKE	2	1369	6.6%	8.6%
YES, THIS YEAR	3	3751	18.1%	20.5%
YES, NEXT YEAR	4	5320	25.7%	31.0%
YES, IN 12TH GRADE	5	533	2.6%	3.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	24	.1%	(MISS)
MISSING	8	1142	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 50B

Tape Pos. 343-343
Format: I1

F1S50B R PLANS TO TAKE COLLEGE BOARD SAT TEST

College Board (SAT) Scholastic Aptitude Test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	5399	26.1%	33.2%
NO, DON'T PLAN TO TAKE	2	1124	5.4%	7.1%
YES, THIS YEAR	3	786	3.8%	4.5%
YES, NEXT YEAR	4	6057	29.3%	33.9%
YES, IN 12TH GRADE	5	3709	17.9%	21.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	31	.1%	(MISS)
MISSING	8	1115	5.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 50C

Tape Pos. 344-344
Format: I1

F1S50C DOES R PLAN TO TAKE THE ACT TEST

(ACT) American College Testing test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	8348	40.3%	50.4%
NO, DON'T PLAN TO TAKE	2	1673	8.1%	10.3%
YES, THIS YEAR	3	459	2.2%	2.5%
YES, NEXT YEAR	4	3804	18.4%	21.7%
YES, IN 12TH GRADE	5	2586	12.5%	15.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	27	.1%	(MISS)
MISSING	8	1324	6.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 50D

Tape Pos. 345-345
Format: I1

F1S50D R PLANS TO TAKE ADVANCED PLACEMENT TEST

Advanced Placement (AP) test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	9389	45.3%	57.9%
NO, DON'T PLAN TO TAKE	2	2702	13.0%	16.7%
YES, THIS YEAR	3	886	4.3%	4.7%
YES, NEXT YEAR	4	2287	11.0%	12.3%
YES, IN 12TH GRADE	5	1462	7.1%	8.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	18	.1%	(MISS)
MISSING	8	1477	7.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 50E

Tape Pos. 346-346
Format: I1

F1S50E DOES R PLAN TO TAKE THE ASVAB

Armed Services Vocational Aptitude Battery (ASVAB)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT	1	8767	42.3%	52.1%
NO, DON'T PLAN TO TAKE	2	5759	27.8%	32.8%
YES, THIS YEAR	3	635	3.1%	3.7%
YES, NEXT YEAR	4	998	4.8%	6.4%
YES, IN 12TH GRADE	5	817	3.9%	5.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1238	6.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 50F — Tape Pos. 347-347, Format: I1

F1S50F DOES R PLAN TO TAKE THE PACT TEST

Preliminary American College Testing Test (PACT)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVEN'T THOUGHT ABOUT IT....	1	10461	50.5%	62.2%
NO, DON'T PLAN TO TAKE.....	2	2409	11.6%	14.0%
YES, THIS YEAR.....	3	1328	6.4%	7.7%
YES, NEXT YEAR.....	4	1555	7.5%	8.9%
YES, IN 12TH GRADE.....	5	1221	5.9%	7.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	8	.0%	(MISS)
MISSING.....	8	1239	6.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 51 — Tape Pos. 348-348, Format: I1

F1S51 DOES R PLAN TO GO TO COLLEGE AFTER H.S.

Do you plan to go to college after you graduate from high school? (MARK ONE:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, DON'T PLAN TO GO TO COLLEGE.....	1	2230	10.8%	14.1%
YES, RIGHT AFTER HIGH SCHOOL..	2	10919	52.7%	58.9%
YES, AFTER STAYING OUT OF SCHOOL FOR ONE YEAR.....	3	2444	11.8%	15.1%
YES, AFTER STAYING OUT OF SCHOOL FOR OVER A YEAR.....	4	392	1.9%	2.3%
DON'T KNOW.....	5	1624	7.8%	9.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	12	.1%	(MISS)
MISSING.....	8	600	2.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52

How important is each of the following in choosing a college you plan to attend? (MARK ONE)

Question 52A — Tape Pos. 349-349, Format: I1

F1S52A HOW IMPORTANT ARE COLLEGE EXPENSES

College expenses (tuition, books, room and board)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT.....	1	1788	8.6%	10.7%
SOMEWHAT IMPORTANT.....	2	6540	31.6%	42.1%
VERY IMPORTANT.....	3	6966	33.6%	47.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	695	3.4%	(MISS)
LEGITIMATE SKIP.....	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52B — Tape Pos. 350-350, Format: I1

F1S52B HOW IMPORTANT IS FINANCIAL AID

Availability of financial aid such as a school loan scholarship, or grant

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT.....	1	2252	10.9%	13.1%
SOMEWHAT IMPORTANT.....	2	5417	26.2%	35.5%
VERY IMPORTANT.....	3	7614	36.8%	51.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	706	3.4%	(MISS)
LEGITIMATE SKIP.....	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52C — Tape Pos. 351-351, Format: I1

F1S52C HOW IMPORTANT ARE SPECIFIC COURSES

Availability of specific courses or curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT.....	1	842	4.1%	5.6%
SOMEWHAT IMPORTANT.....	2	5058	24.4%	33.5%
VERY IMPORTANT.....	3	9309	45.0%	60.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MISSING.....	8	782	3.8%	(MISS)
LEGITIMATE SKIP.....	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52D — Tape Pos. 352-352, Format: I1

F1S52D HOW IMPORTANT IS COLLEGE ATHLETIC PROGRM

Reputation of the college in athletic programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT.....	1	6281	30.3%	40.1%
SOMEWHAT IMPORTANT.....	2	5540	26.8%	36.6%
VERY IMPORTANT.....	3	3403	16.4%	23.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	764	3.7%	(MISS)
LEGITIMATE SKIP.....	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52E — Tape Pos. 353-353, Format: I1

F1S52E HOW IMPORTANT IS SOCIAL LIFE AT COLLEGE

Social life at the college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT.....	1	2382	11.5%	16.5%
SOMEWHAT IMPORTANT.....	2	7944	38.4%	52.0%
VERY IMPORTANT.....	3	4792	23.1%	31.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MISSING.....	8	873	4.2%	(MISS)
LEGITIMATE SKIP.....	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52F — Tape Pos. 354-354, Format: I1

F1S52F HOW IMPT ATTEND COLLEGE AND LIVE AT HOME

Able to live at home and attend the college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	8752	42.3%	56.0%
SOMEWHAT IMPORTANT	2	4585	22.1%	31.6%
VERY IMPORTANT	3	1907	9.2%	12.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	743	3.6%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52G — Tape Pos. 355-355, Format: I1

F1S52G HOW IMPT ATTEND COLLEGE & NOT LIVE AT HM

Able to live away from home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	5404	26.1%	36.2%
SOMEWHAT IMPORTANT	2	6293	30.4%	41.3%
VERY IMPORTANT	3	3519	17.0%	22.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	772	3.7%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52H — Tape Pos. 356-356, Format: I1

F1S52H HOW IMPORTANT IS A RELIGIOUS ENVIRONMENT

A religious environment

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	9287	44.9%	59.0%
SOMEWHAT IMPORTANT	2	4494	21.7%	30.6%
VERY IMPORTANT	3	1393	6.7%	10.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	809	3.9%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52I — Tape Pos. 357-357, Format: I1

F1S52I HOW IMPORTANT IS A LOW CRIME ENVIRONMENT

A low crime environment

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2413	11.7%	15.9%
SOMEWHAT IMPORTANT	2	6307	30.5%	40.3%
VERY IMPORTANT	3	6473	31.3%	43.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	796	3.8%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52J — Tape Pos. 358-358, Format: I1

F1S52J HOW IMPORTANT IS COLLEGE JOB PLACEMENT

Job or employment placement record of college graduates

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2044	9.9%	13.1%
SOMEWHAT IMPORTANT	2	6922	33.4%	44.8%
VERY IMPORTANT	3	6246	30.2%	42.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	776	3.7%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52K — Tape Pos. 359-359, Format: I1

F1S52K HOW IMPORTANT IS REPUTATION OF COLLEGE

Reputation of college in academic programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1378	6.7%	9.3%
SOMEWHAT IMPORTANT	2	5538	26.7%	37.3%
VERY IMPORTANT	3	8283	40.0%	53.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	791	3.8%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 52L — Tape Pos. 360-360, Format: I1

F1S52L HOW IMPORTANT EASY ADMISSION STANDARDS

Easy admission standards

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	5174	25.0%	32.1%
SOMEWHAT IMPORTANT	2	7070	34.1%	47.5%
VERY IMPORTANT	3	2960	14.3%	20.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	785	3.8%	(MISS)
LEGITIMATE SKIP	9	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 53

Which of the categories below comes closest to describing the job or occupation that you expect or plan to have right after high school and when you are 30 years old? Even if you are not sure, mark your best guess. (MARK ONE)

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 53A

Tape Pos. 361-362
Format: I2

F1S53A OCCUPATION R EXPECTS TO HAVE AFTER H.S

Job after high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	1804	8.7%	10.4%
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	931	4.5%	5.8%
FARMER, FARM MANAGER	3	166	.8%	1.0%
HOMEMAKER OR HOUSEWIFE ONLY	4	105	.5%	.6%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	780	3.8%	4.4%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	483	2.3%	2.9%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	1390	6.7%	8.6%
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver	8	152	.7%	.9%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	1453	7.0%	8.8%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	364	1.8%	1.8%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	113	.5%	.8%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	215	1.0%	1.4%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	770	3.7%	4.4%
SCHOOL TEACHER such as elementary or secondary	14	229	1.1%	1.5%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	1143	5.5%	6.8%
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	351	1.7%	2.2%
NOT PLANNING TO WORK	17	1294	6.2%	6.7%
OTHER	18	1994	9.6%	11.6%
DON'T KNOW	19	3292	15.9%	19.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	568	2.7%	(MISS)
REFUSAL	97	20	.1%	(MISS)
MISSING	98	604	2.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 53B

Tape Pos. 363-364
Format: I2

F1S53B OCCUPATION R EXPECTS TO HAVE AT AGE 30

Job at 30

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	557	2.7%	3.2%
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	708	3.4%	4.1%
FARMER, FARM MANAGER	3	170	.8%	1.1%
HOMEMAKER OR HOUSEWIFE ONLY	4	338	1.6%	2.0%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	154	.7%	.8%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	904	4.4%	5.2%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	519	2.5%	3.0%
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver	8	198	1.0%	1.4%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	3980	19.2%	22.3%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	3535	17.1%	18.1%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	864	4.2%	5.3%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	471	2.3%	2.7%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	334	1.6%	1.7%
SCHOOL TEACHER such as elementary or secondary	14	734	3.5%	4.1%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	324	1.6%	1.8%
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	870	4.2%	4.7%
NOT PLANNING TO WORK	17	47	.2%	.2%
OTHER	18	1397	6.7%	7.7%
DON'T KNOW	19	1855	9.0%	10.5%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MULTIPLE RESPONSE	96	648	3.1%	(MISS)
REFUSAL	97	18	.1%	(MISS)
MISSING	98	639	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable (53B) includes data for dropouts also.

PART 4 - LANGUAGE USE

Question 54 Tape Pos. 365-365 Format: I1

F1S54 LANGUAGE BESIDES ENGLISH SPOKEN AT HOME

Is any other language besides English spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4266	20.6%	18.4%
NO	2	14873	71.8%	81.6%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MISSING	8	125	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 55 Tape Pos. 366-367 Format: I2

F1S55 WHAT OTHER LANGUAGE IS SPOKEN AT HOME?

What other language is spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPANISH	1	2174	10.5%	58.1%
CHINESE	2	205	1.0%	2.8%
JAPANESE	3	47	.2%	1.2%
KOREAN	4	125	.6%	1.7%
A FILIPINO LANGUAGE	5	179	.9%	3.4%
ITALIAN	6	118	.6%	3.3%
FRENCH	7	179	.9%	5.7%
GERMAN	8	127	.6%	4.0%
GREEK	9	33	.2%	1.1%
POLISH	10	32	.2%	.9%
PORTUGUESE	11	27	.1%	.7%
VIETNAMESE	12	124	.6%	1.9%
CAMBODIAN	13	22	.1%	.3%
OTHER	14	509	2.5%	15.0%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MULTIPLE RESPONSE	96	87	.4%	(MISS)
MISSING	98	403	1.9%	(MISS)
LEGITIMATE SKIP	99	14873	71.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 55A Tape Pos. 368-368 Format: I1

F1S55A R'S NATIVE LANGUAGE SPOKEN AT HOME

Is this your first language (the first language you learned when you were a child)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2037	9.8%	56.4%
NO	2	1595	7.7%	43.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	472	2.3%	(MISS)
LEGITIMATE SKIP	9	14116	68.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 55B

How well do you do the following?

Question 55BA Tape Pos. 369-369 Format: I1

F1S55BA HOW WELL DOES R UNDERSTAND NATIVE LANG

Understand your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1063	5.1%	55.4%
WELL	2	792	3.8%	34.6%
NOT VERY WELL	3	193	.9%	8.8%
NOT AT ALL	4	23	.1%	1.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	438	2.1%	(MISS)
LEGITIMATE SKIP	9	15711	75.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 55BB Tape Pos. 370-370 Format: I1

F1S55BB HOW WELL DOES R SPEAK NATIVE LANGUAGE

Speak your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	843	4.1%	46.0%
WELL	2	786	3.8%	36.0%
NOT VERY WELL	3	380	1.8%	16.0%
NOT AT ALL	4	49	.2%	2.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	451	2.2%	(MISS)
LEGITIMATE SKIP	9	15711	75.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 55BC Tape Pos. 371-371 Format: I1

F1S55BC HOW WELL DOES R READ NATIVE LANGUAGE

Read your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	561	2.7%	32.6%
WELL	2	542	2.6%	28.7%
NOT VERY WELL	3	571	2.8%	24.0%
NOT AT ALL	4	380	1.8%	14.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	456	2.2%	(MISS)
LEGITIMATE SKIP	9	15711	75.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 55BD Tape Pos. 372-372 Format: I1

F1S55BD HOW WELL DOES R WRITE NATIVE LANGUAGE

Write your native language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	453	2.2%	28.2%
WELL	2	491	2.4%	24.8%
NOT VERY WELL	3	625	3.0%	28.2%
NOT AT ALL	4	484	2.3%	18.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	457	2.2%	(MISS)
LEGITIMATE SKIP	9	15711	75.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 56

Tape Pos. 373-373
Format: I1

F1S56 R TALKS TO PARENTS IN ENGLISH ABT HMWRK

How often do you speak to your parents in English about your homework or other school work?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY - WE DON'T TALK ABOUT HOMEWORK	1	495	2.4%	13.2%
NEVER IN ENGLISH	2	388	1.9%	10.8%
SOMETIMES IN ENGLISH	3	547	2.6%	15.3%
ABOUT 1/2 THE TIME IN ENGLISH	4	376	1.8%	10.7%
ALWAYS OR MOST OF THE TIME IN ENGLISH	5	1826	8.8%	50.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	464	2.2%	(MISS)
LEGITIMATE SKIP	9	14116	68.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question D7

How well do you do the following?

Question 57A

Tape Pos. 374-374
Format: I1

F1S57A HOW WELL R UNDERSTANDS SPOKEN ENGLISH

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	3283	15.9%	82.6%
WELL	2	559	2.7%	14.2%
NOT VERY WELL	3	79	.4%	2.4%
NOT AT ALL	4	21	.1%	.7%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MISSING	8	449	2.2%	(MISS)
LEGITIMATE SKIP	9	14873	71.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 57B

Tape Pos. 375-375
Format: I1

F1S57B HOW WELL DOES R SPEAK ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	3139	15.2%	79.1%
WELL	2	651	3.1%	17.1%
NOT VERY WELL	3	122	.6%	3.4%
NOT AT ALL	4	14	.1%	.5%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MISSING	8	465	2.2%	(MISS)
LEGITIMATE SKIP	9	14873	71.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 57C

Tape Pos. 376-376
Format: I1

F1S57C HOW WELL DOES R READ ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	3102	15.0%	78.8%
WELL	2	682	3.3%	17.1%
NOT VERY WELL	3	120	.6%	3.4%
NOT AT ALL	4	21	.1%	.7%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MISSING	8	466	2.3%	(MISS)
LEGITIMATE SKIP	9	14873	71.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 57D

Tape Pos. 377-377
Format: I1

F1S57D HOW WELL DOES R WRITE ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	2982	14.4%	75.6%
WELL	2	785	3.8%	20.0%
NOT VERY WELL	3	138	.7%	3.9%
NOT AT ALL	4	22	.1%	.5%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MISSING	8	464	2.2%	(MISS)
LEGITIMATE SKIP	9	14873	71.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 58

Tape Pos. 378-378
Format: I1

F1S58 SPECIAL HELP IN READING,WRITING ENGLISH

Since the beginning of the ninth grade, have you received special help in reading, writing, or speaking English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	269	1.3%	8.5%
NO	2	3349	16.2%	91.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	487	2.4%	(MISS)
LEGITIMATE SKIP	9	14116	68.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 59

Was the special help in the form of ...

Question 59A — Tape Pos. 379-379, Format: I1

F1S59A HELP IN FORM OF INDIVIDUAL TUTORING

Individual (one-to-one) tutoring?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	71	.3%	18.4%
DOES NOT APPLY	2	213	1.0%	81.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	472	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 59B — Tape Pos. 380-380, Format: I1

F1S59B HELP IN FORM OF A SMALL GROUP

A small group?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	109	.5%	41.8%
DOES NOT APPLY	2	175	.8%	58.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	472	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 59C — Tape Pos. 381-381, Format: I1

F1S59C SPECIAL HELP IN FORM OF A LARGE GROUP

A large group other than your regular class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	62	.3%	21.3%
DOES NOT APPLY	2	222	1.1%	78.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	472	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 59D — Tape Pos. 382-382, Format: I1

F1S59D HELP IN FORM OF ENGLISH SECOND LANGUAGE

English as a Second Language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	114	.6%	45.8%
DOES NOT APPLY	2	170	.8%	54.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	472	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 59E — Tape Pos. 383-383, Format: I1

F1S59E HELP IN FORM OF BILINGUAL EDUCATION

Bilingual education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	45	.2%	15.7%
DOES NOT APPLY	2	239	1.2%	84.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	472	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 60

How often did you work on the following in these classes or activities?

Question 60A — Tape Pos. 384-384, Format: I1

F1S60A HOW OFTEN DID R LISTEN TO ENGLISH TAPES

Listening to English tapes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	35	.2%	12.6%
SOMETIMES	2	65	.3%	20.3%
RARELY	3	57	.3%	20.8%
NEVER	4	122	.6%	46.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	476	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 60B — Tape Pos. 385-385, Format: I1

F1S60B HOW OFTEN DID R IMPROVE ENGLISH SPEAKING

Improving English speaking skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	95	.5%	34.5%
SOMETIMES	2	74	.4%	25.5%
RARELY	3	51	.2%	17.2%
NEVER	4	62	.3%	22.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	473	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 60C — Tape Pos. 386-386, Format: I1

F1S60C HOW OFTEN WAS R READING ENGLISH

Reading English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	137	.7%	52.5%
SOMETIMES	2	89	.4%	31.6%
RARELY	3	29	.1%	7.8%
NEVER	4	23	.1%	8.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 60D — Tape Pos. 387-387, Format: I1

F1S60D HOW OFTEN WAS R WRITING ENGLISH

Writing English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	138	.7%	47.1%
SOMETIMES	2	83	.4%	31.5%
RARELY	3	29	.1%	9.8%
NEVER	4	29	.1%	11.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	477	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 60E — Tape Pos. 388-388, Format: I1

F1S60E HOW OFTEN DID R WORK ON OTHER ACTIVITIES

Other activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	70	.3%	27.4%
SOMETIMES	2	86	.4%	29.5%
RARELY	3	51	.2%	15.8%
NEVER	4	65	.3%	27.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	484	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 61

Do you think your English skills have improved in the following areas as a result of these special classes or activities?

Question 61A — Tape Pos. 389-389, Format: I1

F1S61A UNDERSTANDNG SPOKEN ENGLISH HAS IMPROVED

Understanding spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	0	27	.1%	7.6%
SOMEWHAT	1	112	.5%	42.1%
A GREAT DEAL	2	139	.7%	50.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	477	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 61B — Tape Pos. 390-390, Format: I1

F1S61B SPEAKING ENGLISH IMPROVED BY SPEC. CLASS

Speaking English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	0	29	.1%	10.6%
SOMEWHAT	1	114	.6%	42.6%
A GREAT DEAL	2	135	.7%	46.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	478	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 61C — Tape Pos. 391-391, Format: I1

F1S61C READING ENGLISH IMPROVED BY SPEC CLASSES

Reading English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	0	23	.1%	7.5%
SOMEWHAT	1	101	.5%	35.4%
A GREAT DEAL	2	155	.7%	57.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	477	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 61D — Tape Pos. 392-392, Format: I1

F1S61D WRITING ENGLISH IMPROVED BY SPEC CLASSES

Writing English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AT ALL	0	25	.1%	7.3%
SOMEWHAT	1	111	.5%	42.0%
A GREAT DEAL	2	143	.7%	50.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	477	2.3%	(MISS)
LEGITIMATE SKIP	9	17465	84.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

PART 6 - YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

Question 62

How do you feel about the following statements?

Question 62A — Tape Pos. 393-393, Format: I1

F1S62A R FEELS GOOD ABOUT HIM/HERSELF

I feel good about myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	5913	28.6%	35.2%
AGREE	2	9965	48.1%	56.8%
DISAGREE	3	1235	6.0%	6.8%
STRONGLY DISAGREE	4	220	1.1%	1.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	887	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62B — Tape Pos. 394-394, Format: I1

F1S62B R DOESN'T HAVE ENOUGH CONTROL OVER LIFE

I don't have enough control over the direction my life is taking

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	743	3.6%	4.6%
AGREE	2	3254	15.7%	18.4%
DISAGREE	3	8891	42.9%	51.7%
STRONGLY DISAGREE	4	4364	21.1%	25.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	965	4.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62C — Tape Pos. 395-395, Format: I1

F1S62C 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	409	2.0%	2.5%
AGREE	2	1650	8.0%	9.9%
DISAGREE	3	9567	46.2%	55.1%
STRONGLY DISAGREE	4	5590	27.0%	32.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	19	.1%	(MISS)
MISSING	8	986	4.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62D — Tape Pos. 396-396, Format: I1

F1S62D R FEELS S/HE IS A PERSON OF WORTH

I feel I am a person of worth, the equal of other people

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	5924	28.6%	34.8%
AGREE	2	9897	47.8%	57.2%
DISAGREE	3	1192	5.8%	6.7%
STRONGLY DISAGREE	4	219	1.1%	1.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	983	4.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62E — Tape Pos. 397-397, Format: I1

F1S62E R 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	5600	27.0%	32.9%
AGREE	2	10271	49.6%	59.3%
DISAGREE	3	1143	5.5%	6.8%
STRONGLY DISAGREE	4	160	.8%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1036	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62F — Tape Pos. 398-398, Format: I1

F1S62F WHEN GETTNG AHEAD SOMEBODY/THING STOPS R

Every time I try to get ahead, something or somebody stops me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	674	3.3%	4.4%
AGREE	2	3826	18.5%	22.5%
DISAGREE	3	10142	49.0%	58.0%
STRONGLY DISAGREE	4	2575	12.4%	15.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1000	4.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62G — Tape Pos. 399-399, Format: I1

F1S62G R FEELS PLANS HARDLY EVER WORK OUT

My plans hardly ever work out, so planning only makes me unhappy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	618	3.0%	3.8%
AGREE	2	2950	14.2%	17.9%
DISAGREE	3	10135	48.9%	57.9%
STRONGLY DISAGREE	4	3463	16.7%	20.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	27	.1%	(MISS)
MISSING	8	1028	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62H — Tape Pos. 400-400, Format: I1

F1S62H ON THE WHOLE, R'S SATISFIED WITH SELF

On the whole, I am satisfied with myself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	4737	22.9%	27.5%
AGREE	2	9844	47.5%	57.5%
DISAGREE	3	2222	10.7%	12.8%
STRONGLY DISAGREE	4	369	1.8%	2.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	1027	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62I — Tape Pos. 401-401, Format: I1

F1S62I R FEELS USELESS AT TIMES

I feel useless at times

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	906	4.4%	5.5%
AGREE	2	7585	36.6%	43.1%
DISAGREE	3	6456	31.2%	38.4%
STRONGLY DISAGREE	4	2204	10.6%	13.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1065	5.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62J — Tape Pos. 402-402, Format: I1

F1S62J AT TIMES, R THINKS HE IS NO GOOD AT ALL

At times, I think I am no good at all

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	897	4.3%	5.3%
AGREE	2	5510	26.6%	30.8%
DISAGREE	3	7142	34.5%	42.1%
STRONGLY DISAGREE	4	3601	17.4%	21.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1064	5.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62K — Tape Pos. 403-403, Format: I1

F1S62K WHEN MAKES PLANS R'S CERTAIN THEY WORK

When I make plans, I am almost certain I can make them work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2520	12.2%	14.9%
AGREE	2	11025	53.2%	64.5%
DISAGREE	3	3195	15.4%	18.1%
STRONGLY DISAGREE	4	402	1.9%	2.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1068	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62L — Tape Pos. 404-404, Format: I1

F1S62L R DOES 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	547	2.6%	3.3%
AGREE	2	2376	11.5%	13.6%
DISAGREE	3	8764	42.3%	51.2%
STRONGLY DISAGREE	4	5443	26.3%	31.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1085	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62M — Tape Pos. 405-405, Format: I1

F1S62M CHANCE,LUCK VERY IMPORTANT FOR R'S LIFE

Chance and luck are very important for what happens in my life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	813	3.9%	5.0%
AGREE	2	4118	19.9%	24.2%
DISAGREE	3	8407	40.6%	48.0%
STRONGLY DISAGREE	4	3779	18.3%	22.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1099	5.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 62N — Tape Pos. 406-406, Format: I1

F1S62N FEEL EMOTIONALLY EMPTY MOST OF THE TIME

I feel emotionally empty most of the time

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	735	3.5%	4.3%
AGREE	2	2542	12.3%	14.5%
DISAGREE	3	9069	43.8%	52.9%
STRONGLY DISAGREE	4	4826	23.3%	28.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1040	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63

Choose the answer that is best for you.

NOTE: Items used in question 63 are from the Self-Description Questionnaire copyright 1988 by Herbert W. Marsh. All rights reserved.

Question 63A — Tape Pos. 407-408, Format: I2

F1S63A R'S PARENTS TREAT R FAIRLY

My parents treat me fairly

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	507	2.4%	3.3%
MOSTLY FALSE	2	352	1.7%	2.0%
MORE FALSE THAN TRUE	3	1228	5.9%	7.1%
MORE TRUE THAN FALSE	4	3039	14.7%	17.8%
MOSTLY TRUE	5	5202	25.1%	30.0%
TRUE	6	6841	33.0%	39.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	26	.1%	(MISS)
MISSING	98	1026	5.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63B — Tape Pos. 409-410, Format: I2

F1S63B LEARN THINGS QUICKLY IN ENGLISH CLASSES

I learn things quickly in English classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	649	3.1%	4.0%
MOSTLY FALSE	2	600	2.9%	3.9%
MORE FALSE THAN TRUE	3	1692	8.2%	10.4%
MORE TRUE THAN FALSE	4	4000	19.3%	23.6%
MOSTLY TRUE	5	5398	26.1%	30.8%
TRUE	6	4800	23.2%	27.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	13	.1%	(MISS)
MISSING	98	1069	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63C — Tape Pos. 411-412, Format: I2

F1S63C R HAS FRIENDS WHO ARE MEMBERS OF OWN SEX

I have good friends who are members of my own sex

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	261	1.3%	1.8%
MOSTLY FALSE	2	195	.9%	1.1%
MORE FALSE THAN TRUE	3	625	3.0%	3.9%
MORE TRUE THAN FALSE	4	1755	8.5%	10.7%
MOSTLY TRUE	5	3942	19.0%	23.0%
TRUE	6	10328	49.9%	59.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	36	.2%	(MISS)
MISSING	98	1079	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63D — Tape Pos. 413-414, Format: I2

F1S63D MATHEMATICS IS ONE OF R'S BEST SUBJECTS

Mathematics is one of my best subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	2927	14.1%	17.6%
MOSTLY FALSE	2	1198	5.8%	7.3%
MORE FALSE THAN TRUE	3	2590	12.5%	15.2%
MORE TRUE THAN FALSE	4	2982	14.4%	17.6%
MOSTLY TRUE	5	2677	12.9%	15.7%
TRUE	6	4680	22.6%	26.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	28	.1%	(MISS)
MISSING	98	1139	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63E — Tape Pos. 415-416, Format: I2

F1S63E ENGLISH IS ONE OF R'S BEST SUBJECTS

English is one of my best subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	2298	11.1%	13.9%
MOSTLY FALSE	2	1176	5.7%	7.3%
MORE FALSE THAN TRUE	3	2677	12.9%	16.1%
MORE TRUE THAN FALSE	4	3938	19.0%	23.4%
MOSTLY TRUE	5	3304	16.0%	19.0%
TRUE	6	3562	17.2%	20.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	28	.1%	(MISS)
MISSING	98	1238	6.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63F — Tape Pos. 417-418, Format: I2

F1S63F R DOES NOT LIKE HIS PARENTS VERY MUCH

I do not like my parents very much

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	10420	50.3%	60.8%
MOSTLY FALSE	2	2782	13.4%	16.6%
MORE FALSE THAN TRUE	3	1416	6.8%	8.3%
MORE TRUE THAN FALSE	4	1172	5.7%	6.8%
MOSTLY TRUE	5	701	3.4%	4.2%
TRUE	6	516	2.5%	3.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	56	.3%	(MISS)
MISSING	98	1158	5.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63G — Tape Pos. 419-420, Format: I2

F1S63G R GETS GOOD MARKS IN ENGLISH

I get good marks in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	1148	5.5%	7.3%
MOSTLY FALSE	2	797	3.8%	5.1%
MORE FALSE THAN TRUE	3	1820	8.8%	11.1%
MORE TRUE THAN FALSE	4	4119	19.9%	24.7%
MOSTLY TRUE	5	4281	20.7%	24.5%
TRUE	6	4812	23.2%	27.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	15	.1%	(MISS)
MISSING	98	1229	5.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63H — Tape Pos. 421-422, Format: I2

F1S63H GETS LOTS OF ATTENTION FROM OPPOSITE SEX

I get a lot of attention from members of the opposite sex

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	836	4.0%	4.7%
MOSTLY FALSE	2	906	4.4%	5.2%
MORE FALSE THAN TRUE	3	2480	12.0%	13.6%
MORE TRUE THAN FALSE	4	4894	23.6%	27.9%
MOSTLY TRUE	5	4373	21.1%	26.1%
TRUE	6	3551	17.1%	22.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	21	.1%	(MISS)
MISSING	98	1160	5.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63I — Tape Pos. 423-424, Format: I2

F1S63I R GETS ALONG WELL WITH HIS/HER PARENTS

I get along well with my parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	526	2.5%	3.3%
MOSTLY FALSE	2	524	2.5%	2.7%
MORE FALSE THAN TRUE	3	1393	6.7%	8.7%
MORE TRUE THAN FALSE	4	2820	13.6%	16.5%
MOSTLY TRUE	5	4898	23.7%	28.4%
TRUE	6	6860	33.1%	40.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	18	.1%	(MISS)
MISSING	98	1182	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63J — Tape Pos. 425-426, Format: I2

F1S63J R HAS ALWAYS DONE WELL IN MATHEMATICS

I have always done well in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	2309	11.2%	13.9%
MOSTLY FALSE	2	1156	5.6%	7.0%
MORE FALSE THAN TRUE	3	2349	11.3%	14.2%
MORE TRUE THAN FALSE	4	3443	16.6%	20.0%
MOSTLY TRUE	5	3464	16.7%	20.2%
TRUE	6	4301	20.8%	24.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	37	.2%	(MISS)
MISSING	98	1162	5.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63K — Tape Pos. 427-428, Format: I2

F1S63K R MAKES FRIENDS EASILY WITH GIRLS

I make friends easily with girls

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	485	2.3%	2.9%
MOSTLY FALSE	2	451	2.2%	2.6%
MORE FALSE THAN TRUE	3	1226	5.9%	7.0%
MORE TRUE THAN FALSE	4	2986	14.4%	17.5%
MOSTLY TRUE	5	5092	24.6%	29.5%
TRUE	6	6827	33.0%	40.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	18	.1%	(MISS)
MISSING	98	1136	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63L — Tape Pos. 429-430, Format: I2

F1S63L R MAKES FRIENDS EASILY WITH BOYS

I make friends easily with boys

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	343	1.7%	2.2%
MOSTLY FALSE	2	365	1.8%	2.2%
MORE FALSE THAN TRUE	3	987	4.8%	6.0%
MORE TRUE THAN FALSE	4	3072	14.8%	17.9%
MOSTLY TRUE	5	5524	26.7%	32.1%
TRUE	6	6672	32.2%	39.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	16	.1%	(MISS)
MISSING	98	1242	6.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63M — Tape Pos. 431-432, Format: I2

F1S63M PARENTS DISAPPOINTED WITH WHAT R DOES

My parents are usually unhappy or disappointed with what I do

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	6841	33.0%	40.8%
MOSTLY FALSE	2	4136	20.0%	23.7%
MORE FALSE THAN TRUE	3	2623	12.7%	15.5%
MORE TRUE THAN FALSE	4	1695	8.2%	10.0%
MOSTLY TRUE	5	943	4.6%	5.4%
TRUE	6	778	3.8%	4.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	28	.1%	(MISS)
MISSING	98	1177	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63N — Tape Pos. 433-434, Format: I2

F1S63N R HOPELESS IN ENGLISH CLASSES

I'm hopeless in English classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	9320	45.0%	53.6%
MOSTLY FALSE	2	2956	14.3%	18.0%
MORE FALSE THAN TRUE	3	2430	11.7%	14.3%
MORE TRUE THAN FALSE	4	1150	5.6%	7.2%
MOSTLY TRUE	5	531	2.6%	3.4%
TRUE	6	580	2.8%	3.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	24	.1%	(MISS)
MISSING	98	1230	5.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63O — Tape Pos. 435-436, Format: I2

F1S63O R DOES NOT GET ALONG WELL WITH GIRLS

I do not get along very well with girls

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	10697	51.7%	63.1%
MOSTLY FALSE	2	3131	15.1%	18.1%
MORE FALSE THAN TRUE	3	1362	6.6%	7.8%
MORE TRUE THAN FALSE	4	792	3.8%	4.9%
MOSTLY TRUE	5	497	2.4%	2.8%
TRUE	6	552	2.7%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	12	.1%	(MISS)
MISSING	98	1178	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63P — Tape Pos. 437-438, Format: I2

F1S63P R DOES NOT GET ALONG WELL WITH BOYS

I do not get along very well with boys

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	10477	50.6%	61.3%
MOSTLY FALSE	2	3402	16.4%	20.0%
MORE FALSE THAN TRUE	3	1279	6.2%	7.9%
MORE TRUE THAN FALSE	4	737	3.6%	4.3%
MOSTLY TRUE	5	562	2.7%	3.2%
TRUE	6	518	2.5%	3.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	.3%		(MISS)
MISSING	98	1190	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63Q — Tape Pos. 439-440, Format: I2

F1S63Q R GETS GOOD MARKS IN MATHEMATICS

I get good marks in mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	2195	10.6%	13.3%
MOSTLY FALSE	2	1032	5.0%	6.2%
MORE FALSE THAN TRUE	3	1926	9.3%	12.2%
MORE TRUE THAN FALSE	4	3319	16.0%	19.5%
MOSTLY TRUE	5	3625	17.5%	21.2%
TRUE	6	4785	23.1%	27.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	26	.1%	(MISS)
MISSING	98	1313	6.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63R — Tape Pos. 441-442, Format: I2

F1S63R CAN'T MAKE FRIENDS W/MEMBERS OF OWN SEX

It is difficult to make friends with members of my own sex

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	10039	48.5%	58.3%
MOSTLY FALSE	2	3483	16.8%	20.5%
MORE FALSE THAN TRUE	3	1509	7.3%	9.2%
MORE TRUE THAN FALSE	4	981	4.7%	6.2%
MOSTLY TRUE	5	510	2.5%	3.5%
TRUE	6	394	1.9%	2.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	41	.2%	(MISS)
MISSING	98	1264	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 63S — Tape Pos. 443-444, Format: I2

F1S63S R DOES BADLY IN TESTS OF MATHEMATICS

I do badly in tests of mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	5710	27.6%	33.1%
MOSTLY FALSE	2	3482	16.8%	20.4%
MORE FALSE THAN TRUE	3	2884	13.9%	17.0%
MORE TRUE THAN FALSE	4	2040	9.9%	12.6%
MOSTLY TRUE	5	1233	6.0%	7.6%
TRUE	6	1546	7.5%	9.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	27	.1%	(MISS)
MISSING	98	1299	6.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63T — Tape Pos. 445-446, Format: I2

F1S63T R NOT VERY POPULAR WITH OPPOSITE SEX

I'm not very popular with members of the opposite sex

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	6474	31.3%	38.1%
MOSTLY FALSE	2	3913	18.9%	23.3%
MORE FALSE THAN TRUE	3	2809	13.6%	16.3%
MORE TRUE THAN FALSE	4	1915	9.2%	11.3%
MOSTLY TRUE	5	1082	5.2%	6.3%
TRUE	6	783	3.8%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	12	.1%	(MISS)
MISSING	98	1233	6.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 63U — Tape Pos. 447-448, Format: I2

F1S63U R'S PARENTS UNDERSTAND HIM/HER

My parents understands me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	1471	7.1%	8.4%
MOSTLY FALSE	2	1021	4.9%	5.9%
MORE FALSE THAN TRUE	3	1809	8.7%	10.7%
MORE TRUE THAN FALSE	4	2871	13.9%	16.9%
MOSTLY TRUE	5	4388	21.2%	25.3%
TRUE	6	5501	26.6%	32.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	9	.0%	(MISS)
MISSING	98	1151	5.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 64

Think about how you see the future. What are the chances that...

Question 64A — Tape Pos. 449-449, Format: I1

F1S64A CHANCES THAT R WILL GRADUATE FROM H.S.

You will graduate from high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	106	.5%	.6%
LOW	2	86	.4%	.4%
ABOUT FIFTY-FIFTY	3	1009	4.9%	6.0%
HIGH	4	3058	14.8%	18.5%
VERY HIGH	5	13123	63.4%	74.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	837	4.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64B — Tape Pos. 450-450, Format: I1

F1S64B CHANCES THAT R WILL GO TO COLLEGE

You will go to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	941	4.5%	5.7%
LOW	2	1009	4.9%	6.5%
ABOUT FIFTY-FIFTY	3	2587	12.5%	16.2%
HIGH	4	3767	18.2%	22.6%
VERY HIGH	5	9024	43.6%	49.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	891	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64C — Tape Pos. 451-451, Format: I1

F1S64C CHANCES R WILL HAVE A JOB THAT PAYS WELL

You will have a job that pays well?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	76	.4%	.4%
LOW	2	241	1.2%	1.5%
ABOUT FIFTY-FIFTY	3	3638	17.6%	21.8%
HIGH	4	6592	31.8%	37.3%
VERY HIGH	5	6774	32.7%	38.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	898	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64D — Tape Pos. 452-452, Format: I1

F1S64D CHANCES THAT R WILL BE ABLE TO OWN HOME

You will be able to own your own home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	147	.7%	1.0%
LOW	2	533	2.6%	3.2%
ABOUT FIFTY-FIFTY	3	3546	17.1%	21.4%
HIGH	4	6231	30.1%	35.2%
VERY HIGH	5	6869	33.2%	39.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	891	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64E

Tape Pos. 453-453
Format: I1

F1S64E CHANCES R WILL HAVE A JOB THAT HE ENJOYS

You will have a job that you enjoy doing?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	90	.4%	.5%
LOW	2	259	1.3%	1.5%
ABOUT FIFTY-FIFTY	3	2993	14.5%	17.9%
HIGH	4	6507	31.4%	37.4%
VERY HIGH	5	7468	36.1%	42.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	899	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64F

Tape Pos. 454-454
Format: I1

F1S64F CHANCES R WILL HAVE A HAPPY FAMILY LIFE

You will have a happy family life?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	176	.8%	.9%
LOW	2	255	1.2%	1.5%
ABOUT FIFTY-FIFTY	3	2941	14.2%	16.7%
HIGH	4	6906	33.4%	40.3%
VERY HIGH	5	7022	33.9%	40.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	915	4.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64G

Tape Pos. 455-455
Format: I1

F1S64G CHANCES R WILL STAY IN GOOD HEALTH

You will stay in good health most of the time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	94	.5%	.5%
LOW	2	359	1.7%	2.2%
ABOUT FIFTY-FIFTY	3	3341	16.1%	19.6%
HIGH	4	7320	35.4%	42.0%
VERY HIGH	5	6172	29.8%	35.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	932	4.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64H

Tape Pos. 456-456
Format: I1

F1S64H CHANCES R WILL BE ABLE TO LIVE ANYWHERE

You will be able to live wherever you want in the country?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	288	1.4%	1.7%
LOW	2	1042	5.0%	6.1%
ABOUT FIFTY-FIFTY	3	4961	24.0%	28.6%
HIGH	4	5840	28.2%	33.6%
VERY HIGH	5	5158	24.9%	30.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	925	4.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64I

Tape Pos. 457-457
Format: I1

F1S64I CHANCES R WILL BE RESPECTED IN COMMUNITY

You will be respected in your community?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	125	.6%	.6%
LOW	2	414	2.0%	2.3%
ABOUT FIFTY-FIFTY	3	4275	20.6%	25.1%
HIGH	4	7519	36.3%	43.1%
VERY HIGH	5	4920	23.8%	29.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	964	4.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64J

Tape Pos. 458-458
Format: I1

F1S64J CHANCES R WILL HAVE FRIENDS TO COUNT ON

You will have good friends you can count on?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	112	.5%	.7%
LOW	2	271	1.3%	1.5%
ABOUT FIFTY-FIFTY	3	2399	11.6%	14.5%
HIGH	4	7077	34.2%	40.8%
VERY HIGH	5	7404	35.8%	42.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	954	4.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64K

Tape Pos. 459-459
Format: I1

F1S64K CHANCES R'S LIFE BETTER THAN PARENTS

Life will turn out better for you than it has for your parents?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	163	.8%	.8%
LOW	2	557	2.7%	3.1%
ABOUT FIFTY-FIFTY	3	6079	29.4%	35.6%
HIGH	4	5864	28.3%	33.7%
VERY HIGH	5	4556	22.0%	26.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 64L

Tape Pos. 460-460
Format: I1

F1S64L CHANCE R'S CHILDREN LIFE BETTER THAN R'S

Your children will have a better life than you had?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	292	1.4%	1.6%
LOW	2	461	2.2%	2.8%
ABOUT FIFTY-FIFTY	3	5462	26.4%	30.7%
HIGH	4	5744	27.7%	34.1%
VERY HIGH	5	5269	25.4%	30.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	993	4.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 65

When you compare your first year in high school to the year before that, do you agree or disagree with the following statements?

Question 65A — Tape Pos. 461-461, Format: I1

F1S65A COURSES WERE HARDER IN HIGH SCHOOL

Courses were harder in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2913	14.1%	17.5%
AGREE	2	9459	45.7%	54.8%
DISAGREE	3	3873	18.7%	23.0%
STRONGLY DISAGREE	4	697	3.4%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1278	6.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 65B — Tape Pos. 462-462, Format: I1

F1S65B TEACHERS WERE STRICTER IN HIGH SCHOOL

Teachers were stricter in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1967	9.6%	12.6%
AGREE	2	7183	34.7%	42.4%
DISAGREE	3	6861	33.1%	39.4%
STRONGLY DISAGREE	4	885	4.3%	5.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1305	6.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 65C — Tape Pos. 463-463, Format: I1

F1S65C SCHL RULES WERE STRICTLY ENFORCED IN HS

School rules were more strictly enforced in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2187	10.6%	13.9%
AGREE	2	7033	34.0%	42.3%
DISAGREE	3	6609	31.9%	37.3%
STRONGLY DISAGREE	4	1043	5.0%	6.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1347	6.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 65D — Tape Pos. 464-464, Format: I1

F1S65D MORE DIFFICULT TO MAKE FRIENDS IN H.S.

It was more difficult to make friends in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	574	2.8%	4.0%
AGREE	2	2662	12.9%	15.8%
DISAGREE	3	9995	48.3%	58.0%
STRONGLY DISAGREE	4	3670	17.7%	22.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1318	6.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 65E — Tape Pos. 465-465, Format: I1

F1S65E R FELT MORE ALONE IN HIGH SCHOOL

I felt more alone in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	622	3.0%	4.3%
AGREE	2	2583	12.5%	15.3%
DISAGREE	3	8595	41.5%	49.8%
STRONGLY DISAGREE	4	5107	24.7%	30.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1311	6.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66

Do you agree with the following statements about why you go to school?

Question 66A — Tape Pos. 466-466, Format: I1

F1S66A R THINKS THE CLASSES ARE INTERESTING

I think the subjects I'm taking are interesting and challenging

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1491	7.2%	8.4%
AGREE	2	10482	50.6%	61.8%
DISAGREE	3	4129	19.9%	25.0%
STRONGLY DISAGREE	4	777	3.8%	4.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1340	6.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66B Tape Pos. 467-467
Format: I1

F1S66B SATISFACTION DOING WHAT EXPECTD IN CLASS

I get a feeling of satisfaction from doing what I'm supposed to do in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1847	8.9%	10.5%
AGREE	2	11086	53.5%	65.9%
DISAGREE	3	3349	16.2%	20.1%
STRONGLY DISAGREE	4	557	2.7%	3.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1381	6.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66C Tape Pos. 468-468
Format: I1

F1S66C F HAS NOTHING BETTER TO DO

I have nothing better to do

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	678	3.3%	4.0%
AGREE	2	4476	21.6%	26.8%
DISAGREE	3	8199	39.6%	48.8%
STRONGLY DISAGREE	4	3425	16.5%	20.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1439	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66D Tape Pos. 469-469
Format: I1

F1S66D EDUCATN IS IMPORTANT TO GET A JOB LATER

Education is important for getting a job later on

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	10486	50.6%	61.9%
AGREE	2	5681	27.4%	34.2%
DISAGREE	3	480	2.3%	2.9%
STRONGLY DISAGREE	4	162	.8%	1.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1405	6.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66E Tape Pos. 470-470
Format: I1

F1S66E SCHOOL IS A PLACE FOR R TO MEET FRIENDS

It's a place to meet my friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2610	12.6%	14.6%
AGREE	2	11271	54.4%	67.6%
DISAGREE	3	2359	11.4%	14.5%
STRONGLY DISAGREE	4	518	2.5%	3.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1454	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66F Tape Pos. 471-471
Format: I1

F1S66F GOES TO SCHL BECAUSE HE PLAYS ON A TEAM

I play on a team or belong to a club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3181	15.4%	17.6%
AGREE	2	6211	30.0%	35.3%
DISAGREE	3	4799	23.2%	30.3%
STRONGLY DISAGREE	4	2576	12.4%	16.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1448	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 66G Tape Pos. 472-472
Format: I1

F1S66G TEACHERS EXPECT R TO SUCCEED IN SCHOOL

My teachers care about me and expect me to succeed in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2644	12.8%	15.2%
AGREE	2	9707	46.9%	58.2%
DISAGREE	3	3314	16.0%	19.7%
STRONGLY DISAGREE	4	1117	5.4%	6.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1437	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67

Most people think about how other people see them. How do you think other students see you?

Question 67A Tape Pos. 473-473
Format: I1

F1S67A STUDENTS THINK OF R AS BEING POPULAR

As popular

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	2251	10.9%	13.4%
SOMEWHAT	2	11701	56.5%	69.7%
NOT AT ALL	3	2853	13.8%	16.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1414	6.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 67B — Tape Pos. 474-474, Format: I1

F1S67B STUDENTS THINK OF R AS BEING ATHLETIC

As athletic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	3465	16.7%	20.2%
SOMEWHAT	2	7731	37.3%	45.6%
NOT AT ALL	3	5596	27.0%	34.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1426	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67C — Tape Pos. 475-475, Format: I1

F1S67C STUDENTS THINK R IS SOCIALLY ACTIVE

As socially active

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	4206	20.3%	24.9%
SOMEWHAT	2	9786	47.3%	57.7%
NOT AT ALL	3	2792	13.5%	17.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1429	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67D — Tape Pos. 476-476, Format: I1

F1S67D STUDENTS THINK R IS A GOOD STUDENT

As a good student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	5073	24.5%	28.8%
SOMEWHAT	2	10003	48.3%	60.8%
NOT AT ALL	3	1722	8.3%	10.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1420	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67E — Tape Pos. 477-477, Format: I1

F1S67E STUDENTS THINK OF R AS BEING IMPORTANT

As important

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	3407	16.5%	20.2%
SOMEWHAT	2	11161	53.9%	66.4%
NOT AT ALL	3	2196	10.6%	13.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1451	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67F — Tape Pos. 478-478, Format: I1

F1S67F STUDENTS THINK OF R AS A TROUBLE-MAKER

As a trouble-maker

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	731	3.5%	4.5%
SOMEWHAT	2	4116	19.9%	24.1%
NOT AT ALL	3	11920	57.6%	71.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	1442	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67G — Tape Pos. 479-479, Format: I1

F1S67G THINK OF R AS PART OF THE LEADING CROWD

As part of the leading crowd

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	2662	12.9%	15.9%
SOMEWHAT	2	8546	41.3%	50.9%
NOT AT ALL	3	5518	26.6%	33.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1487	7.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 67H — Tape Pos. 480-480, Format: I1

F1S67H THINK OF R AS NOT FITTING IN ANY GROUP

As not fitting in any group

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY	1	673	3.3%	4.2%
SOMEWHAT	2	2662	12.9%	15.4%
NOT AT ALL	3	13429	64.9%	80.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1455	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR FRIENDSHIPS RELATE TO YOUR LIFE.

Question 68 — Tape Pos. 481-481, Format: I1

F1S68 CLOSE FRIENDS NOW FRIENDS IN 8TH GRADE

Do you have any close friends now who were also your friends when you were in the eighth grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15515	74.9%	87.8%
NO	2	1698	8.2%	12.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1008	4.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 69 — Tape Pos. 482-482, Format: I1

F1S69 NUMBER OF CLOSE FRIENDS WHO DROPPED OUT

Altogether, how many of your close friends have dropped out of school without graduating? (Do not include those who have transferred to another school.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	0	13047	63.0%	73.8%
SOME OF THEM	1	3814	18.4%	24.2%
MOST OF THEM	2	307	1.5%	1.9%
ALL OF THEM	3	40	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1012	4.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70 — Among the friends you hang out with, how important is it to ...

Question 70A — Tape Pos. 483-483, Format: I1

F1S70A IMPORTANT TO ATTEND CLASSES REGULARLY

Attend classes regularly?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	685	3.3%	3.9%
SOMEWHAT IMPORTANT	2	6593	31.8%	39.0%
VERY IMPORTANT	3	9889	47.8%	57.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1053	5.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70B — Tape Pos. 484-484, Format: I1

F1S70B AMONG FRIENDS,HOW IMPORTANT TO STUDY

Study?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1457	7.0%	8.6%
SOMEWHAT IMPORTANT	2	9272	44.8%	54.8%
VERY IMPORTANT	3	6416	31.0%	36.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1073	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70C — Tape Pos. 485-485, Format: I1

F1S70C AMONG FRIENDS,HOW IMPORTANT PLAY SPORTS

Play sports?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	4489	21.7%	27.0%
SOMEWHAT IMPORTANT	2	7494	36.2%	43.6%
VERY IMPORTANT	3	5115	24.7%	29.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	19	.1%	(MISS)
MISSING	8	1104	5.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70D — Tape Pos. 486-486, Format: I1

F1S70D AMONG FRIENDS HOW IMP TO GET GOOD GRADES

Get good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	973	4.7%	5.6%
SOMEWHAT IMPORTANT	2	7608	36.7%	44.4%
VERY IMPORTANT	3	8438	40.8%	50.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1201	5.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70E — Tape Pos. 487-487, Format: I1

F1S70E IMPORTANT TO BE POPULAR WITH STUDENTS

Be popular/well-liked by students?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2008	9.7%	11.9%
SOMEWHAT IMPORTANT	2	8826	42.6%	51.6%
VERY IMPORTANT	3	6296	30.4%	36.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1086	5.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70F — Tape Pos. 488-488, Format: I1

F1S70F AMONG FRIENDS HOW IMPORTANT TO FINISH HS

Finish high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	385	1.9%	2.2%
SOMEWHAT IMPORTANT	2	2917	14.1%	18.0%
VERY IMPORTANT	3	13764	66.5%	79.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1152	5.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70G — Tape Pos. 489-489, Format: I1

F1S70G IMPORTANT TO HAVE STEADY BOY/GIRLFRIEND

Have a steady boyfriend/girlfriend?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	3695	17.8%	21.0%
SOMEWHAT IMPORTANT	2	9668	46.7%	56.2%
VERY IMPORTANT	3	3761	18.2%	22.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1094	5.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70H — Tape Pos. 490-490, Format: I1

F1S70H IMPORTANT TO BE WILLING TO PARTY

Be willing to party, get wild?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	4650	22.5%	27.9%
SOMEWHAT IMPORTANT	2	7745	37.4%	44.1%
VERY IMPORTANT	3	4716	22.8%	27.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1104	5.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70I — Tape Pos. 491-491, Format: I1

F1S70I IMPORTANT TO CONTINUE EDUCATION PAST HS

Continue their education past high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	1364	6.6%	8.3%
SOMEWHAT IMPORTANT	2	6448	31.1%	39.2%
VERY IMPORTANT	3	9293	44.9%	52.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1114	5.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70J — Tape Pos. 492-492, Format: I1

F1S70J IMP TO PARTICIPATE IN RELIGIOUS ACTIVITY

Participate in religious activities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	8434	40.7%	47.9%
SOMEWHAT IMPORTANT	2	6963	33.6%	41.5%
VERY IMPORTANT	3	1671	8.1%	10.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1151	5.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70K — Tape Pos. 493-493, Format: I1

F1S70K IMPORTANT TO DO COMMUNITY WORK,VOLUNTEER

Do community work or volunteer?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	10187	49.2%	59.4%
SOMEWHAT IMPORTANT	2	6100	29.5%	35.9%
VERY IMPORTANT	3	805	3.9%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1127	5.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 70L — Tape Pos. 494-494, Format: I1

F1S70L AMONG FRIENDS,HOW IMPORTANT TO HAVE JOB

Have a steady job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	3377	16.3%	18.3%
SOMEWHAT IMPORTANT	2	7668	37.0%	44.4%
VERY IMPORTANT	3	6034	29.1%	37.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1140	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71

Of all the people you know personally, young or adult, think about the person you admire the most. How would you describe this person?

Question 71A — Tape Pos. 495-495, Format: I1

F1S71A PERSON R ADMIRES THE MOST IS POPULAR

This person is popular

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10010	48.3%	59.1%
DOES NOT APPLY	2	7070	34.1%	40.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71B — Tape Pos. 496-496, Format: I1

F1S71B PERSON R ADMIRES THE MOST IS HONEST

This person is honest

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13658	66.0%	79.8%
DOES NOT APPLY	2	3422	16.5%	20.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71C — Tape Pos. 497-497, Format: I1

F1S71C PERSON R ADMIRES THE MOST DRESSES WELL

This person dresses well

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12034	58.1%	70.5%
DOES NOT APPLY	2	5046	24.4%	29.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71D — Tape Pos. 498-498, Format: I1

F1S71D PERSON R ADMIRES THE MOST IS INTELLIGENT

This person is intelligent

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12975	62.7%	75.0%
DOES NOT APPLY	2	4105	19.8%	25.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71E — Tape Pos. 499-499, Format: I1

F1S71E PERSON R ADMIRES THE MOST UNDERSTANDS R

This person understands me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13311	64.3%	78.3%
DOES NOT APPLY	2	3769	18.2%	21.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71F — Tape Pos. 500-500, Format: I1

F1S71F PERSON R ADMIRES MOST DRIVES A NICE CAR

This person drives a nice car

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5507	26.6%	32.3%
DOES NOT APPLY	2	11573	55.9%	67.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71G — Tape Pos. 501-501, Format: I1

F1S71G PERSON R ADMIRES THE MOST HAS A JOB

This person has an important job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5218	25.2%	31.1%
DOES NOT APPLY	2	11862	57.3%	68.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71H — Tape Pos. 502-502, Format: I1

F1S71H PERSON R ADMIRES MAKES A LOT OF MONEY

This person makes a lot of money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4114	19.9%	24.2%
DOES NOT APPLY	2	12966	62.6%	75.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71I — Tape Pos. 503-503, Format: I1

F1S71I PERSON R ADMIRES MOST IS GOOD AT SPORTS

This person is good at sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7198	34.8%	41.4%
DOES NOT APPLY	2	9882	47.7%	58.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71J — Tape Pos. 504-504, Format: I1

F1S71J ADMIRED PERSON THINKS THE WAY R DOES

This person thinks about important things the way I do

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11910	57.5%	69.5%
DOES NOT APPLY	2	5170	25.0%	30.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 71K — Tape Pos. 505-505, Format: I1

F1S71K R DOES NOT ADMIRE ANYONE

I do not admire anyone

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1262	6.1%	7.9%
DOES NOT APPLY	2	15818	76.4%	92.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1141	5.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 72 — Tape Pos. 506-507, Format: I2

F1S72 R'S RELATIONSHIP TO THE ADMIRED PERSON

What is your relationship to that person and what is his or her age?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
A FRIEND 15 OR YOUNGER	1	1197	5.8%	8.0%
A FRIEND 16-19 YEARS OLD	2	5180	25.0%	34.4%
A FRIEND 20-25 YEARS OLD	3	638	3.1%	5.0%
A FRIEND 26 OR OLDER	4	742	3.6%	4.6%
MOTHER/FATHER	8	1881	9.1%	12.7%
A RELATIVE 15 OR YOUNGER	9	52	.3%	.3%
A RELATIVE 16-19 YEARS OLD	10	368	1.8%	2.4%
A RELATIVE 20-25 YEARS OLD	11	661	3.2%	4.3%
RELATIVE 26 OR OLDER	12	850	4.1%	6.5%
SPOUSE/BOYFRIEND/GIRLFRIEND 15 OR YOUNGER	13	279	1.3%	1.9%
SPOUSE/BOYFRIEND/GIRLFRIEND 16-19 YEARS OLD	14	1539	7.4%	11.3%
SPOUSE/BOYFRIEND/GIRLFRIEND 20-25 YEARS OLD	15	197	1.0%	1.5%
SPOUSE/BOYFRIEND/GIRLFRIEND 26 OR OLDER	16	15	.1%	.1%
OTHER 15 OR YOUNGER	17	30	.1%	.2%
OTHER 16-19 YEARS OLD	18	233	1.1%	1.4%
OTHER 20-25 YEARS OLD	19	250	1.2%	1.8%
OTHER 26 OR OLDER	20	508	2.5%	3.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	969	4.7%	(MISS)
MISSING	98	1370	6.6%	(MISS)
LEGITIMATE SKIP	99	1262	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Response categories 5, 6, and 7 have been collapsed into category 8.

Question 73 — Think about all the people with whom you spend most of your time. What age group are they in?

Question 73A — Tape Pos. 508-508, Format: I1

F1S73A PEOPLE R SPENDS TIME WITH 13YRS/YOUNGER

13 or younger

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	815	3.9%	4.8%
DOES NOT APPLY	2	16226	78.4%	95.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 73B — Tape Pos. 509-509, Format: I1

F1S73B PEOPLE R SPENDS TIME WITH 14-15YRS OLD

14-15 years old

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5553	26.8%	31.6%
DOES NOT APPLY	2	11488	55.5%	68.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 73C — Tape Pos. 510-510, Format: I1

F1S73C PEOPLE R SPENDS TIME WITH 16-17YRS OLD

16-17 years old

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14269	68.9%	82.7%
DOES NOT APPLY	2	2772	13.4%	17.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 73D — Tape Pos. 511-511, Format: I1

F1S73D PEOPLE R SPENDS TIME WITH 18-19YRS OLD

18-19 years old

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4809	23.2%	30.2%
DOES NOT APPLY	2	12232	59.1%	69.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 73E — Tape Pos. 512-512, Format: I1

F1S73E PEOPLE R SPENDS TIME WITH 20-21YRS OLD

20-21 years old

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2060	9.9%	12.7%
DOES NOT APPLY	2	14981	72.4%	87.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 73F — Tape Pos. 513-513, Format: I1

F1S73F PEOPLE R SPENDS TIME WITH 22-25YRS OLD

22-25 years old

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1235	6.0%	7.8%
DOES NOT APPLY	2	15806	76.3%	92.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 73G — Tape Pos. 514-514, Format: I1

F1S73G PEOPLE R SPENDS TIME WITH 26YRS AND OLDR

26 and older

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2028	9.8%	12.4%
DOES NOT APPLY	2	15013	72.5%	87.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1180	5.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTIONS 74-76, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER. THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR OTHER IN-SCHOOL AND OUT OF SCHOOL EXPERIENCES.

Question 74 — Tape Pos. 515-515, Format: I1

F1S74 IMPORTANT TO BE MARRIED BEFORE SEX

Do you think it is important to be married before having sexual intercourse?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	7186	34.7%	42.8%
SOMEWHAT IMPORTANT	2	6138	29.6%	36.4%
VERY IMPORTANT	3	3510	17.0%	20.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1382	6.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 75 — Tape Pos. 516-516, Format: I1

F1S75 CONSIDER HAVING A CHILD BEFORE MARRIAGE

Would you consider having a child if you weren't married?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1668	8.1%	10.6%
MAYBE	2	3512	17.0%	20.6%
NO	3	10660	51.5%	62.6%
DON'T KNOW	4	1073	5.2%	6.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1307	6.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 76 — Tape Pos. 517-517, Format: I1

F1S76 R HAVE ANY CHILDREN OF (HIS/HER) OWN

Do you have any children of your own?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I DO	1	408	2.0%	2.5%
NO, I DON'T	2	18265	88.2%	95.6%
NO, BUT I'M EXPECTING ONE	3	334	1.6%	1.9%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
REFUSAL	7	31	.1%	(MISS)
MISSING	8	226	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 77INTRO

QUESTIONS 77 THROUGH 80 ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

Question 77 — Tape Pos. 518-519, Format: I2

F1S77 HOW MANY CIGARETTES DOES R SMOKE PER DAY

How many cigarettes do you usually smoke in a day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I DON'T SMOKE AT ALL	0	14046	67.8%	82.2%
LESS THAN 1 CIGARETTE/DAY	1	954	4.6%	5.2%
1 TO 5 CIGARETTES A DAY	2	844	4.1%	5.3%
ABOUT 1/2 PACK A DAY	3	593	2.9%	3.8%
> 1/2 BUT < 2 PACKS	4	460	2.2%	3.2%
2 PACKS/DAY OR MORE	5	56	.3%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	1261	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 78INTRO

NEXT WE WANT TO ASK YOU ABOUT DRINKING ALCOHOLIC BEVERAGES INCLUDING BEER, WINE, WINE COOLERS, AND LIQUOR.

On how many occasions (if any) have you had alcoholic beverages to drink?

Question 78A — Tape Pos. 520-520, Format: I1

F1S78A IN LIFETIME,# TIMES HAD ALCOHOL TO DRINK

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	2920	14.1%	18.1%
1-2 OCCASIONS	1	3878	18.7%	23.4%
3-19 OCCASIONS	2	5619	27.1%	34.3%
20- OCCASIONS	3	4013	19.4%	24.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1787	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 78B — Tape Pos. 521-521, Format: I1

F1S78B LAST 12 MOS. # OF TIMES R DRANK ALCOHOL

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	4672	22.6%	30.6%
1-2 OCCASIONS	1	4698	22.7%	30.3%
3-19 OCCASIONS	2	4637	22.4%	30.2%
20- OCCASIONS	3	1427	6.9%	8.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	2413	11.7%	(MISS)
LEGITIMATE SKIP	9	366	1.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 78C — Tape Pos. 522-522, Format: I1

F1S78C LAST 30 DAYS, # TIMES R DRANK ALCOHOL

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	8935	43.2%	58.2%
1-2 OCCASIONS	1	4072	19.7%	27.1%
3-19 OCCASIONS	2	2060	9.9%	12.9%
20- OCCASIONS	3	258	1.2%	1.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2526	12.2%	(MISS)
LEGITIMATE SKIP	9	366	1.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 79 — Tape Pos. 523-523, Format: I1

F1S79 # TIMES R HAD 5 DRINKS OR MORE IN A ROW

Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	12784	61.7%	76.2%
ONCE	1	1700	8.2%	10.3%
TWICE	2	1081	5.2%	6.1%
THREE TO FIVE TIMES	3	717	3.5%	4.1%
SIX TO NINE TIMES	4	231	1.1%	1.6%
TEN OR MORE TIMES	5	273	1.3%	1.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1427	6.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 80A

On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?

Question 80AA — Tape Pos. 524-524, Format: I1

F1S80AA IN LIFETIME, # OF TIMES R USED MARIJUANA

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	13260	64.0%	79.0%
1-2 OCCASIONS	1	1568	7.6%	10.0%
3-19 OCCASIONS	2	1089	5.3%	6.3%
20- OCCASIONS	3	744	3.6%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1556	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 80AB — Tape Pos. 525-525, Format: I1

F1S80AB LAST 12 MONTHS, # TIMES USED MARIJUANA

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	13029	62.9%	85.2%
1-2 OCCASIONS	1	1082	5.2%	7.0%
3-19 OCCASIONS	2	716	3.5%	4.9%
20- OCCASIONS	3	383	1.8%	2.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1682	8.1%	(MISS)
LEGITIMATE SKIP	9	1326	6.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 80AC — Tape Pos. 526-526, Format: I1

F1S80AC LAST 30 DAYS, # TIMES USED MARIJUANA

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	14041	67.8%	92.0%
1-2 OCCASIONS	1	648	3.1%	4.3%
3-19 OCCASIONS	2	373	1.8%	2.8%
20+ OCCASIONS	3	145	.7%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1686	8.1%	(MISS)
LEGITIMATE SKIP	9	1326	6.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 80B

On how many occasions (if any) have you taken cocaine in any form (including 'crack')?

Question 80BA — Tape Pos. 527-527, Format: I1

F1S80BA IN LIFETIME, # OF TIMES TAKEN COCAINE

In your lifetime

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	16144	78.0%	96.3%
1-2 OCCASIONS	1	378	1.8%	2.3%
3-19 OCCASIONS	2	130	.6%	.8%
20- OCCASIONS	3	82	.4%	.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1484	7.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 80BB — Tape Pos. 528-528, Format: I1

F1S80BB LAST 12 MONTHS, # OF TIMES TAKEN COCAINE

During the last 12 months

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	14850	71.7%	97.6%
1-2 OCCASIONS	1	200	1.0%	1.5%
3-19 OCCASIONS	2	85	.4%	.5%
20- OCCASIONS	3	46	.2%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1489	7.2%	(MISS)
LEGITIMATE SKIP	9	1548	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 80BC — Tape Pos. 529-529, Format: I1

F1S80BC LAST 30 DAYS, # TIMES TAKEN COCAINE

During the last 30 days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	15013	72.5%	98.8%
1-2 OCCASIONS	1	83	.4%	.6%
3-19 OCCASIONS	2	48	.2%	.3%
20+ OCCASIONS	3	38	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1489	7.2%	(MISS)
LEGITIMATE SKIP	9	1548	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

PART 6 - BACKGROUND INFORMATION

NOTE: The following three questions pertain to fundamental freedoms of expression. These questions will provide helpful information for the interpretation of survey results. If you have any reservations about answering these questions, please remember that you may leave them unanswered.

Question 81 — Tape Pos. 530-531, Format: I2

F1S81 WHAT IS R'S RELIGIOUS BACKGROUND

What is your religious background?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BAPTIST	1	3397	16.4%	22.5%
METHODIST	2	1134	5.5%	6.8%
LUTHERAN	3	868	4.2%	5.5%
PRESBYTERIAN	4	635	3.1%	3.2%
EPISCOPAL	5	371	1.8%	1.6%
PENTECOSTAL	6	421	2.0%	3.1%
OTHER PROTESTANT	7	387	1.9%	2.3%
ROMAN CATHOLIC	8	4455	21.5%	24.9%
EASTERN ORTHODOX	9	61	.3%	.3%
MORMON	10	317	1.5%	2.0%
OTHER CHRISTIAN	11	1520	7.3%	9.1%
JEWISH	12	463	2.2%	2.5%
MOSLEM	13	64	.3%	.3%
EASTERN RELIGION (BUDDHIST, HINDU, TAO)	14	220	1.1%	.7%
OTHER RELIGION	15	842	4.1%	5.1%
NONE	16	1637	7.9%	10.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	54	.3%	(MISS)
MISSING	98	1375	6.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 82 — Tape Pos. 532-533, Format: I2

F1S82 HOW OFTEN R ATTEND RELIGIOUS SERVICES

In the past year, about how often have you attended religious services?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MORE THAN ONCE A WEEK	1	2417	11.7%	14.7%
ABOUT ONCE A WEEK	2	4886	23.6%	28.4%
TWO OR THREE TIMES A MONTH	3	1709	8.3%	10.1%
ABOUT ONCE A MONTH	4	1264	6.1%	7.7%
SEVERAL TIMES A YEAR OR LESS	5	3241	15.7%	19.2%
NOT AT ALL	6	3434	16.6%	20.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	1267	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 83 — Tape Pos. 534-534, Format: I1

F1S83 R THINKS HE IS A RELIGIOUS PERSON

Do you think of yourself as a religious person?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, VERY	1	1975	9.5%	12.1%
YES, SOMEWHAT	2	10132	48.9%	59.9%
NO, NOT AT ALL	3	4838	23.4%	28.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1272	6.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 86 — Tape Pos. 537-537, Format: I1

F1S86 HOW MANY OF THOSE HRS ARE ON THE WEEKEND

How many of those hours are/were on the weekend (Saturday or Sunday)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-5 HOURS ON WEEKENDS	1	4409	21.3%	43.7%
6-10 HOURS ON WEEKENDS	2	3183	15.4%	34.3%
11-15 HOURS ON WEEKENDS	3	1326	6.4%	13.7%
16-20 HOURS ON WEEKENDS	4	586	2.8%	6.7%
OVER 20 HOURS ON WEEKENDS	5	152	.7%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1427	6.9%	(MISS)
LEGITIMATE SKIP	9	7136	34.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

PART 7 - MONEY AND WORK

Question 84 — Tape Pos. 535-535, Format: I1

F1S84 R CURRENTLY EMPLOYD OR EVER BEEN EMPLOYD

Are you currently employed or have you ever been employed?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER EMPLOYED	1	7136	34.5%	41.3%
NOT EMPLOYED NOW BUT WAS EMPLOYED DURING THE SCHOOL YEAR	2	1407	6.8%	8.6%
NOT EMPLOYED THIS SCHOOL YEAR BUT WAS EMPLOYED LAST SUMMER	3	3084	14.9%	17.7%
WAS EMPLOYED PRIOR TO LAST SUMMER	4	948	4.6%	5.6%
CURRENTLY EMPLOYED	5	4328	20.9%	26.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	1296	6.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 85 — Tape Pos. 536-536, Format: I1

F1S85 HOW MANY HRS DOES R USUALLY WORK A WEEK

How many hours do/did you usually work a week on your current or most recent job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10 HOURS A WEEK	1	2981	14.4%	29.6%
11-20 HOURS A WEEK	2	3100	15.0%	31.9%
21-30 HOURS A WEEK	3	1890	9.1%	19.8%
31-40 HOURS A WEEK	4	1210	5.8%	12.9%
OVER 40 HOURS A WEEK	5	544	2.6%	5.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1354	6.5%	(MISS)
LEGITIMATE SKIP	9	7136	34.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 87 — Tape Pos. 538-539, Format: I2

F1S87 TYPE OF WORK R DOES ON CURRENT JOB

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LAWN WORK OR ODD JOBS	1	627	3.0%	6.5%
FAST FOOD WORKER	2	1489	7.2%	16.8%
WAITER OR WAITRESS	3	619	3.0%	6.7%
NEWSPAPER ROUTE	4	190	.9%	1.8%
BABYSITTER OR CHILD CARE	5	982	4.7%	9.7%
CAMP COUNSELOR OR LIFE GUARD	6	214	1.0%	2.2%
FARM WORKER	7	448	2.2%	4.8%
FACTORY WORKER	8	83	.4%	.9%
MANUAL LABORER	9	497	2.4%	5.2%
STORE CLERK, SALESPERSON	10	1044	5.0%	11.3%
HOUSE CLEANING	11	108	.5%	1.1%
CONSTRUCTION WORK	12	258	1.2%	2.8%
OFFICE OR CLERICAL WORKER	13	470	2.3%	4.5%
HOSPITAL OR HEALTH WORKER	14	70	.3%	.8%
OTHER	15	2283	11.0%	24.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	275	1.3%	(MISS)
MISSING	98	1428	6.9%	(MISS)
LEGITIMATE SKIP	99	7136	34.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 88 — Tape Pos. 540-541, Format: I2

F1S88 HOW MUCH DOES/DID R EARN PER HOUR ON JOB

How much do/did you earn per hour on your current or most recent job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN $2.50 PER HOUR	1	784	3.8%	6.7%
$2.50 TO $3.34	2	1169	5.6%	10.5%
$3.35 TO $3.99	3	3121	15.1%	30.0%
$4.00 TO $4.99	4	3000	14.5%	29.5%
$5.00 TO $5.99	5	1388	6.7%	13.7%
$6.00 TO $6.99	6	378	1.8%	3.6%
$7.00 TO $7.99	7	183	.9%	1.8%
$8.00 TO $9.99	8	132	.6%	1.3%
$10.00 PER HOUR OR MORE	9	301	1.5%	2.8%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
MULTIPLE RESPONSE	96	21	.1%	(MISS)
REFUSAL	97	7	.0%	(MISS)
MISSING	98	1490	7.2%	(MISS)
LEGITIMATE SKIP	99	7290	35.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

PART 8 - YOUR FAMILY

Question 89

Tape Pos. 542-542
Format: I1

F1S89 DOES R HAVE A TWIN BROTHER OR SISTER

Do you have a twin brother or sister?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	757	3.7%	4.4%
NO	2	16146	78.0%	95.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1318	6.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 90A

Tape Pos. 543-544
Format: I2

F1S90A HOW MANY OLDER BROTHER(S) DOES R HAVE

How many older brothers do you have (including adopted, step-, or half-)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	8407	40.6%	51.8%
ONE	1	4696	22.7%	28.4%
TWO	2	1731	8.4%	11.5%
THREE	3	721	3.5%	4.4%
FOUR	4	310	1.5%	2.2%
FIVE	5	129	.6%	.8%
SIX OR MORE	6	134	.6%	1.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	19	.1%	(MISS)
MISSING	98	2074	10.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 90B

Tape Pos. 545-546
Format: I2

F1S90B HOW MANY OLDER SISTER(S) DOES R HAVE

How many older sisters do you have (including adopted, step-, or half-)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	8600	41.5%	53.4%
ONE	1	4423	21.4%	28.1%
TWO	2	1619	7.8%	10.1%
THREE	3	602	2.9%	4.2%
FOUR	4	288	1.4%	2.2%
FIVE	5	137	.7%	.8%
SIX OR MORE	6	153	.7%	1.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	10	.0%	(MISS)
MISSING	98	2389	11.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 91A

Tape Pos. 547-548
Format: I2

F1S91A HOW MANY YOUNGER BROTHER(S) DOES R HAVE

How many younger brothers do you have (including adopted, step-, or half-)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	9014	43.5%	55.3%
ONE	1	4838	23.4%	30.9%
TWO	2	1474	7.1%	9.5%
THREE	3	400	1.9%	2.9%
FOUR	4	121	.6%	1.0%
FIVE	5	42	.2%	.2%
SIX OR MORE	6	39	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	13	.1%	(MISS)
MISSING	98	2280	11.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 91B

Tape Pos. 549-550
Format: I2

F1S91B HOW MANY YOUNGER SISTER(S) DOES R HAVE

How many younger sisters do you have (including adopted, step-, or half-)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	9120	44.0%	56.3%
ONE	1	4592	22.2%	30.1%
TWO	2	1382	6.7%	9.6%
THREE	3	348	1.7%	2.5%
FOUR	4	115	.6%	.8%
FIVE	5	40	.2%	.4%
SIX OR MORE	6	38	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	2578	12.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 92

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

Question 92A

Tape Pos. 551-551
Format: I1

F1S92A FATHER LIVES IN SAME HOUSEHOLD AS R

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13212	63.8%	65.4%
DOES NOT APPLY	2	5897	28.5%	34.6%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92B — Tape Pos. 552-552, Format: I1

F1S92B STEPFATHER LIVES IN SAME HOUSEHOLD AS R

Stepfather

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2037	9.8%	12.2%
DOES NOT APPLY	2	17072	82.4%	87.8%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92C — Tape Pos. 553-553, Format: I1

F1S92C OTH ADULT MALE LIVES IN SAME HSEHLD AS R

Other adult male (foster father, guardian, other)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1229	5.9%	7.0%
DOES NOT APPLY	2	17880	86.4%	93.0%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92D — Tape Pos. 554-554, Format: I1

F1S92D MOTHER LIVES IN SAME HOUSEHOLD AS R

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	17156	82.9%	88.4%
DOES NOT APPLY	2	1953	9.4%	11.6%
RESERVED CODES:				
NONRESPONDENTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92E — Tape Pos. 555-555, Format: I1

F1S92E STEPMOTHER LIVES IN SAME HOUSEHLD AS R

Stepmother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	537	2.6%	3.0%
DOES NOT APPLY	2	18572	89.7%	97.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92F — Tape Pos. 556-556, Format: I1

F1S92F OTHR ADULT FEMALE LIVES IN SAME HOUSEHLD

Other adult female (foster mother, guardian, other)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1201	5.8%	7.0%
DOES NOT APPLY	2	17908	86.5%	93.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92G — Tape Pos. 557-557, Format: I1

F1S92G SPOUSE LIVES IN SAME HOUSEHOLD AS R

Husband/wife

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	282	1.4%	1.5%
DOES NOT APPLY	2	18827	90.9%	98.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92H — Tape Pos. 558-558, Format: I1

F1S92H BOY/GIRLFRIEND LIVES IN SAME HOUSEHOLD

Boyfriend/girlfriend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	235	1.1%	1.3%
DOES NOT APPLY	2	18874	91.2%	98.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 92I — Tape Pos. 559-559, Format: I1

F1S92I R'S CHILD/CHILDRN LIVES IN SAME HOUSEHLD

My child or children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	669	3.2%	3.7%
DOES NOT APPLY	2	18440	89.1%	96.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		1442	7.0%	(MISS)
REFUSAL	7	17	.1%	(MISS)
MISSING	8	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question 93

How many of the following people live in the same household with you?

Question 93A — Tape Pos. 560-561, Format: I2

F1S93A NO. BROTHER(S) LIVING IN SAME HOUSEHOLD

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	7812	37.7%	45.4%
ONE	1	6828	33.0%	37.8%
TWO	2	2161	10.4%	11.9%
THREE	3	610	2.9%	3.4%
FOUR	4	186	.9%	1.0%
FIVE	5	48	.2%	.3%
SIX OR MORE	6	32	.2%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	6	.0%	(MISS)
REFUSAL	97	19	.1%	(MISS)
MISSING	98	519	2.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 93B — Tape Pos. 562-563, Format: I2

F1S93B NO. SISTER(S) LIVING IN SAME HOUSEHOLD

Sister(s) (including adopted, step- or half-)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	8450	40.8%	47.6%
ONE	1	6393	30.9%	36.7%
TWO	2	2044	9.9%	11.7%
THREE	3	477	2.3%	2.8%
FOUR	4	138	.7%	.8%
FIVE	5	41	.2%	.3%
SIX OR MORE	6	27	.1%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	7	.0%	(MISS)
REFUSAL	97	25	.1%	(MISS)
MISSING	98	619	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 93C — Tape Pos. 564-565, Format: I2

F1S93C NUMBER OF GRANDPARENTS IN SAME HOUSEHOLD

Grandparent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15431	74.5%	92.5%
ONE	1	828	4.0%	5.0%
TWO	2	362	1.7%	2.2%
THREE	3	24	.1%	.1%
FOUR OR MORE	4	27	.1%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	3	.0%	(MISS)
REFUSAL	97	43	.2%	(MISS)
MISSING	98	1503	7.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Response categories 5 and 6 have been collapsed into category 4.

Question 93D — Tape Pos. 566-567, Format: I2

F1S93D NO. OTH RELATIVE(S) UNDER 18 IN HOUSEHLD

Other relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15802	76.3%	94.9%
ONE	1	478	2.3%	2.9%
TWO	2	193	.9%	1.3%
THREE	3	74	.4%	.4%
FOUR	4	28	.1%	.2%
FIVE	5	9	.0%	.0%
SIX OR MORE	6	41	.2%	.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	9	.0%	(MISS)
REFUSAL	97	42	.2%	(MISS)
MISSING	98	1545	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Question 93E — Tape Pos. 568-569, Format: I2

F1S93E NO. OTHR RELATIVE(S) 18 & OVER IN HSEHLD

Other relative(s) (18 or over)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15046	72.7%	89.5%
ONE	1	784	3.8%	5.2%
TWO	2	698	3.4%	4.4%
THREE	3	68	.3%	.5%
FOUR	4	36	.2%	.2%
FIVE	5	15	.1%	.1%
SIX OR MORE	6	34	.2%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	9	.0%	(MISS)
REFUSAL	97	36	.2%	(MISS)
MISSING	98	1495	7.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 93F — Tape Pos. 570-571, Format: I2

F1S93F NO. NON-RELATIVES UNDER 18 IN HOUSEHOLD

Non-relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	16282	78.6%	98.1%
ONE	1	170	.8%	1.1%
TWO	2	49	.2%	.3%
THREE	3	18	.1%	.1%
FOUR	4	21	.1%	.1%
FIVE	5	14	.1%	.1%
SIX OR MORE	6	24	.1%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	2	.0%	(MISS)
REFUSAL	97	41	.2%	(MISS)
MISSING	98	1600	7.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 93G — Tape Pos. 572-573, Format: I2

F1S93G NO. NON-RELATIVES 18 & OVER IN HOUSEHOLD

Non-relative(s) (18 or over)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	15948	77.0%	95.8%
ONE	1	510	2.5%	3.3%
TWO	2	70	.3%	.4%
THREE	3	29	.1%	.2%
FOUR	4	13	.1%	.1%
FIVE	5	7	.0%	.1%
SIX OR MORE	6	31	.1%	.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	3	.0%	(MISS)
REFUSAL	97	38	.2%	(MISS)
MISSING	98	1572	7.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 94 — Tape Pos. 574-574, Format: I1

F1S94 NUMBER OF DROPOUT SIBLINGS

How many of your brothers and sisters (including adopted, step-, or half-) left high school before graduating?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I DON'T HAVE BROTHERS OR SISTERS	1	1085	5.2%	6.1%
NONE ARE IN HIGH SCHOOL YET	2	4311	20.8%	26.3%
NONE LEFT SCHOOL	3	8716	42.1%	53.0%
ONE LEFT SCHOOL	4	1522	7.4%	9.9%
TWO OR MORE LEFT SCHOOL	5	768	3.7%	4.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1814	8.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 95 — Tape Pos. 575-575, Format: I1

F1S95 DOES R BABYSIT OWN CHILD, OR SIBLINGS

Do you babysit or take care of your own child, younger brothers or sisters or other relatives?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6017	29.1%	37.0%
NO	2	7048	34.0%	43.0%
DOES NOT APPLY	3	3425	16.5%	19.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	18	.1%	(MISS)
MISSING	8	1713	8.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 96 — Tape Pos. 576-577, Format: I2

F1S96 HOURS PER DAY SPENT BABYSITTING

On the average, how many hours per day are you responsible for their care?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN 1 HOUR	1	2764	13.3%	45.3%
MORE THAN 1, LESS THAN 3 HOURS	2	1829	8.8%	30.6%
MORE THAN 3, LESS THAN 5 HOURS	3	806	3.9%	13.8%
MORE THAN 5, LESS THAN 7 HOURS	4	325	1.6%	5.6%
MORE THAN 7, LESS THAN 10 HOURS	5	148	.7%	2.6%
MORE THAN 10 HOURS A DAY	6	130	.6%	2.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1745	8.4%	(MISS)
LEGITIMATE SKIP	99	10473	50.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 97 — Tape Pos. 578-578, Format: I1

F1S97 NUMBER OF SCHOOL DAYS MISSED TO BABYSIT

In a typical month, how many school days do you miss because of taking care of your own child or your brothers and sisters?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	5370	25.9%	75.1%
1-2 DAYS	1	474	2.3%	7.7%
3-6 DAYS	2	88	.4%	1.0%
7-9 DAYS	3	17	.1%	.3%
10 DAYS OR MORE	4	21	.1%	.3%
DOES NOT APPLY	5	1213	5.9%	15.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	558	2.7%	(MISS)
LEGITIMATE SKIP	9	10473	50.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98 — Tape Pos. 579-579, Format: I1

Is there anyone in your family with whom you don't get along?

Question 98A

F1S98A R GETS ALONG WITH ALL FAMILY MEMBERS

I get along with all the people in my family

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9724	47.0%	62.6%
DOES NOT APPLY	2	5732	27.7%	37.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98B — Tape Pos. 580-580, Format: I1

F1S98B R DOESN'T GET ALONG WITH HIS/HER FATHER

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1924	9.3%	12.1%
DOES NOT APPLY	2	13532	65.4%	87.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98C — Tape Pos. 581-581, Format: I1

F1S98C DOESN'T GET ALONG WITH OTH MALE GUARDIAN

Other male guardian (stepfather or foster father)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	621	3.0%	4.6%
DOES NOT APPLY	2	14835	71.6%	95.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98D — Tape Pos. 582-582, Format: I1

F1S98D R DOESN'T GET ALONG WITH HIS/HER MOTHER

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1608	7.8%	10.4%
DOES NOT APPLY	2	13848	66.9%	89.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98E — Tape Pos. 583-583, Format: I1

F1S98E DOESN'T GET ALONG WITH STEP/FOSTERMOTHER

Other female guardian (stepmother or foster mother)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	316	1.5%	2.2%
DOES NOT APPLY	2	15140	73.1%	97.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98F — Tape Pos. 584-584, Format: I1

F1S98F R DOESN'T GET ALONG WITH BROTHERS

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1616	7.8%	10.2%
DOES NOT APPLY	2	13840	66.8%	89.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98G — Tape Pos. 585-585, Format: I1

F1S98G R DOESN'T GET ALONG WITH SISTERS

Sister(s) (including step- or half-)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1660	8.0%	10.9%
DOES NOT APPLY	2	13796	66.6%	89.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98H — Tape Pos. 586-586, Format: I1

F1S98H R DOESN'T GET ALONG WITH GRANDPARENT(S)

Grandparent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	391	1.9%	2.3%
DOES NOT APPLY	2	15065	72.8%	97.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 98I — Tape Pos. 587-587, Format: I1

F1S98I R DOESN'T GET ALONG WITH OTHER RELATIVES

Other relative(s) (children or adults)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	934	4.5%	6.1%
DOES NOT APPLY	2	14522	70.1%	93.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2765	13.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99

Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?

Question 99A — Tape Pos. 588-588, Format: I1

F1S99A IN LAST 2 YRS FAMILY MOVED TO A NEW HOME

My family moved to a new home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2832	13.7%	20.4%
DOES NOT APPLY	2	14808	71.5%	79.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99B — Tape Pos. 589-589, Format: I1

F1S99B LAST 2YRS ONE OF R'S PARENTS GOT MARRIED

One of my parents got married

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	929	4.5%	6.2%
DOES NOT APPLY	2	16711	80.7%	93.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99C — Tape Pos. 590-590, Format: I1

F1S99C IN LAST 2 YEARS R'S PARENTS GOT DIVORCED

My parents got divorced or separated

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1274	6.2%	8.0%
DOES NOT APPLY	2	16366	79.0%	92.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99D — Tape Pos. 591-591, Format: I1

F1S99D IN LAST 2 YRS R'S MOTHER LOST HER JOB

My mother lost her job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	756	3.7%	4.6%
DOES NOT APPLY	2	16884	81.5%	95.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99E — Tape Pos. 592-592, Format: I1

F1S99E IN THE LAST 2YRS R'S FATHER LOST HIS JOB

My father lost his job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1051	5.1%	6.3%
DOES NOT APPLY	2	16589	80.1%	93.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99F — Tape Pos. 593-593 Format: I1

F1S99F IN LAST 2YRS R'S MOTHER STARTED TO WORK

My mother started to work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2526	12.2%	14.8%
DOES NOT APPLY	2	15114	73.0%	85.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99G — Tape Pos. 594-594 Format: I1

F1S99G IN LAST 2 YRS R'S FATHER STARTED TO WORK

My father started to work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	609	2.9%	3.8%
DOES NOT APPLY	2	17031	82.3%	96.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99H — Tape Pos. 595-595 Format: I1

F1S99H IN THE LAST 2 YRS R BECAME SERIOUSLY ILL

I became seriously ill or disabled

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	463	2.2%	2.7%
DOES NOT APPLY	2	17177	83.0%	97.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99I — Tape Pos. 596-596 Format: I1

F1S99I IN THE LAST 2YRS R'S FATHER DIED

My father died

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	243	1.2%	1.4%
DOES NOT APPLY	2	17397	84.0%	98.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99J — Tape Pos. 597-597 Format: I1

F1S99J IN THE LAST 2YRS R'S MOTHER DIED

My mother died

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	108	.5%	.6%
DOES NOT APPLY	2	17532	84.7%	99.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99K — Tape Pos. 598-598 Format: I1

F1S99K IN LAST 2YRS A CLOSE RELATIVE DIED

A close relative died

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4881	23.6%	28.8%
DOES NOT APPLY	2	12759	61.6%	71.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99L — Tape Pos. 599-599 Format: I1

F1S99L LAST 2YRS UNMARRIED SISTER GOT PREGNANT

One of my unmarried sisters got pregnant

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	835	4.0%	5.2%
DOES NOT APPLY	2	16805	81.2%	94.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99M — Tape Pos. 600-600 Format: I1

F1S99M LAST 2YRS R'S BROTHER/SISTER DROPPED OUT

One of my brothers or sisters dropped out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	684	3.3%	4.1%
DOES NOT APPLY	2	16956	81.9%	95.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99N — Tape Pos. 601-601, Format: I1

F1S99N IN LAST 2YRS R'S FAMILY WENT ON WELFARE

My family went on welfare

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	237	1.1%	1.4%
DOES NOT APPLY	2	17403	84.0%	98.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99O — Tape Pos. 602-602, Format: I1

F1S99O IN LAST 2YRS R'S FAMILY WENT OFF WELFARE

My family went off welfare

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	151	.7%	.9%
DOES NOT APPLY	2	17489	84.5%	99.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99P — Tape Pos. 603-603, Format: I1

F1S99P IN LAST 2 YRS FAMILY STAYED ON WELFARE

My family stayed on welfare the past two years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	252	1.2%	1.5%
DOES NOT APPLY	2	17388	84.0%	98.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99Q — Tape Pos. 604-604, Format: I1

F1S99Q FAMILY MEMBER BECAME ILL IN PAST 2 YRS

A family member became seriously ill or disabled

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1888	9.1%	10.6%
DOES NOT APPLY	2	15752	76.1%	89.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99R — Tape Pos. 605-605, Format: I1

F1S99R IN PAST 2 YEARS R'S FAMILY WAS HOMELESS

My family was homeless for a period of time

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	81	.4%	.5%
DOES NOT APPLY	2	17559	84.8%	99.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 99S — Tape Pos. 606-606, Format: I1

F1S99S NONE OF THE ABOVE APPLIES TO R

None apply

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7212	34.8%	38.1%
DOES NOT APPLY	2	10428	50.4%	61.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	563	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100

How often do your parents do the following?

Question 100A — Tape Pos. 607-607, Format: I1

F1S100A HOW OFTEN PARENTS CHECK R'S HOMEWORK

Check on whether you have done your homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	4246	20.5%	25.8%
SOMETIMES	2	5068	24.5%	30.8%
RARELY	3	4367	21.1%	25.8%
NEVER	4	3070	14.8%	17.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1468	7.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100B — Tape Pos. 608-608, Format: I1

F1S100B HOW OFTEN PARENTS HELP R WITH HOMEWORK

Help you with your homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	1436	6.9%	9.0%
SOMETIMES	2	6343	30.6%	39.0%
RARELY	3	5464	26.4%	31.8%
NEVER	4	3473	16.8%	20.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1504	7.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100C — Tape Pos. 609-609, Format: I1

F1S100C SPECIAL PRIVILEGES GIVEN FOR GOOD GRADES

Give you special privileges because of good grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	3503	16.9%	21.5%
SOMETIMES	2	6308	30.5%	38.7%
RARELY	3	3720	18.0%	21.7%
NEVER	4	3160	15.3%	18.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1527	7.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100D — Tape Pos. 610-610, Format: I1

F1S100D PARENTS LIMIT PRIVILEGES DUE POOR GRADES

Limit privileges because of poor grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	3015	14.6%	19.5%
SOMETIMES	2	4683	22.6%	28.4%
RARELY	3	4126	19.9%	24.4%
NEVER	4	4793	23.1%	27.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1600	7.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100E — Tape Pos. 611-611, Format: I1

F1S100E R REQUIRED TO WORK AROUND THE HOUSE

Require you to do work or chores around the home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	7971	38.5%	50.0%
SOMETIMES	2	5511	26.6%	32.4%
RARELY	3	2166	10.5%	12.4%
NEVER	4	937	4.5%	5.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	1625	7.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100F — Tape Pos. 612-612, Format: I1

F1S100F PARENTS LIMIT TV WATCHING OR VIDEO GAMES

Limit the amount of time you can spend watching TV or playing video games

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	1666	8.0%	9.6%
SOMETIMES	2	3541	17.1%	20.6%
RARELY	3	4412	21.3%	26.7%
NEVER	4	7000	33.8%	43.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	1602	7.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 100G — Tape Pos. 613-613, Format: I1

F1S100G PARENTS LIMIT TIME WITH FRIENDS

Limit the amount of time you go out with friends on school nights

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	5487	26.5%	33.3%
SOMETIMES	2	5592	27.0%	33.4%
RARELY	3	3090	14.9%	18.6%
NEVER	4	2459	11.9%	14.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1591	7.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 101 — Tape Pos. 614-615, Format: I2

F1S101 LATEST R CAN STAY OUT ON SCHOOL NIGHTS

In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Sunday-Thursday)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ALLOWED OUT	0	1272	6.1%	7.0%
NO LATER THAN 8:00	1	1366	6.6%	7.6%
NO LATER THAN 9:00	2	3120	15.1%	18.7%
NO LATER THAN 10:00	3	6043	29.2%	37.4%
NO LATER THAN 11:00	4	2790	13.5%	17.0%
NO LATER THAN 12:00	5	1031	5.0%	6.0%
AS LATE AS I WANT	6	1041	5.0%	6.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	14	.1%	(MISS)
MISSING	98	1544	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 102

How much do your parents try to find out about ...

Question 102A — Tape Pos. 616-616, Format: I1

F1S102A PARENTS TRY TO FIND OUT WHO FRIENDS ARE

Who your friends are?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	619	3.0%	3.7%
NOT AT ALL	2	1125	5.4%	6.6%
JUST A LITTLE	3	2869	13.9%	16.9%
SOME	4	6014	29.0%	36.4%
A LOT	5	6068	29.3%	36.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1523	7.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 102B — Tape Pos. 617-617, Format: I1

F1S102B PARENT TRY TO FIND WHERE R GOES AT NIGHT

Where you go at night?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	565	2.7%	3.4%
NOT AT ALL	2	995	4.8%	6.2%
JUST A LITTLE	3	1871	9.0%	11.1%
SOME	4	4217	20.4%	24.4%
A LOT	5	9000	43.5%	55.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1568	7.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 102C — Tape Pos. 618-618, Format: I1

F1S102C PARENTS TRY TO FIND HOW R SPENDS MONEY

How you spend your money?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	475	2.3%	2.7%
NOT AT ALL	2	2492	12.0%	14.4%
JUST A LITTLE	3	3757	18.1%	22.6%
SOME	4	5692	27.5%	33.0%
A LOT	5	4240	20.5%	27.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1559	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 102D — Tape Pos. 619-619, Format: I1

F1S102D TRY TO FIND WHAT R DOES WITH FREE TIME

What you do with your free time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	590	2.8%	3.5%
NOT AT ALL	2	2543	12.3%	15.5%
JUST A LITTLE	3	3612	17.4%	21.7%
SOME	4	6005	29.0%	34.9%
A LOT	5	3899	18.8%	24.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1570	7.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 102E — Tape Pos. 620-620, Format: I1

F1S102E PARENTS TRY FIND WHERE R IS AFTER SCHOOL

Where you are most afternoons after school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	645	3.1%	3.7%
NOT AT ALL	2	2774	13.4%	16.9%
JUST A LITTLE	3	2826	13.6%	16.6%
SOME	4	4682	22.6%	27.3%
A LOT	5	5706	27.6%	35.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1586	7.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 103 — Tape Pos. 621-621, Format: I1

F1S103 R'S PARENTS KNOW CLOSEST FRIENDS PARENTS

Do your parents know the parents of your closest school friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	2729	13.2%	17.9%
YES, SOME PARENTS	2	8611	41.6%	51.7%
YES, MANY PARENTS	3	4972	24.0%	28.3%
DON'T KNOW	4	335	1.6%	2.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1572	7.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 104

In your family, who makes most of the decisions on each of the following topics?

Question 104A — Tape Pos. 622-622, Format: I1

F1S104A WHO DECIDES HOW LATE R CAN STAY OUT

How late at night I can stay out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	5554	26.8%	33.8%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME	2	3719	18.0%	22.4%
WE DECIDE TOGETHER AFTER DISCUSSING	3	4364	21.1%	28.4%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)	4	1163	5.6%	6.7%
I DECIDE BY MYSELF	5	1429	6.9%	8.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1988	9.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 104B Tape Pos. 623-623
Format: I1

F1S104B WHO DECIDES FRIENDS R SPENDS TIME WITH

Which friends I can spend time with

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	1036	5.0%	6.3%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	1138	5.5%	6.9%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	1638	7.9%	10.7%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	1659	8.0%	10.9%
I DECIDE BY MYSELF.....	5	10745	51.9%	65.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	1998	9.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104C TApe Pos. 624-624
FOrmat: I1

F1S104C WHO DECIDES WHICH CLASSES R WILL TAKE

What classes I take in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	414	2.0%	2.6%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	930	4.5%	5.9%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	3392	16.4%	20.9%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	4510	21.8%	26.9%
I DECIDE BY MYSELF.....	5	6954	33.6%	43.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	2017	9.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104D TApe Pos. 625-625
FOrmat: I1

F1S104D WHO DECIDES IF R CAN HAVE A JOB

Whether I have a job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	990	4.8%	5.6%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	1317	6.4%	8.5%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	3858	18.6%	24.1%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	3793	18.3%	23.5%
I DECIDE BY MYSELF.....	5	6198	29.9%	38.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	12	.1%	(MISS)
MISSING.....	8	2053	9.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104E TApe Pos. 626-626
FOrmat: I1

F1S104E WHO DECIDES THE AGE R CAN LEAVE SCHOOL

At what age I can leave school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	6284	30.3%	39.2%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	1505	7.3%	9.8%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	2835	13.7%	17.9%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	1328	6.4%	8.6%
I DECIDE BY MYSELF.....	5	4064	19.6%	24.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	14	.1%	(MISS)
MISSING.....	8	2191	10.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104F TApe Pos. 627-627
FOrmat: I1

F1S104F WHO DECIDES HOW R WILL SPEND HIS MONEY

How I spend my money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	427	2.1%	2.5%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	590	2.8%	3.8%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	1274	6.2%	7.9%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	2438	11.8%	15.4%
I DECIDE BY MYSELF.....	5	11430	55.2%	70.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	11	.1%	(MISS)
MISSING.....	8	2051	9.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104G TApe Pos. 628-628
FOrmat: I1

F1S104G WHO DECIDES WHETHER R CAN DATE

Whether I can date

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	1840	8.9%	11.3%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	1349	6.5%	8.8%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	2739	13.2%	17.5%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	1894	9.1%	11.8%
I DECIDE BY MYSELF.....	5	8310	40.1%	50.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	14	.1%	(MISS)
MISSING.....	8	2075	10.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104H

TApe Pos. 629-629
FOrmat: I1

F1S104H WHO DECIDES IF R GOES OUT FOR SCHL SPORT

Whether I should go out for a school sport

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	433	2.1%	2.5%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	522	2.5%	3.6%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	1310	6.3%	8.8%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	2552	12.3%	15.6%
I DECIDE BY MYSELF.....	5	11324	54.7%	69.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	2074	10.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104I

TApe Pos. 630-630
FOrmat: I1

F1S104I DECIDES IF R SHOULD BE IN SCH ACTIVITIES

Whether I should be in other school activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	394	1.9%	2.3%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	470	2.3%	3.2%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	1301	6.3%	8.6%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	2527	12.2%	15.6%
I DECIDE BY MYSELF.....	5	11454	55.3%	70.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	2070	10.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

QUESTION 104J

TApe Pos. 631-631
FOrmat: I1

F1S104J WHO DECIDES IF R SHOULD GO TO COLLEGE

Whether I should go to college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	1234	6.0%	6.7%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME.....	2	1039	5.0%	6.4%
WE DECIDE TOGETHER AFTER DISCUSSING.....	3	4528	21.9%	27.8%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S).....	4	3032	14.6%	19.7%
I DECIDE BY MYSELF.....	5	6316	30.5%	39.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	2067	10.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105

In the first half of this school year, how often have you discussed the following with either or both of your parents or guardians ...

Question 105A

Tape Pos. 632-632
Format: I1

F1S105A DISCUSSED SCHOOL COURSES WITH PARENT

Selecting courses or programs at school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER.....	1	2911	14.1%	18.2%
SOMETIMES.....	2	10212	49.3%	61.4%
OFTEN.....	3	3309	16.0%	20.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	1787	8.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105B

Tape Pos. 633-633
Format: I1

F1S105B DISCUSSED SCHOOL ACTIVITIES WITH PARENT

School activities or events of particular interest to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER.....	1	3303	16.0%	21.1%
SOMETIMES.....	2	8962	43.3%	54.4%
OFTEN.....	3	4147	20.0%	24.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
MISSING.....	8	1808	8.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105C

Tape Pos. 634-634
Format: I1

F1S105C DISCUSS THINGS STUDIED IN CLASS W/PARENT

Things you've studied in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER.....	1	3123	15.1%	19.3%
SOMETIMES.....	2	9884	47.7%	60.2%
OFTEN.....	3	3396	16.4%	20.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	1811	8.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105D

Tape Pos. 635-635
Format: I1

F1S105D HOW OFTEN DISCUSSED GRADES WITH PARENTS

Your grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER.....	1	987	4.8%	5.9%
SOMETIMES.....	2	7610	36.8%	46.1%
OFTEN.....	3	7808	37.7%	47.9%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS...		2485	12.0%	(MISS)
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
MISSING.....	8	1814	8.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105E Tape Pos. 636-636 Format: I1

F1S105E DISCUSSED TRANSFERRING TO ANOTHER SCHOOL

Transferring to another school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	12389	69.8%	73.5%
SOMETIMES	2	3084	14.9%	20.6%
OFTEN	3	922	4.5%	6.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1820	8.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105F Tape Pos. 637-637 Format: I1

F1S105F DISCUSSED PREP FOR THE ACT/SAT TEST

Plans and preparation for the ACT or SAT tests?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	8558	41.3%	53.8%
SOMETIMES	2	6329	30.6%	37.5%
OFTEN	3	1515	7.3%	8.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1816	8.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 105G Tape Pos. 638-638 Format: I1

F1S105G DISCUSSED GOING TO COLLEGE WITH PARENTS

Going to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	2158	10.4%	14.2%
SOMETIMES	2	7923	38.3%	48.2%
OFTEN	3	6326	30.6%	37.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1810	8.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 106

In the first half of the school year, how often did either of your parents or guardians do any of the following?

Question 106A Tape Pos. 639-639 Format: I1

F1S106A HOW OFTEN PARENTS ATTEND SCHOOL MEETINGS

Attend a school meeting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	7359	35.5%	46.5%
ONCE OR TWICE	1	6107	29.5%	37.7%
MORE THAN TWICE	2	2318	11.2%	13.7%
I DON'T KNOW	3	367	1.8%	2.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2066	10.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 106B Tape Pos. 640-640 Format: I1

F1S106B HOW OFTEN PARENT PHONED TEACHR,COUNSELOR

Phone or speak to your teacher or counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	7095	34.3%	41.9%
ONCE OR TWICE	1	6409	31.0%	40.5%
MORE THAN TWICE	2	2113	10.2%	14.5%
I DON'T KNOW	3	550	2.7%	3.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	2049	9.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 106C Tape Pos. 641-641 Format: I1

F1S106C HOW OFTEN PARENTS ATTENDED SCHOOL EVENT

Attend a school event in which you participated

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	6692	32.3%	44.0%
ONCE OR TWICE	1	3460	16.7%	20.9%
MORE THAN TWICE	2	5693	27.5%	33.5%
I DON'T KNOW	3	284	1.4%	1.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2088	10.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 106D Tape Pos. 642-642 Format: I1

F1S106D PARENTS ACTED AS VOLUNTEER AT R'S SCHOOL

Act as a volunteer at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	11641	56.2%	74.4%
ONCE OR TWICE	1	2739	13.2%	15.9%
MORE THAN TWICE	2	1231	5.9%	7.2%
I DON'T KNOW	3	455	2.2%	2.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2154	10.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 107

In the first half of the school year, how often did any of the following things happen to you?

Question 107A — Tape Pos. 643-643, Format: I1

F1S107A PARENTS REC'D WARNING ABOUT R ATTENDANCE

My parents received a warning about my attendance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	12490	60.3%	75.2%
ONCE OR TWICE	1	2902	14.0%	19.7%
MORE THAN TWICE	2	722	3.5%	5.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	10	.0%	(MISS)
MISSING	8	2097	10.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 107B — Tape Pos. 644-644, Format: I1

F1S107B PARENT'S REC'D WARNING ABOUT R'S GRADES

My parents received a warning about my grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	10318	49.8%	61.5%
ONCE OR TWICE	1	4786	23.1%	31.7%
MORE THAN TWICE	2	1061	5.1%	6.8%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2055	9.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 107C — Tape Pos. 645-645, Format: I1

F1S107C PARENTS REC'D WARNING ABOUT R'S BEHAVIOR

My parents received a warning about my behavior

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	13644	65.9%	84.0%
ONCE OR TWICE	1	1908	9.2%	12.3%
MORE THAN TWICE	2	562	2.7%	3.7%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	2105	10.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 108

How true are the following statements for you and your parent(s)?

Question 108A — Tape Pos. 646-647, Format: I2

F1S108A PARENTS TRUST R TO DO WHAT THEY EXPECT

My parent(s) trust me to do what they expect without checking up on me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	941	4.5%	6.0%
MOSTLY FALSE	2	774	3.7%	4.9%
MORE FALSE THAN TRUE	3	1363	6.6%	8.7%
MORE TRUE THAN FALSE	4	2806	13.6%	18.1%
MOSTLY TRUE	5	4832	23.3%	30.0%
TRUE	6	5206	25.1%	32.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	6	.0%	(MISS)
MISSING	98	2293	11.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 108B — Tape Pos. 648-649, Format: I2

F1S108B R DOESN'T KNOW WHY HE SHOULD OBEY PARENT

I often do not know WHY I am supposed to do what my parent(s) tell me to do

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	4247	20.5%	27.6%
MOSTLY FALSE	2	3474	16.8%	21.4%
MORE FALSE THAN TRUE	3	2881	13.9%	17.9%
MORE TRUE THAN FALSE	4	2372	11.5%	15.2%
MOSTLY TRUE	5	1653	8.0%	10.5%
TRUE	6	1231	5.9%	7.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	12	.1%	(MISS)
MISSING	98	2351	11.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 108C — Tape Pos. 650-651, Format: I2

F1S108C OFTEN COUNT ON PARENTS TO SOLVE PROBLEMS

I often count on my parent(s) to solve many of my problems for me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	4784	23.1%	30.6%
MOSTLY FALSE	2	4047	19.5%	25.1%
MORE FALSE THAN TRUE	3	3319	16.0%	21.3%
MORE TRUE THAN FALSE	4	1984	9.6%	12.5%
MOSTLY TRUE	5	963	4.7%	5.9%
TRUE	6	731	3.5%	4.6%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	24	.1%	(MISS)
MISSING	98	2369	11.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 108D — Tape Pos. 652-653, Format: I2

F1S108D R WILL BE A SOURCE OF PRIDE TO PARENTS

I think that I will be a source of pride to my parent(s) in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	738	3.6%	5.1%
MOSTLY FALSE	2	503	2.4%	3.0%
MORE FALSE THAN TRUE	3	956	4.6%	6.2%
MORE TRUE THAN FALSE	4	2981	14.4%	19.1%
MOSTLY TRUE	5	4455	21.5%	28.5%
TRUE	6	6158	29.7%	38.2%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	22	.1%	(MISS)
MISSING	98	2408	11.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 108E — Tape Pos. 654-655, Format: I2

F1S108E R'S PARENTS GET ALONG WELL WITH EACH OTH

My parents get along well with each other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	1352	6.5%	9.5%
MOSTLY FALSE	2	670	3.2%	4.4%
MORE FALSE THAN TRUE	3	1057	5.1%	6.8%
MORE TRUE THAN FALSE	4	2142	10.3%	14.4%
MOSTLY TRUE	5	3553	17.2%	22.8%
TRUE	6	6743	32.6%	42.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	2697	13.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 108F — Tape Pos. 656-657, Format: I2

F1S108F R'S FAMILY WILL BE SIMILAR TO HIS OWN

When I grow up and have a family, it will be similar to my own

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	2993	14.5%	20.0%
MOSTLY FALSE	2	1410	6.8%	8.6%
MORE FALSE THAN TRUE	3	1829	8.8%	12.2%
MORE TRUE THAN FALSE	4	2473	11.9%	15.5%
MOSTLY TRUE	5	3474	16.8%	21.3%
TRUE	6	3618	17.5%	22.4%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	2421	11.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 109 — Tape Pos. 658-658, Format: I1

F1S109 DID R RUN AWAY FROM HOME IN LAST 2YRS

Did you run away from home for a week or more at any time during the last 2 years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	782	3.8%	5.7%
NO	2	15209	73.5%	94.3%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	8	2230	10.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 110 — Tape Pos. 659-660, Format: I2

Please fill in today's date:

F1S110MO MONTH RESPONDENT COMPLETED INTERVIEW

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	24	.1%	.1%
FEBRUARY	2	2954	14.3%	15.6%
MARCH	3	7472	36.1%	43.2%
APRIL	4	4002	19.3%	23.0%
MAY	5	1407	6.8%	9.5%
JUNE	6	801	3.9%	8.2%
JULY	7	56	.3%	.3%
AUGUST	8	4	.0%	.0%
SEPTEMBER	9	5	.0%	.0%
OCTOBER	10	3	.0%	.0%
NOVEMBER	11	3	.0%	.0%
DECEMBER	12	5	.0%	.0%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MISSING	98	1485	7.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 110DA — Tape Pos. 661-662, Format: I2

F1S110DA DAY RESPONDENT COMPLETED INTERVIEW

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	697	3.4%	4.3%
	2	338	1.6%	2.3%
	3	620	3.0%	3.7%
	4	487	2.4%	2.6%
	5	598	2.9%	3.1%
	6	858	4.1%	5.2%
	7	924	4.5%	5.7%
	8	797	3.8%	4.4%
	9	269	1.3%	2.3%
	10	417	2.0%	2.5%
	11	342	1.7%	2.3%
	12	232	1.1%	1.2%
	13	774	3.7%	4.7%
	14	744	3.6%	4.4%
	15	653	3.2%	4.0%
	16	207	1.0%	1.2%
	17	333	1.6%	1.8%
	18	415	2.0%	2.4%
	19	383	1.8%	2.6%
	20	1005	4.9%	5.6%
	21	1200	5.8%	6.9%
	22	933	4.5%	5.6%
	23	226	1.1%	1.6%
	24	301	1.5%	1.9%
	25	331	1.6%	2.0%
	26	360	1.7%	2.3%
	27	850	4.1%	5.6%
	28	722	3.5%	4.3%
	29	276	1.3%	1.7%
	30	129	.6%	1.3%
	31	46	.2%	.5%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	245	1.2%	(MISS)
MISSING	98	1509	7.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question 11DYR — Tape Pos. 663-664, Format: I2

F1S11DYR YEAR RESPONDENT COMPLETED INTERVIEW

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1989	89	28	.1%	.1%
1990	90	16623	80.3%	99.7%
1991	91	21	.1%	.1%
RESERVED CODES:				
NONRESPONDENTS & DROPOUTS		2485	12.0%	(MISS)
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1548	7.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

Question BYQ — Tape Pos. 686-686, Format: I1

F1BYQFLG BASE YEAR QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE	0	2312	11.2%	9.7%
COMPLETED BY QUEX	1	18394	88.8%	90.3%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question QWT — Tape Pos. 665-674, Format: R10.4

F1QWT 1FU QUESTIONNAIRE WEIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2.1447 TO 6996.805	1.0000	19264	93.0%	100.0%
RESERVED CODES:				
MISSING	.0000	1442	7.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1PANFLG — Tape Pos. 687-687, Format: I1

F1PANFLG BASE YEAR & 1FU QUESTIONNAIRES AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY OR 1FU NOT COMPLETE	0	3282	15.9%	9.7%
BY AND 1FU COMPLETE	1	17424	84.1%	90.3%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1PNLWT — Tape Pos. 675-684, Format: R10.4

F1PNLWT 1FU PANEL WEIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2.2568 TO 7479.709	1.0000	17424	84.1%	100.0%
RESERVED CODES:				
MISSING	.0000	3282	15.9%	(MISS)
TOTALS:		20706	100.0%	%

NOTE: This variable includes data for dropouts.

Question TXFLG — Tape Pos. 688-688, Format: I1

F1TXFLG STUDENT TESTS AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE	0	2832	13.7%	9.1%
COMPLETED TESTS	1	17874	86.3%	90.9%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question QFLG — Tape Pos. 685-685, Format: I1

F1QFLG FIRST FOLLOW-UP QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE	0	1442	7.0%	%
STUDNT QUEX COMPLETE	1	18221	88.0%	93.2%
DROPOUT QUEX COMPLTE	2	1043	5.0%	6.8%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1NSSFLG — Tape Pos. 689-689, Format: I1

F1NSSFLG NEW STUDENT SUPPLEMENT AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SUPPLEMENT N/A OR MISSING	0	19593	94.6%	93.9%
SUPPLEMENT COMPLETED	1	1113	5.4%	6.1%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1ADMFLG — Tape Pos. 690-690, Format: I1

F1ADMFLG SCHOOL QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUEX NOT COMPLETE.....	0	365	1.8%	2.1%
COMPLETED SCHL QUEX.....	1	17663	85.3%	85.2%
NOT APPLICABLE.....	2	2678	12.9%	12.7%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question TRNFLG — Tape Pos. 691-691, Format: I1

F1TRNFLG STUDENT TRANSFER FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A TRANSFER STUDENT.....	0	20320	98.1%	90.3%
SUBSAMPLED TRANSFER STUDENT...	1	386	1.9%	9.7%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1SEQFLG — Tape Pos. 692-692, Format: I1

F1SEQFLG ENROLLED 10TH GR. WHEN QUEX ADMINISTERED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENROLLED IN 10TH GRD.....	0	17544	84.7%	88.9%
ENROLLED IN OTHR GRD.....	1	677	3.3%	4.3%
NOT APPLICABLE.....	2	2485	12.0%	6.8%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1SMPFLG — Tape Pos. 693-693, Format: I1

F1SMPFLG SAMPLE MEMBER FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EIGHTH GRADE COHORT.....	0	19646	94.9%	94.7%
FRESHENED STUDENT.....	1	1060	5.1%	5.3%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question STAT — Tape Pos. 694-695, Format: I2

F1STAT STATUS OF SAMPLE MEMBER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PARTICIPATED.....	0	19264	93.0%	100.0%
OTHER NON-RESPONDENT.....	1	529	2.6%	%
UNLOCATABLE.....	2	182	.9%	%
REFUSED.....	3	549	2.7%	%
INELIGIBLE.....	4	61	.3%	%
OUT OF COUNTRY.....	5	116	.6%	%
DECEASED.....	6	5	.0%	%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1SRVMTH — Tape Pos. 696-697, Format: I2

F1SRVMTH METHOD USED TO GATHER DATA

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELF-ADMINISTERED.....	0	18749	90.5%	96.4%
TELE- MODIFIED DATA.....	1	225	1.1%	1.5%
TELEPHONE- PROXY ABBRV DATA...	2	50	.2%	.4%
TELEPHONE- MEMBER ABBRV DATA..	3	198	1.0%	1.5%
IN-PERSON - PROXY ABBRV DATA..	4	21	.1%	.1%
IN-PERSON - MEMBER ABBRV DATA.	5	21	.1%	.1%
1FU NON-PARTICIPANT.....	6	1442	7.0%	%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1DOSTAT — Tape Pos. 698-698, Format: I1

F1DOSTAT DROPOUT STATUS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT DROP OUT.....	0	18323	88.5%	92.3%
NOT DETERMINED.....	1	1062	5.1%	%
SCHL REPORTD DROPOUT.....	2	88	.4%	%
DROPOUT,BUT RETURNED.....	3	138	.7%	.8%
DROPOUT, NO RETURN.....	4	1062	5.1%	6.7%
MORE THAN 1 EPISODE.....	5	33	.2%	.2%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question SEX — Tape Pos. 699-699, Format: I1

F1SEX COMPOSITE SEX

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE.....	1	10462	50.5%	50.5%
FEMALE.....	2	10244	49.5%	49.5%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question RACE — Tape Pos. 700-700, Format: I1

F1RACE COMPOSITE RACE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN,PACIFC ISLANDR	1	1302	6.3%	3.6%
HISPANIC	2	2751	13.3%	10.8%
BLACK, NOT HISPANIC	3	2218	10.7%	13.7%
WHITE, NOT HISPANIC	4	13837	66.8%	70.6%
AMER INDIAN, ALASKAN	5	259	1.3%	1.3%
RESERVED CODES:				
MISSING	8	339	1.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question API — Tape Pos. 701-701, Format: I1

F1API ASIAN PACIFIC ISLANDER RACE COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NON-ASIAN	0	19052	92.0%	96.4%
EAST ASIAN	1	888	4.3%	2.2%
WEST ASIAN	2	62	.3%	.3%
SOUTH ASIAN	3	100	.5%	.3%
PACIFIC ISLANDER	4	70	.3%	.3%
SPECIFIC API UNKNOWN	5	195	.9%	.6%
RESERVED CODES:				
MISSING	8	339	1.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: Thirteen more respondents than are indicated in the composite RACE, report here that they are API. This discrepancy is due to the fact that the two composites are constructed differently. See Appendix I for further explanation of these composites.

Question SES — Tape Pos. 702-706, Format: R5.3

F1SES SOCIO-ECONOMIC STATUS COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.043 TO 2.762	1.000	18668	90.2%	100.0%
RESERVED CODES:				
MISSING	99.998	2038	9.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question SESQ — Tape Pos. 707-707, Format: I1

F1SESQ SOCIO-ECONOMIC QUARTILE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4556	22.0%	25.0%
QUARTILE 2	2	4472	21.6%	25.0%
QUARTILE 3	3	4378	21.1%	25.0%
QUARTILE 4 HIGH	4	5262	25.4%	25.0%
RESERVED CODES:				
MISSING	8	2038	9.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question PARED — Tape Pos. 708-709, Format: I2

F1PARED PARENTS' HIGHEST EDUCATION LEVEL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT FINISH H.S.	1	2183	10.5%	10.8%
HS GRADUATE OR GED	2	3945	19.1%	21.4%
GR HS & LT 4YR DEG	3	7526	36.3%	40.1%
COLLEGE GRAD	4	2887	13.9%	14.0%
M.A. OR EQUIVALENT	5	1814	8.8%	8.6%
PH.D., M.D., OTHER	6	1178	5.7%	4.2%
DON'T KNOW	7	186	.9%	.9%
RESERVED CODES:				
MISSING	98	987	4.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1LOCUS1 — Tape Pos. 710-713, Format: R4.2

F1LOCUS1 LOCUS OF CONTROL 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.09 TO 1.61	1.00	17989	86.9%	100.0%
RESERVED CODES:				
MISSING	99.98	2717	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1LOCUS2 — Tape Pos. 714-717, Format: R4.2

F1LOCUS2 LOCUS OF CONTROL 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-2.79 TO 1.53	1.00	18003	86.9%	100.0%
RESERVED CODES:				
MISSING	99.98	2703	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1LOCU2Q — Tape Pos. 718-718, Format: I1

F1LOCU2Q QUARTILE CODING OF VARIABLE F1LOCUS2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4359	21.1%	24.9%
QUARTILE 2	2	4261	20.6%	23.0%
QUARTILE 3	3	4854	23.4%	27.0%
QUARTILE 4 HIGH	4	4529	21.9%	25.1%
RESERVED CODES:				
MISSING	8	2703	13.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1CNCPT1 — Tape Pos. 719-722, Format: R4.2

F1CNCPT1 SELF-CONCEPT 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.64 TO 1.24	1.00	18023	87.0%	100.0%
RESERVED CODES:				
MISSING	99.98	2683	13.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1CNCPT2 — Tape Pos. 723-726, Format: R4.2

F1CNCPT2 SELF-CONCEPT 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.58 TO 1.35	1.00	18025	87.1%	100.0%
RESERVED CODES:				
MISSING	99.98	2681	12.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1CNCP2Q — Tape Pos. 727-727, Format: I1

F1CNCP2Q QUARTILE CODING OF VARIABLE F1CNCPT2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4905	23.7%	26.1%
QUARTILE 2	2	4241	20.5%	24.0%
QUARTILE 3	3	4442	21.5%	24.9%
QUARTILE 4 HIGH	4	4437	21.4%	25.0%
RESERVED CODES:				
MISSING	8	2681	12.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question F1BIRTHM — Tape Pos. 728-729, Format: I2

F1BIRTHM BIRTH MONTH OF SAMPLE MEMBER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	1425	6.9%	7.4%
FEBRUARY	2	1388	6.7%	7.4%
MARCH	3	1580	7.6%	8.3%
APRIL	4	1594	7.7%	7.9%
MAY	5	1612	7.8%	7.7%
JUNE	6	1581	7.6%	8.9%
JULY	7	1680	8.1%	9.3%
AUGUST	8	1733	8.4%	8.7%
SEPTEMBER	9	1621	7.8%	8.4%
OCTOBER	10	1652	8.0%	9.1%
NOVEMBER	11	1549	7.5%	8.3%
DECEMBER	12	1579	7.6%	8.7%
RESERVED CODES:				
MISSING	98	1712	8.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question F1BIRTHY — Tape Pos. 730-731, Format: I2

F1BIRTHY BIRTH YEAR OF SAMPLE MEMBER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1972 OR BEFORE	72	1222	5.9%	6.5%
1973	73	5777	27.9%	31.7%
1974	74	11979	57.9%	60.8%
1975 OR AFTER	75	193	.9%	1.0%
RESERVED CODES:				
MISSING	98	1535	7.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question DRPS89 — Tape Pos. 732-732, Format: I1

F1DRPS89 STUDNT DROPPED OUT DURING SPRING 89 TERM

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A DROPOUT CASE	0	19385	93.6%	92.6%
ACTUAL DATE	1	229	1.1%	1.1%
DISCOVERY DATE	2	210	1.0%	.8%
ACTUAL DATE OTH	3	478	2.3%	3.2%
DISCOVERY DATE OTH	4	324	1.6%	2.3%
RESERVED CODES:				
MISSING	8	80	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: See APPENDIX I for further explanation of this variable.

Question DRPF89 — Tape Pos. 733-733, Format: I1

F1DRPF89 STUDENT DROPPED OUT DURING FALL 89 TERM

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A DROPOUT CASE	0	19385	93.6%	92.6%
ACTUAL DATE	1	288	1.4%	1.8%
DISCOVERY DATE	2	101	.5%	.5%
ACTUAL DATE OTH	3	394	1.9%	2.2%
DISCOVERY DATE OTH	4	458	2.2%	2.9%
RESERVED CODES:				
MISSING	8	80	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: See APPENDIX I for further explanation of this variable.

Question DRPS90 — Tape Pos. 734-734, Format: I1

F1DRPS90 STUDNT DROPPED OUT DURING SPRING 90 TERM

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A DROPOUT CASE	0	19385	93.6%	92.6%
ACTUAL DATE	1	241	1.2%	1.6%
DISCOVERY DATE	2	310	1.5%	2.4%
ACTUAL DATE OTH	3	486	2.3%	2.7%
DISCOVERY DATE OTH	4	204	1.0%	.8%
RESERVED CODES:				
MISSING	8	80	.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: See APPENDIX I for further explanation of this variable.

Question HSPROG — Tape Pos. 735-735, Format: I1

F1HSPROG HS PROGRAM IN WHICH R IS/WAS ENROLLED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HS PROGRAM	1	7990	38.6%	44.4%
ACADEMIC PROGRAM	2	6420	31.0%	31.8%
VOCATIONAL/TECHNICAL	3	1806	8.7%	10.1%
OTHER HS PROGRAM	4	1144	5.5%	6.4%
DON'T KNOW	5	1386	6.7%	7.3%
RESERVED CODES:				
MISSING	8	1960	9.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts.

Question FAMCOMP — Tape Pos. 736-737, Format: I2

FAMCOMP 1988 ADULT COMPOSITION OF THE HOUSEHOLD

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER & FATHER	1	11974	57.8%	65.4%
MOTHER & MALE GUARDN	2	1755	8.5%	11.5%
FEMALE GDN & FATHER	3	400	1.9%	2.9%
OTH 2 ADULT FAMILIES	4	175	.8%	1.2%
ADULT FEMALE ONLY	5	2739	13.2%	16.8%
ADULT MALE ONLY	6	338	1.6%	2.2%
RESERVED CODES:				
MISSING	98	3325	16.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was contructed using base year parent data and reflects sample members' family composition as of the base year. See Appendix I for further explanation of this variable.

Question G8CTRL1 — Tape Pos. 738-738, Format: I1

G8CTRL1 EIGHTH GRADE SCHOOL COMPOSITE 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	16326	78.8%	83.3%
CATHOLIC	2	1495	7.2%	7.2%
PRIVATE, RELIGIOUS	3	687	3.3%	2.7%
PRIVATE NON-RELIGIOUS	4	1138	5.5%	1.5%
1FU FRESHENED STUDENT	5	1060	5.1%	5.3%
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question G8CTRL2 — Tape Pos. 739-739, Format: I1

G8CTRL2 EIGHTH GRADE SCHOOL COMPOSITE 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	16682	80.6%	88.1%
PRIVATE, RELIGIOUS	2	2210	10.7%	10.4%
PRIVATE NON-RELIGIOUS	3	1154	5.6%	1.6%
RESERVED CODES:				
MISSING	8	660	3.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

Question G10CTRL1 Tape Pos. 740-741 Format: I2

G10CTRL1 SCHOOL CLASSIFICATION REPORTED BY SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	16813	81.2%	84.2%
CATHOLIC	2	1012	4.9%	5.4%
PRIVATE,OTHER RELIGION	3	471	2.3%	1.6%
PRIVATE, NON-RELIGIOUS	4	1051	5.1%	1.2%
PRIV.NOT ASCERTAINED	5	75	.4%	.7%
NOT ENROLLED IN SCHL	7	1043	5.0%	6.9%
RESERVED CODES:				
MISSING	98	241	1.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question G10CTRL2 Tape Pos. 742-743 Format: I2

G10CTRL2 = SCHOOL CLASSIFICATION

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC SCHOOL	1	16813	81.2%	84.2%
CATHOLIC SCHOOL	2	1012	4.9%	5.4%
NAIS PRIVATE SCHOOL	3	1164	5.6%	1.1%
OTHER PRIVATE-NOT NAIS	4	433	2.1%	2.5%
NON-TRADITIONAL SCHL	5	5	.0%	.1%
NOT ENROLLED IN SCHL	6	1043	5.0%	6.9%
RESERVED CODES:				
MISSING	98	236	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question G10URBAN Tape Pos. 744-744 Format: I1

G10URBAN URBANICITY OF THE STUDENT'S SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
URBAN	1	5710	27.6%	26.4%
SUBURBAN	2	10878	52.5%	52.5%
RURAL - OUTSIDE MSA	3	2787	13.5%	14.3%
NOT ENROLLED IN SCHL	5	1043	5.0%	6.9%
RESERVED CODES:				
MISSING	8	288	1.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provision of PL100-297.

NOTE: Neither the data contained in G10URBAN nor the data contained in G8URBAN are keyed to the precise year of the survey--that is, both are constructed using information obtained prior to the survey year. Since metropolitan status would have changed for some schools at the time of the 1988 and 1990 surveys, updated variables reflecting metropolitan status in the precise survey year will be provided to NELS:88 data users in the near future. Analysts, meanwhile, should take note of the limitations of the present variables. For a more detailed explanation, see the entry for G10URBAN in Appendix I.

Question G10REGON Tape Pos. 745-746 Format: I2

G10REGON REGION OF THE COUNTRY (4 CENSUS REGIONS)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NORTHEAST	1	3697	17.9%	17.7%
NORTH CENTRAL	2	4968	24.0%	23.5%
SOUTH	3	6799	32.8%	33.6%
WEST	4	3962	19.1%	18.4%
NOT ENROLLED IN SCHL	6	1043	5.0%	6.9%
RESERVED CODES:				
MISSING	98	237	1.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question F1SCENRL Tape Pos. 747-748 Format: I2

F1SCENRL ENTIRE SCHOOL ENROLLMENT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 399	1	2217	10.7%	11.4%
400 - 599	2	2250	10.9%	9.8%
600 - 799	3	2090	10.1%	9.7%
800 - 999	4	2304	11.1%	11.1%
1000 - 1199	5	2460	11.9%	13.0%
1200 - 1599	6	2918	14.1%	14.1%
1600 - 1999	7	2338	11.3%	11.1%
2000 - 2499	8	1410	6.8%	7.3%
2500 +	9	1430	6.9%	5.5%
NOT ENROLLED IN SCHL	11	1043	5.0%	6.9%
RESERVED CODES:				
MISSING	98	246	1.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question G10ENROL Tape Pos. 749-750 Format: I2

G10ENROL TENTH GRADE ENROLLMENT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 99	1	3362	16.2%	14.7%
100 - 199	2	3693	17.8%	17.2%
200 - 299	3	3357	16.2%	17.7%
300 - 399	4	2797	13.5%	14.3%
400 - 549	5	2867	13.8%	14.5%
550 - 699	6	1716	8.3%	8.5%
700 +	7	1593	7.7%	6.3%
NOT ENROLLED IN SCHL	9	1043	5.0%	6.9%
RESERVED CODES:				
MISSING	98	278	1.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts and non-respondents.

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question TXRIRR — Tape Pos. 751-754, Format: R4.2

F1TXRIRR READING IRT-ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
7.38 TO 34.93	1.00	17832	86.1%	100.0%
RESERVED CODES:				
MISSING	99.98	2874	13.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

NOTE: See APPENDIX I for further explanation of the cognitive test variables.

Question TXRSTD — Tape Pos. 755-758, Format: R4.2

F1TXRSTD READING STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
32.39 TO 67.8	1.00	17832	86.1%	100.0%
RESERVED CODES:				
MISSING	99.98	2874	13.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRQ — Tape Pos. 759-759, Format: I1

F1TXRQ READING QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4232	20.4%	25.1%
QUARTILE 2	2	4389	21.2%	24.9%
QUARTILE 3	3	4405	21.3%	25.1%
QUARTILE 4 HIGH	4	4806	23.2%	24.9%
RESERVED CODES:				
MISSING	8	2874	13.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRG — Tape Pos. 760-764, Format: R5.2

F1TXRG READING IRT-ESTIMATED GAIN BY TO FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-27.47 TO 26.59	1.00	15797	76.3%	100.0%
RESERVED CODES:				
MISSING	999.98	4909	23.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMIRR — Tape Pos. 765-768, Format: R4.2

F1TXMIRR MATH IRT-ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
11.08 TO 57.95	1.00	17793	85.9%	100.0%
RESERVED CODES:				
MISSING	99.98	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMSTD — Tape Pos. 769-772, Format: R4.2

F1TXMSTD MATH STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
30.18 TO 68.18	1.00	17793	85.9%	100.0%
RESERVED CODES:				
MISSING	99.98	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMQ — Tape Pos. 773-773, Format: I1

F1TXMQ MATH QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4184	20.2%	25.2%
QUARTILE 2	2	4219	20.4%	25.0%
QUARTILE 3	3	4426	21.4%	24.8%
QUARTILE 4 HIGH	4	4964	24.0%	25.0%
RESERVED CODES:				
MISSING	8	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMG — Tape Pos. 774-778, Format: R5.2

F1TXMG MATH IRT-ESTIMATED GAIN BY TO FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-35.42 TO 46.87	1.00	15762	76.1%	100.0%
RESERVED CODES:				
MISSING	999.98	4944	23.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXSIRR — Tape Pos. 779-782, Format: R4.2

F1TXSIRR SCIENCE IRT-ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
4.98 TO 24.88	1.00	17684	85.4%	100.0%
RESERVED CODES:				
MISSING	99.98	3022	14.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXHIRR — Tape Pos. 793-796, Format: R4.2

F1TXHIRR HIST/CIT/GEOG IRT ESTIMATED NUMBER RIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
6.85 TO 29.95	1.00	17591	85.0%	100.0%
RESERVED CODES:				
MISSING	99.98	3115	15.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXSSTD — Tape Pos. 783-786, Format: R4.2

F1TXSSTD SCIENCE STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
32.83 TO 72.11	1.00	17684	85.4%	100.0%
RESERVED CODES:				
MISSING	99.98	3022	14.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXHSTD — Tape Pos. 797-800, Format: R4.2

F1TXHSTD HIST/CIT/GEOG STANDARDIZED SCORE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
28.94 TO 69.16	1.00	17591	85.0%	100.0%
RESERVED CODES:				
MISSING	99.98	3115	15.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXSQ — Tape Pos. 787-787, Format: I1

F1TXSQ SCIENCE QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4335	20.9%	25.0%
QUARTILE 2	2	4140	20.0%	24.9%
QUARTILE 3	3	4452	21.5%	25.3%
QUARTILE 4 HIGH	4	4757	23.0%	24.8%
RESERVED CODES:				
MISSING	8	3022	14.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXHQ — Tape Pos. 801-801, Format: I1

F1TXHQ HIST/CIT/GEOG QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	4322	20.9%	25.0%
QUARTILE 2	2	4160	20.1%	24.9%
QUARTILE 3	3	4382	21.2%	25.0%
QUARTILE 4 HIGH	4	4727	22.8%	25.1%
RESERVED CODES:				
MISSING	8	3115	15.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXSG — Tape Pos. 788-792, Format: R5.2

F1TXSG SCIENCE IRT-ESTIMATED GAIN BY TO FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-15.00 TO 18.24	1.00	15661	75.6%	100.0%
RESERVED CODES:				
MISSING	999.98	5045	24.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXHG — Tape Pos. 802-806, Format: R5.2

F1TXHG HIST/CIT/GEOG IRT-EST. GAIN BY TO FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-20.83 TO 21.90	1.00	15525	75.0%	100.0%
RESERVED CODES:				
MISSING	999.98	5181	25.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXCOMP — Tape Pos. 807-810, Format: R4.2

F1TXCOMP STANDARDIZD TEST COMPOSITE (READNG,MATH)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
29.92 TO 69.25.....	1.00	17755	85.7%	100.0%
RESERVED CODES:				
MISSING.....	99.98	2951	14.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXQURT — Tape Pos. 811-811, Format: I1

F1TXQURT STANDARDIZED TEST QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW.....	1	4149	20.0%	25.1%
QUARTILE 2.....	2	4348	21.0%	25.0%
QUARTILE 3.....	3	4340	21.0%	25.0%
QUARTILE 4 HIGH.....	4	4918	23.8%	24.9%
RESERVED CODES:				
MISSING.....	8	2951	14.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRPL1 — Tape Pos. 812-812, Format: I1

F1TXRPL1 READING PROFICIENCY - LEVEL 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT.....	0	1999	9.7%	11.7%
PROFICIENT.....	1	15639	75.5%	88.3%
RESERVED CODES:				
MISSING.....	8	3068	14.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRPL2 — Tape Pos. 813-813, Format: I1

F1TXRPL2 READING PROFICIENCY - LEVEL 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT.....	0	8892	42.9%	52.0%
PROFICIENT.....	1	8746	42.2%	48.0%
RESERVED CODES:				
MISSING.....	8	3068	14.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRPRO — Tape Pos. 814-814, Format: I1

F1TXRPRO OVERALL READING PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1.....	0	1999	9.7%	11.7%
PROFICIENT - LEVEL 1.....	1	6893	33.3%	40.3%
PROFICIENT - LEVEL 2.....	2	8746	42.2%	48.0%
RESERVED CODES:				
MISSING.....	8	3068	14.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRPP1 — Tape Pos. 815-817, Format: R3.2

F1TXRPP1 READING LEVEL 1: PROBABILITY OF PROF.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1.0.....	1.00	17832	86.1%	100.0%
RESERVED CODES:				
MISSING.....	9.98	2874	13.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRPP2 — Tape Pos. 818-820, Format: R3.2

F1TXRPP2 READING LEVEL 2: PROBABILITY OF PROF

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1.0.....	1.00	17832	86.1%	100.0%
RESERVED CODES:				
MISSING.....	9.98	2874	13.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRGP1 — Tape Pos. 821-824, Format: R4.2

F1TXRGP1 READING LEVEL 1: GAIN IN PROBABILITY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-1.0 TO 1.0.....	1.00	15797	76.3%	100.0%
RESERVED CODES:				
MISSING.....	99.98	4909	23.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXRGP2 — Tape Pos. 825-828, Format: R4.2

F1TXRGP2 READING LEVEL 2: GAIN IN PROBABILITY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-1.0 TO 1.0.....	1.00	15797	76.3%	100.0%
RESERVED CODES:				
MISSING.....	99.98	4909	23.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPL1 — Tape Pos. 829-829, Format: I1

F1TXMPL1 MATH PROFICIENCY - LEVEL 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT.....	0	1838	8.9%	12.3%
PROFICIENT.....	1	13725	66.3%	87.7%
RESERVED CODES:				
MISSING.....	8	5143	24.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPL2 — Tape Pos. 830-830, Format: I1

F1TXMPL2 MATH PROFICIENCY - LEVEL 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT.....	0	5894	28.5%	41.0%
PROFICIENT.....	1	9669	46.7%	59.0%
RESERVED CODES:				
MISSING.....	8	5143	24.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPL3 — Tape Pos. 831-831, Format: I1

F1TXMPL3 MATH PROFICIENCY - LEVEL 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT.....	0	8102	39.1%	55.5%
PROFICIENT.....	1	7461	36.0%	44.5%
RESERVED CODES:				
MISSING.....	8	5143	24.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPL4 — Tape Pos. 832-832, Format: I1

F1TXMPL4 MATH PROFICIENCY - LEVEL 4

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT PROFICIENT.....	0	11851	57.2%	79.1%
PROFICIENT.....	1	3712	17.9%	20.9%
RESERVED CODES:				
MISSING.....	8	5143	24.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPRO — Tape Pos. 833-833, Format: I1

F1TXMPRO OVERALL MATH PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BELOW LEVEL 1.....	0	1838	8.9%	12.3%
PROFICIENT - LEVEL 1.....	1	4056	19.6%	28.6%
PROFICIENT - LEVEL 2.....	2	2208	10.7%	14.5%
PROFICIENT - LEVEL 3.....	3	3749	18.1%	23.6%
PROFICIENT - LEVEL 4.....	4	3712	17.9%	20.9%
RESERVED CODES:				
MISSING.....	8	5143	24.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPP1 — Tape Pos. 834-836, Format: R3.2

F1TXMPP1 MATH LEVEL 1: PROBABILITY OF PROF. FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1.0.....	1.00	17793	85.9%	100.0%
RESERVED CODES:				
MISSING.....	9.98	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPP2 — Tape Pos. 837-839, Format: R3.2

F1TXMPP2 MATH LEVEL 2: PROBABILITY OF PROF. FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0.01 TO 1.0.....	1.00	17793	85.9%	100.0%
RESERVED CODES:				
MISSING.....	9.98	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPP3 — Tape Pos. 840-842, Format: R3.2

F1TXMPP3 MATH LEVEL 3: PROBABILITY OF PROF. FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1.0	1.00	17793	85.9%	100.0%
RESERVED CODES:				
MISSING	9.98	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMPP4 — Tape Pos. 843-845, Format: R3.2

F1TXMPP4 MATH LEVEL 4: PROBABILITY OF PROF. FU1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 TO 1.0	1.00	17793	85.9%	100.0%
RESERVED CODES:				
MISSING	9.98	2913	14.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMGP1 — Tape Pos. 846-849, Format: R4.2

F1TXMGP1 MATH LEVEL 1: GAIN IN PROBABILITY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-1.0 TO 1.0	1.00	15762	76.1%	100.0%
RESERVED CODES:				
MISSING	99.98	4944	23.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMGP2 — Tape Pos. 850-853, Format: R4.2

F1TXMGP2 MATH LEVEL 2: GAIN IN PROBABILITY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-0.99 TO 0.99	1.00	15762	76.1%	100.0%
RESERVED CODES:				
MISSING	99.98	4944	23.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMGP3 — Tape Pos. 854-857, Format: R4.2

F1TXMGP3 MATH LEVEL 3: GAIN IN PROBABILITY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-0.99 TO 1.0	1.00	15762	76.1%	100.0%
RESERVED CODES:				
MISSING	99.98	4944	23.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question TXMGP4 — Tape Pos. 858-861, Format: R4.2

F1TXMGP4 MATH LEVEL 4: GAIN IN PROBABILITY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-0.99 TO 1.0	1.00	15762	76.1%	100.0%
RESERVED CODES:				
MISSING	99.98	4944	23.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data for dropouts also.

Question F1SCHLID — Tape Pos. 862-866, Format: I5

F1SCHLID = 1FU SCHOOL ID

NOTE: This variable links the students with the school file. ID listed is the school ID of students' first follow-up school.

END OF STUDENT QUESTIONNAIRE FREQUENCIES

BEGIN NEW STUDENT SUPPLEMENT FREQUENCIES

PART - I

Question 2 — Tape Pos. 867-867, Format: I1

F1N2 WHAT IS RESPONDENT'S SEX

What is your sex?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	9704	46.9%	50.3%
FEMALE	2	9640	46.6%	49.7%
RESERVED CODES:				
BY & 1FU NR	.	1199	5.8%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	156	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEPPARENT YOU LIVE WITH.

Question 4

Tape Pos. 868-868
Format: I1

F1N4 IS RESPONDENT'S MOTHER LIVING

Is your mother living?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	19024	91.9%	99.3%
NO	2	138	.7%	.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	345	1.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Please describe the present or most recent job of your mother, stepmother or female guardian.

Question 5A

Tape Pos. 869-869
Format: I1

F1N5A IS R'S MOTHER'S WORKING/UNEMPLOYED

Is she currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	1	16673	80.5%	87.1%
UNEMPLOYED	2	1944	9.4%	10.2%
RETIRED	3	185	.9%	1.0%
DISABLED	4	310	1.5%	1.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	47	.2%	(MISS)
MISSING	8	208	1.0%	(MISS)
LEGITIMATE SKIP	9	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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

Question 5B

Tape Pos. 870-871
Format: I2

F1N5B WHAT IS R'S MOTHER'S OCCUPATION:

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL	1	3864	18.7%	21.6%
CRAFTSPERSON	2	373	1.8%	2.0%
FARMER	3	56	.3%	.3%
HOMEMAKER	4	3410	16.5%	16.0%
LABORER	5	329	1.6%	1.9%
MANAGER/ADMINISTRATOR	6	783	3.8%	3.8%
MILITARY	7	21	.1%	.1%
OPERATIVE	8	1433	6.9%	7.3%
PROFESSIONAL (ACCOUNTANT)	9	1125	5.4%	6.3%
PROFESSIONAL (MD, LAWYER)	10	215	1.0%	.8%
PROPRIETOR	11	308	1.5%	1.4%
PROTECTIVE SERVICE	12	50	.2%	.2%
SALES	13	748	3.6%	4.1%
SCHOOL TEACHER	14	1092	5.3%	5.5%
SERVICE	15	3937	19.0%	21.3%
TECHNICAL	16	349	1.7%	1.8%
NEVER WORKED	17	108	.5%	.7%
OTHER	18	829	4.0%	4.5%
DON'T KNOW	19	88	.4%	.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	97	24	.1%	(MISS)
MISSING	98	227	1.1%	(MISS)
LEGITIMATE SKIP	99	138	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 6

Tape Pos. 872-872
Format: I1

F1N6 IS RESPONDENT'S FATHER LIVING

Is your father living?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	18466	89.2%	96.3%
NO	2	665	3.2%	3.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	375	1.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

STUDENT QUESTIONNAIRE NELS:88 FIRST FOLLOW-UP

Please describe the present or most recent job of your father, stepfather or male guardian.

Question 7A

Tape Pos. 873-873
Format: I1

F1N7A IS R'S FATHER WORKING/UNEMPLOYED ETC.

Is he currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	1	16611	80.2%	90.9%
UNEMPLOYED	2	723	3.5%	4.2%
RETIRED	3	347	1.7%	2.3%
DISABLED	4	456	2.2%	2.5%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	295	1.4%	(MISS)
MISSING	8	408	2.0%	(MISS)
LEGITIMATE SKIP	9	665	3.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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

Question 7B

Tape Pos. 874-875
Format: I2

F1N7B WHAT IS R'S FATHER'S OCCUPATION:

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL	1	743	3.6%	4.2%
CRAFTSPERSON	2	2650	12.8%	14.8%
FARMER	3	336	1.6%	1.8%
HOMEMAKER	4	32	.2%	.2%
LABORER	5	1186	5.7%	6.8%
MANAGER/ADMINISTRATOR	6	1832	8.8%	9.6%
MILITARY	7	296	1.4%	1.5%
OPERATIVE	8	3628	17.5%	20.8%
PROFESSIONAL (ACCOUNTANT)	9	1246	6.0%	6.2%
PROFESSIONAL (MD, LAWYER)	10	1029	5.0%	3.9%
PROPRIETOR	11	734	3.5%	3.6%
PROTECTIVE SERVICE	12	412	2.0%	2.7%
SALES	13	1191	5.8%	6.3%
SCHOOL TEACHER	14	349	1.7%	2.0%
SERVICE	15	799	3.9%	4.1%
TECHNICAL	16	469	2.3%	2.6%
NEVER WORKED	17	94	.5%	.5%
OTHER	18	1405	6.8%	8.1%
DON'T KNOW	19	72	.3%	.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	97	28	.1%	(MISS)
MISSING	98	311	1.5%	(MISS)
LEGITIMATE SKIP	99	665	3.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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

Question 8A

Tape Pos. 876-876
Format: I1

F1N8A WHICH BEST DESCRIBES R'S RACE

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN OR PACIFIC ISLANDER	1	1194	5.8%	3.4%
HISPANIC, REGARDLESS OF RACE	2	2522	12.2%	10.4%
BLACK, NOT OF HISPANIC ORIGIN	3	2046	9.9%	13.6%
WHITE, NOT OF HISPANIC ORIGIN	4	12833	62.0%	68.6%
AMERICAN INDIAN/ALASKAN NATIVE	5	713	3.4%	4.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	35	.2%	(MISS)
REFUSAL	7	35	.2%	(MISS)
MISSING	8	129	.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

NOTE: There is a considerable discrepancy between the number of sample members reported as American Indian in this item, and in the composite variable. This is owing to the fact that in the composite, parent report was used to "correct" self-report on this item. Please see explanation of the RACE variable in the appendix on base year student data weights, flags and derived variables.

Question 8B

Tape Pos. 877-878
Format: I2

F1N8B DESCRIBE R'S API BACKGROUND

Which of these best describes your background?
ASIAN OR PACIFIC ISLANDER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CHINESE	1	261	1.3%	16.9%
FILIPINO	2	214	1.0%	20.2%
JAPANESE	3	70	.3%	5.7%
KOREAN	4	155	.7%	9.3%
SOUTHEAST ASIAN (VIETNAMESE, LAOTIAN, CAMBODIAN/KAMPUCHEAN, THAI, ETC.)	5	189	.9%	13.3%
PACIFIC ISLANDER (SAMOAN, GUAMANIAN, ETC.)	6	70	.3%	7.9%
SOUTH ASIAN (ASIAN INDIAN, PAKISTANI, BANGLADESHI, SRI LANKAN, ETC.)	7	100	.5%	8.8%
WEST ASIAN (IRANIAN, AFGHAN, TURKISH, ETC.)	8	31	.1%	3.0%
MIDDLE EASTERN (IRAQI, ISRAELI, LEBANESE, ETC.)	9	31	.1%	7.0%
OTHER ASIAN	10	74	.4%	8.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	96	11	.1%	(MISS)
REFUSAL	97	39	.2%	(MISS)
MISSING	98	148	.7%	(MISS)
LEGITIMATE SKIP	99	18114	87.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 8C Tape Pos. 879-879
Format: I1

F1N8C DESCRIBE R'S HISPANIC BACKGROUND

Which of these best describes your background?
HISPANIC

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MEXICAN; MEXICAN-AMERICAN, CHICANO	1	1642	7.9%	63.4%
CUBAN	2	106	.5%	4.3%
PUERTO RICAN	3	268	1.3%	11.4%
OTHER HISPANIC	4	488	2.4%	20.9%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	48	.2%	(MISS)
MISSING	8	166	.8%	(MISS)
LEGITIMATE SKIP	9	16786	81.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 9 Tape Pos. 880-880
Format: I1

F1N9 WHAT IS HISPANIC R'S RACE

What is your race?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BLACK HISPANIC	1	117	.6%	5.3%
WHITE HISPANIC	2	1515	7.3%	62.1%
OTHER HISPANIC	3	859	4.1%	32.6%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	48	.2%	(MISS)
MISSING	8	181	.9%	(MISS)
LEGITIMATE SKIP	9	16786	81.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 10 Tape Pos. 881-881
Format: I1

F1N10 RESPONDENT'S 8TH GRADE SCHOOL TYPE

What best describes the school that you attended when you were in 8th grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	910	4.4%	88.3%
PRIVATE RELIGIOUS	2	112	.5%	7.1%
PRIVATE NON-RELIGIOUS	3	46	.2%	1.4%
DON'T KNOW	4	31	.1%	3.2%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	13	.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes data only for base year nonrespondents and freshened students who completed a new student supplement in the first follow-up; no base year data have been mapped into this variable. For frequencies on 8th grade school type which include base year data, see GBCTRL2.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

PART - II

Question 11 Tape Pos. 882-882
Format: I1

F1N11 DID R SPEAK A LANGUAGE OTH THAN ENGLISH

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3049	14.7%	12.3%
NO	2	16306	78.8%	87.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	152	.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 12 Tape Pos. 883-884
Format: I2

F1N12 1ST LANGUAGE R LEARNED TO SPEAK

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	1	596	2.9%	20.7%
SPANISH	2	1356	6.5%	50.8%
CHINESE	3	185	.9%	3.4%
JAPANESE	4	34	.2%	.8%
KOREAN	5	93	.4%	1.6%
A FILIPINO LANGUAGE	6	97	.5%	2.8%
ITALIAN	7	36	.2%	1.7%
FRENCH	8	69	.3%	3.2%
GERMAN	9	49	.2%	1.7%
GREEK	10	15	.1%	.6%
POLISH	11	10	.0%	.4%
PORTUGUESE	12	18	.1%	.8%
VIETNAMESE	13	5	.0%	.2%
CAMBODIAN	14	1	.0%	.0%
OTHER	15	342	1.7%	11.2%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	96	37	.2%	(MISS)
MISSING	98	258	1.2%	(MISS)
LEGITIMATE SKIP	99	16306	78.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 13 — Tape Pos. 885-886, Format: I2

F1N13 OTHER LANGUAGE R SPOKE BEFORE SCHOOL

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	1	1017	4.9%	36.5%
SPANISH	2	494	2.4%	17.9%
CHINESE	3	66	.3%	1.0%
JAPANESE	4	11	.1%	.3%
KOREAN	5	31	.1%	.5%
A FILIPINO LANGUAGE	6	30	.1%	.6%
ITALIAN	7	36	.2%	1.0%
FRENCH	8	67	.3%	2.1%
GERMAN	9	52	.3%	1.7%
GREEK	10	11	.1%	.4%
POLISH	11	9	.0%	.3%
PORTUGUESE	12	11	.1%	.5%
VIETNAMESE	13	2	.0%	.0%
CAMBODIAN	14	1	.0%	.0%
NONE	15	898	4.3%	32.1%
OTHER	16	138	.7%	5.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	96	74	.4%	(MISS)
MISSING	98	253	1.2%	(MISS)
LEGITIMATE SKIP	99	16306	78.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 14 — Tape Pos. 887-888, Format: I2

F1N14 WHAT LANGUAGE DOES R USUALLY SPEAK NOW

What language do you USUALLY speak NOW?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	1	17630	85.1%	97.6%
SPANISH	2	272	1.3%	1.7%
CHINESE	3	32	.2%	.1%
JAPANESE	4	7	.0%	.0%
KOREAN	5	12	.1%	.0%
A FILIPINO LANGUAGE	6	17	.1%	.1%
ITALIAN	7	5	.0%	.0%
FRENCH	8	39	.2%	.2%
GERMAN	9	7	.0%	.0%
GREEK	10	2	.0%	.0%
POLISH	11	2	.0%	.0%
PORTUGUESE	12	4	.0%	.0%
VIETNAMESE	13	3	.0%	.0%
CAMBODIAN	14	0	.0%	.0%
OTHER	15	65	.3%	.2%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	96	185	.9%	(MISS)
MISSING	98	358	1.7%	(MISS)
LEGITIMATE SKIP	99	867	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 15 — Tape Pos. 889-890, Format: I2

F1N15 LANGUAGE OTHER THAN ENGLISH R USES NOW

What language, other than English, do you currently use most often?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPANISH	1	1925	9.3%	51.9%
CHINESE	2	199	1.0%	3.1%
JAPANESE	3	38	.2%	.7%
KOREAN	4	97	.5%	1.3%
A FILIPINO LANGUAGE	5	126	.6%	2.9%
ITALIAN	6	68	.3%	2.1%
FRENCH	7	216	1.0%	6.3%
GERMAN	8	102	.5%	3.0%
GREEK	9	25	.1%	1.1%
POLISH	10	19	.1%	.7%
PORTUGESE	11	19	.1%	.5%
VIETNAMESE	12	7	.0%	.2%
CAMBODIAN	13	1	.0%	.0%
NONE	14	355	1.7%	9.0%
OTHER	15	601	2.9%	17.3%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	96	10	.0%	(MISS)
REFUSAL	97	3	.0%	(MISS)
MISSING	98	550	2.7%	(MISS)
LEGITIMATE SKIP	99	15146	73.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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

Question 16A — Tape Pos. 891-891, Format: I1

F1N16A R UNDERSTAND LANGUAGE WHEN SPOKEN BY OTH

understand that language when people speak it?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	110	.5%	58.5%
WELL	3	59	.3%	31.7%
NOT VERY WELL	4	19	.1%	8.9%
NOT AT ALL	5	2	.0%	.9%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	38	.2%	(MISS)
LEGITIMATE SKIP	9	885	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16B Tape Pos. 892-892
Format: I1

F1N16B HOW WELL DOES R SPEAK THAT LANGUAGE

speak that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	98	.5%	51.9%
WELL	3	64	.3%	32.2%
NOT VERY WELL	4	23	.1%	8.9%
NOT AT ALL	5	3	.0%	7.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	40	.2%	(MISS)
LEGITIMATE SKIP	9	885	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16C Tape Pos. 893-893
Format: I1

F1N16C HOW WELL DOES R READ THAT LANGUAGE

read that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	63	.3%	36.6%
WELL	3	53	.3%	24.9%
NOT VERY WELL	4	46	.2%	22.2%
NOT AT ALL	5	27	.1%	16.3%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	39	.2%	(MISS)
LEGITIMATE SKIP	9	885	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16D Tape Pos. 894-894
Format: I1

F1N16D HOW WELL DOES R WRITE THAT LANGUAGE

write that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	56	.3%	33.1%
WELL	3	51	.2%	23.0%
NOT VERY WELL	4	49	.2%	25.6%
NOT AT ALL	5	33	.2%	18.4%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	39	.2%	(MISS)
LEGITIMATE SKIP	9	885	4.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

How well do you do the following?

Question 17A Tape Pos. 895-895
Format: I1

F1N17A R UNDERSTANDS ENGLISH WHEN SPOKEN BY OTH

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	136	.7%	59.3%
WELL	3	71	.3%	29.2%
NOT VERY WELL	4	21	.1%	8.8%
NOT AT ALL	5	1	.0%	2.7%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	14	.1%	(MISS)
LEGITIMATE SKIP	9	867	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17B Tape Pos. 896-896
Format: I1

F1N17B HOW WELL DOES R SPEAK ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	132	.6%	61.9%
WELL	3	58	.3%	20.5%
NOT VERY WELL	4	36	.2%	15.2%
NOT AT ALL	5	3	.0%	2.5%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	14	.1%	(MISS)
LEGITIMATE SKIP	9	867	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17C Tape Pos. 897-897
Format: I1

F1N17C HOW WELL DOES R READ ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	115	.6%	53.3%
WELL	3	80	.4%	29.3%
NOT VERY WELL	4	31	.1%	16.6%
NOT AT ALL	5	3	.0%	.8%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	14	.1%	(MISS)
LEGITIMATE SKIP	9	867	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17D — Tape Pos. 898-898, Format: I1

F1N17D HOW WELL DOES R WRITE ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	117	.6%	54.6%
WELL	3	70	.3%	26.6%
NOT VERY WELL	4	37	.2%	17.3%
NOT AT ALL	5	5	.0%	1.5%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	14	.1%	(MISS)
LEGITIMATE SKIP	9	867	4.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 18 — Tape Pos. 899-899, Format: I1

F1N18 DID R EVER RECEIVE SPECIAL HELP IN SCHL

Have you ever received special help in reading, writing, or speaking English during school hours?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	698	3.4%	16.0%
NO	2	3152	15.2%	84.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	558	2.7%	(MISS)
LEGITIMATE SKIP	9	15099	72.9%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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

Question 19A — Tape Pos. 900-900, Format: I1

F1N19A R ENROLLED IN THIS PROGRAM IN 1ST GRADE

1st grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	301	1.5%	43.4%
DOES NOT APPLY	2	406	2.0%	56.6%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19B — Tape Pos. 901-901, Format: I1

F1N19B R ENROLLED IN THIS PROGRAM IN 2ND GRADE

2nd grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	267	1.3%	37.1%
DOES NOT APPLY	2	440	2.1%	62.9%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19C — Tape Pos. 902-902, Format: I1

F1N19C R ENROLLED IN THIS PROGRAM IN 3RD GRADE

3rd grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	223	1.1%	31.6%
DOES NOT APPLY	2	484	2.3%	68.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19D — Tape Pos. 903-903, Format: I1

F1N19D R ENROLLED IN THIS PROGRAM IN 4TH GRADE

4th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	176	.8%	20.7%
DOES NOT APPLY	2	531	2.6%	79.3%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19E — Tape Pos. 904-904, Format: I1

F1N19E R ENROLLED IN THIS PROGRAM IN 5TH GRADE

5th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	159	.8%	21.9%
DOES NOT APPLY	2	548	2.6%	78.1%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19F — Tape Pos. 905-905, Format: I1

F1N19F R ENROLLED IN THIS PROGRAM IN 6TH GRADE

6th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	138	.7%	19.7%
DOES NOT APPLY	2	569	2.7%	80.3%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19G — Tape Pos. 906-906, Format: I1

F1N19G R ENROLLED IN THIS PROGRAM IN 7TH GRADE

7th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	118	.6%	13.5%
DOES NOT APPLY	2	589	2.8%	86.5%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19H — Tape Pos. 907-907, Format: I1

F1N19H R ENROLLED IN THIS PROGRAM IN 8TH GRADE

8th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	108	.5%	11.5%
DOES NOT APPLY	2	599	2.9%	88.5%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	549	2.7%	(MISS)
LEGITIMATE SKIP	9	18251	88.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19I — Tape Pos. 908-908, Format: I1

F1N19I R ENROLLED IN THIS PROGRAM IN 9TH GRADE

9th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	17	.1%	24.1%
DOES NOT APPLY	2	33	.2%	75.9%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	109	.5%	(MISS)
LEGITIMATE SKIP	9	954	4.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such, this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 19J — Tape Pos. 909-909, Format: I1

F1N19J R ENROLLED IN THIS PROGRAM IN 10TH GRADE

10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	22	.1%	57.5%
DOES NOT APPLY	2	28	.1%	42.5%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
MISSING	8	109	.5%	(MISS)
LEGITIMATE SKIP	9	954	4.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such, this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

How far in school did your parents go?

Question 20A

Tape Pos. 910-911
Format: I2

F1N20A HOW FAR IN SCHOOL DID R'S FATHER GO

Father (or male guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT FINISH HIGH SCHOOL....	1	2874	13.9%	14.9%
GRADUATED FROM HIGH SCHOOL OR EQUIVALENT (GED).....	2	5064	24.5%	28.3%
AFTER GRADUATING FROM HIGH SCHOOL, ATTENDED A VOCATIONAL SCHOOL, A JUNIOR COLLEGE, A COMMUNITY COLLEGE, OR ANOTHER TYPE OF TWO-YEAR SCHOOL.....	3	1768	8.5%	9.8%
AFTER GRADUATING FROM HIGH SCHOOL, WENT TO COLLEGE BUT DID NOT COMPLETE A FOUR-YEAR DEGREE.....	4	1343	6.5%	7.5%
GRADUATED FROM COLLEGE.....	5	2671	12.9%	13.2%
MASTER'S DEGREE OR EQUIVALENT.	6	1543	7.5%	7.2%
PH.D., M.D., OR OTHER EQUIVALENT PROFESSIONAL DEGREE.....	7	1148	5.5%	4.0%
DON'T KNOW.....	8	2729	13.2%	15.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL.....	97	90	.4%	(MISS)
MISSING.....	98	277	1.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 20B

Tape Pos. 912-913
Format: I2

F1N20B HOW FAR IN SCHOOL DID R'S MOTHER GO

Mother (or female guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT FINISH HIGH SCHOOL....	1	2944	14.2%	15.0%
GRADUATED FROM HIGH SCHOOL OR EQUIVALENT (GED).....	2	6112	29.5%	33.6%
AFTER GRADUATING FROM HIGH SCHOOL, ATTENDED A VOCATIONAL SCHOOL, A JUNIOR COLLEGE, A COMMUNITY COLLEGE, OR ANOTHER TYPE OF TWO-YEAR SCHOOL.....	3	2039	9.8%	11.5%
AFTER GRADUATING FROM HIGH SCHOOL, WENT TO COLLEGE BUT DID NOT COMPLETE A FOUR-YEAR DEGREE.....	4	1542	7.4%	8.5%
GRADUATED FROM COLLEGE.....	5	2641	12.8%	11.9%
MASTER'S DEGREE OR EQUIVALENT.	6	1397	6.7%	5.9%
PH.D., M.D., OR OTHER EQUIVALENT PROFESSIONAL DEGREE.....	7	476	2.3%	2.1%
DON'T KNOW.....	8	2152	10.4%	11.3%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL.....	97	48	.2%	(MISS)
MISSING.....	98	156	.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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

Question 21A

Tape Pos. 914-914
Format: I1

F1N21A FAMILY HAS A SPECIFIC PLACE FOR STUDY

A specific place for study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE.....	1	7884	38.1%	40.6%
DO NOT HAVE.....	2	10932	52.8%	59.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE.....	6	2	.0%	(MISS)
REFUSAL.....	7	3	.0%	(MISS)
MISSING.....	8	686	3.3%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21B

Tape Pos. 915-915
Format: I1

F1N21B DOES FAMILY RECEIVE A DAILY NEWSPAPER

A daily newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE.....	1	14040	67.8%	72.9%
DO NOT HAVE.....	2	4919	23.8%	27.1%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
REFUSAL.....	7	3	.0%	(MISS)
MISSING.....	8	541	2.6%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21C

Tape Pos. 916-916
Format: I1

F1N21C DOES FAMILY REGULARLY RECEIVE A MAGAZINE

Regularly received magazine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE.....	1	14239	68.8%	74.8%
DO NOT HAVE.....	2	4691	22.7%	25.2%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
REFUSAL.....	7	3	.0%	(MISS)
MISSING.....	8	570	2.8%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21D

Tape Pos. 917-917
Format: I1

F1N21D DOES FAMILY HAVE AN ENCYCLOPEDIA

An encyclopedia

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	15083	72.8%	79.6%
DO NOT HAVE	2	3866	18.7%	20.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	6	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	549	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21E

Tape Pos. 918-918
Format: I1

F1N21E DOES FAMILY HAVE AN ATLAS

An atlas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	13123	63.4%	68.3%
DO NOT HAVE	2	5655	27.3%	31.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	723	3.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21F

Tape Pos. 919-919
Format: I1

F1N21F DOES FAMILY HAVE A DICTIONARY

A dictionary

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	18638	90.0%	97.6%
DO NOT HAVE	2	439	2.1%	2.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	420	2.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21G

Tape Pos. 920-920
Format: I1

F1N21G DOES FAMILY HAVE A TYPEWRITER

Typewriter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	13817	66.7%	71.9%
DO NOT HAVE	2	5063	24.5%	28.1%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	619	3.0%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21H

Tape Pos. 921-921
Format: I1

F1N21H DOES FAMILY HAVE A COMPUTER

Computer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	8139	39.3%	42.4%
DO NOT HAVE	2	10511	50.8%	57.6%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	850	4.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21I

Tape Pos. 922-922
Format: I1

F1N21I DOES FAMILY HAVE AN ELECTRIC DISHWASHER

Electric dishwasher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	11006	53.2%	57.5%
DO NOT HAVE	2	7768	37.5%	42.5%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	728	3.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21J

Tape Pos. 923-923
Format: I1

F1N21J DOES FAMILY HAVE A CLOTHES DRYER

Clothes dryer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16433	79.4%	86.5%
DO NOT HAVE	2	2552	12.3%	13.5%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	516	2.5%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21K

Tape Pos. 924-924
Format: I1

F1N21K DOES FAMILY HAVE A WASHING MACHINE

Washing machine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	17956	86.7%	94.4%
DO NOT HAVE	2	1083	5.2%	5.6%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	461	2.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21L

Tape Pos. 925-925
Format: I1

F1N21L DOES FAMILY HAVE A MICROWAVE OVEN

Microwave oven

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	15639	75.5%	82.4%
DO NOT HAVE	2	3308	16.0%	17.6%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	552	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21M

Tape Pos. 926-926
Format: I1

F1N21M DOES FAMILY HAVE MORE THAN 50 BOOKS

More than 50 books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16850	81.4%	88.3%
DO NOT HAVE	2	2093	10.1%	11.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	557	2.7%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21N

Tape Pos. 927-927
Format: I1

F1N21N DOES FAMILY HAVE A VCR

VCR

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	16152	78.0%	84.0%
DO NOT HAVE	2	2855	13.8%	16.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	2	.0%	(MISS)
MISSING	8	493	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21O

Tape Pos. 928-928
Format: I1

F1N21O DOES FAMILY HAVE A POCKET CALCULATOR

Pocket calculator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	18078	87.3%	95.0%
DO NOT HAVE	2	923	4.5%	5.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	500	2.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21P — Tape Pos. 929-929, Format: I1

F1N21P DOES R HAVE OWN ROOM

A room of your own

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	15672	75.7%	82.2%
DO NOT HAVE	2	3373	16.3%	17.8%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	3	.0%	(MISS)
MISSING	8	452	2.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22 — Tape Pos. 930-930, Format: I1

F1N22 HAS R EVER BEEN HELD BACK A GRADE IN SCH

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

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	14983	72.4%	80.8%
YES, I REPEATED	2	3231	15.6%	19.2%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	291	6.2%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

GRADES REPEATED:

Question 22A — Tape Pos. 931-931, Format: I1

F1N22A R REPEATED KINDERGARTEN

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	466	2.3%	11.9%
DOES NOT APPLY	2	3059	14.8%	88.1%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22B — Tape Pos. 932-932, Format: I1

F1N22B R REPEATED GRADE 1

Grade 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	854	4.1%	24.8%
DOES NOT APPLY	2	2671	12.9%	75.2%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22C — Tape Pos. 933-933, Format: I1

F1N22C R REPEATED GRADE 2

Grade 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	571	2.8%	15.3%
DOES NOT APPLY	2	2954	14.3%	84.7%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22D — Tape Pos. 934-934, Format: I1

F1N22D R REPEATED GRADE 3

Grade 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	435	2.1%	12.6%
DOES NOT APPLY	2	3090	14.9%	87.4%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22E

Tape Pos. 935-935
Format: I1

F1N22E R REPEATED GRADE 4

Grade 4

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	309	1.5%	8.5%
DOES NOT APPLY	2	3216	15.5%	91.5%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22F

Tape Pos. 936-936
Format: I1

F1N22F R REPEATED GRADE 5

Grade 5

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	296	1.4%	7.9%
DOES NOT APPLY	2	3229	15.6%	92.1%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22G

Tape Pos. 937-937
Format: I1

F1N22G R REPEATED GRADE 6

Grade 6

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	281	1.4%	9.4%
DOES NOT APPLY	2	3244	15.7%	90.6%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22H

Tape Pos. 938-938
Format: I1

F1N22H R REPEATED GRADE 7

Grade 7

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	376	1.8%	11.2%
DOES NOT APPLY	2	3149	15.2%	88.8%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22I

Tape Pos. 939-939
Format: I1

F1N22I R REPEATED GRADE 8

Grade 8

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	312	1.5%	9.0%
DOES NOT APPLY	2	3213	15.5%	91.0%
RESERVED CODES:				
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	998	4.8%	(MISS)
LEGITIMATE SKIP	9	14983	72.4%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22J

Tape Pos. 940-940
Format: I1

F1N22J R REPEATED GRADE 9

Grade 9

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	111	.5%	28.6%
DOES NOT APPLY	2	303	1.5%	71.4%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL	7	1	.0%	(MISS)
MISSING	8	51	.2%	(MISS)
LEGITIMATE SKIP	9	647	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such, this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 22K

Tape Pos. 941-941.
Format: I1

F1N22K R REPEATED GRADE 10

Grade 10

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	83	.4%	20.2%
DOES NOT APPLY.....	2	331	1.6%	79.8%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		18394	88.8%	(MISS)
BY & 1FU NR		1199	5.8%	(MISS)
REFUSAL.....	7	1	.0%	(MISS)
MISSING.....	8	51	.2%	(MISS)
LEGITIMATE SKIP.....	9	647	3.1%	(MISS)
TOTALS:		20706	100.0%	100.0%

NOTE: No comparable item existed in the base year.
As such, this variable does not include base year data.

WARNING: For the user's convenience this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.