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User's Manual May 1992

National Education Longitudinal Study of 1988

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

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

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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 first follow-up school 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 file.

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 file and how to use it. **Chapter VI and Appendix C, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VI and Appendix C 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 first follow-up studies.

The sample design and weighting procedures used in the 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 preparation and processing activities such as monitoring receipt of questionnaires, editing and coding, data entry and archiving, machine editing, and construction of the cleaned data tape. Finally, Chapter VI describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES publications; guidelines for Statistical Analysis System (SAS) users; the first follow-up school questionnaire; the record layout for the school questionnaire; and specifications for the composite variables. A codebook for the school questionnaire data constitutes the final section of the manual.

In addition to the study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix A. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix A. 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).

A Note on Data Use and Confidentiality

The NELS:88 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 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file 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 file, and also generated statistics reported throughout the manual. Our appreciation is also extended to Amelia Solorio for her 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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Appendices

Appendix A: NELS:88-Related Data Files Available from the National Center for Education Statistics

Appendix B: National Center for Education Statistics, Longitudinal and Household Studies Branch (LHSB) Publications

Appendix C: Guidelines for Using SAS with NELS:88 First Follow-Up Data

Appendix D: First Follow-Up School Administrator Questionnaire

Appendix E: Record Layout for NELS:88 School Data Tape

Appendix F: NELS:88 First Follow-Up School Composite Variables

Appendix G: NELS:88 School Codebook

I. Introduction

This manual provides guidance and documentation for users of the public release data for the school component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purposes of the study, the data collection instruments, sample design, and data collection and data processing procedures is presented in this manual.

1.1 The NELS:88 First Follow-Up School Administrator Survey

The primary purpose of the school administrator survey was to gather general descriptive information about the educational settings in which individual NELS:88 students were enrolled in the spring of the 1989-90 school year. Information obtained through the survey is intended to meet the following objectives: to assist in describing the learning environment and experiences of tenth-grade students, and to assist in distinguishing among different characteristics of schools and the effects of such characteristics on the transitions of students from eighth grade to high school and beyond.

A self-administered 60-minute school administrator questionnaire was completed by the school principals (or other school official designated by the school administrator) of eligible schools. 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.

1.2 The First Follow-Up School Administrator Sample

Although the NELS:88 first follow-up includes four separate respondent populations (school administrators, students, dropouts, and teachers), only the student/dropout sample members were selected directly by probability sampling methods. The other classes of respondents, school administrators and teachers, were selected for the study on the basis of their relationship to the sampled students. Additional information about the school sample is presented in Chapter III of this manual.

1.3 Structure of the School Administrator Data File

The first follow-up school data file contains data for 1,296 schools for which a school administrator questionnaire was collected. A school questionnaire was obtained from 97 percent of the participating schools in which at least one student completed a questionnaire. The school file has been structured with respect to the NELS:88 student component; thus, frequencies appearing in the codebook are keyed to first follow-up student respondents (N=17,663). However, school IDs are provided on both the school and student public release data files so that student measures can be aggregated at the school level.[1]

[1] Data users should exercise extreme caution in creating school-level measures from NELS:88 student data. In-school NELS:88 tenth grade samples are not necessarily representative of all tenth graders in the school, and cluster sizes are often quite small. The NELS:88 first follow-up School Effects Augmentation data--to be released in combination with second follow-up data--will provide on average much larger (typically thirty or more observations) samples of students who are indeed representative of sophomores in their schools.

In view of the importance of school-level data for student-level analyses, a number of key classification variables were created from the school data and attached to student and teacher records. Some school-level data, such as school control, enrollment, Census region, and urbanicity, are available even for students who were enrolled in schools in which the school administrator did not complete a school questionnaire. For nonresponding school administrators, this information was obtained from the Quality Education Data (QED) files.

1.4 Organization of the Data User's Manuals

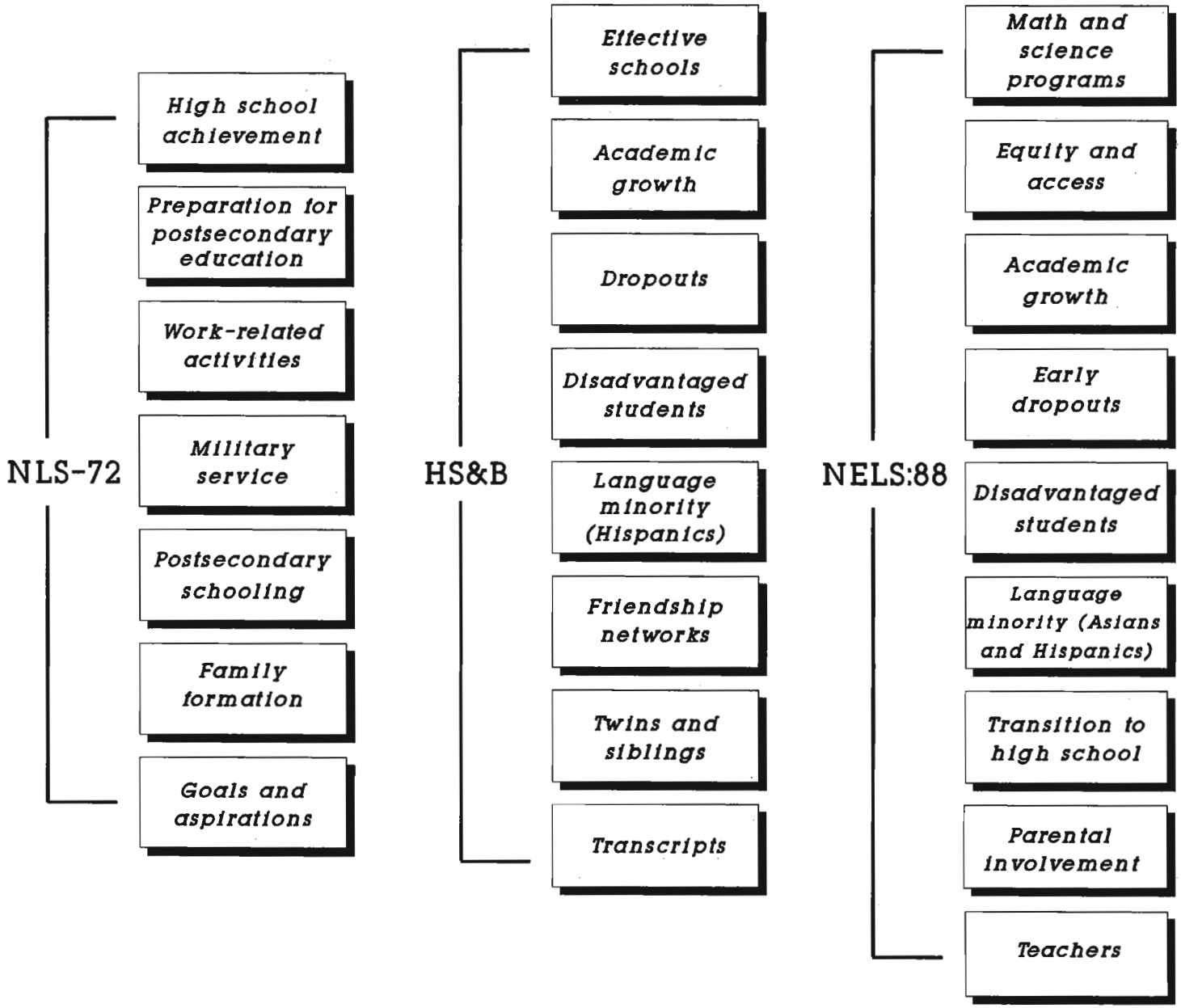
Four manuals have been produced for the NELS:88 first follow-up, one to accompany each of four public release files: student, dropout, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file. 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.

1.5 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



1.5.1 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.

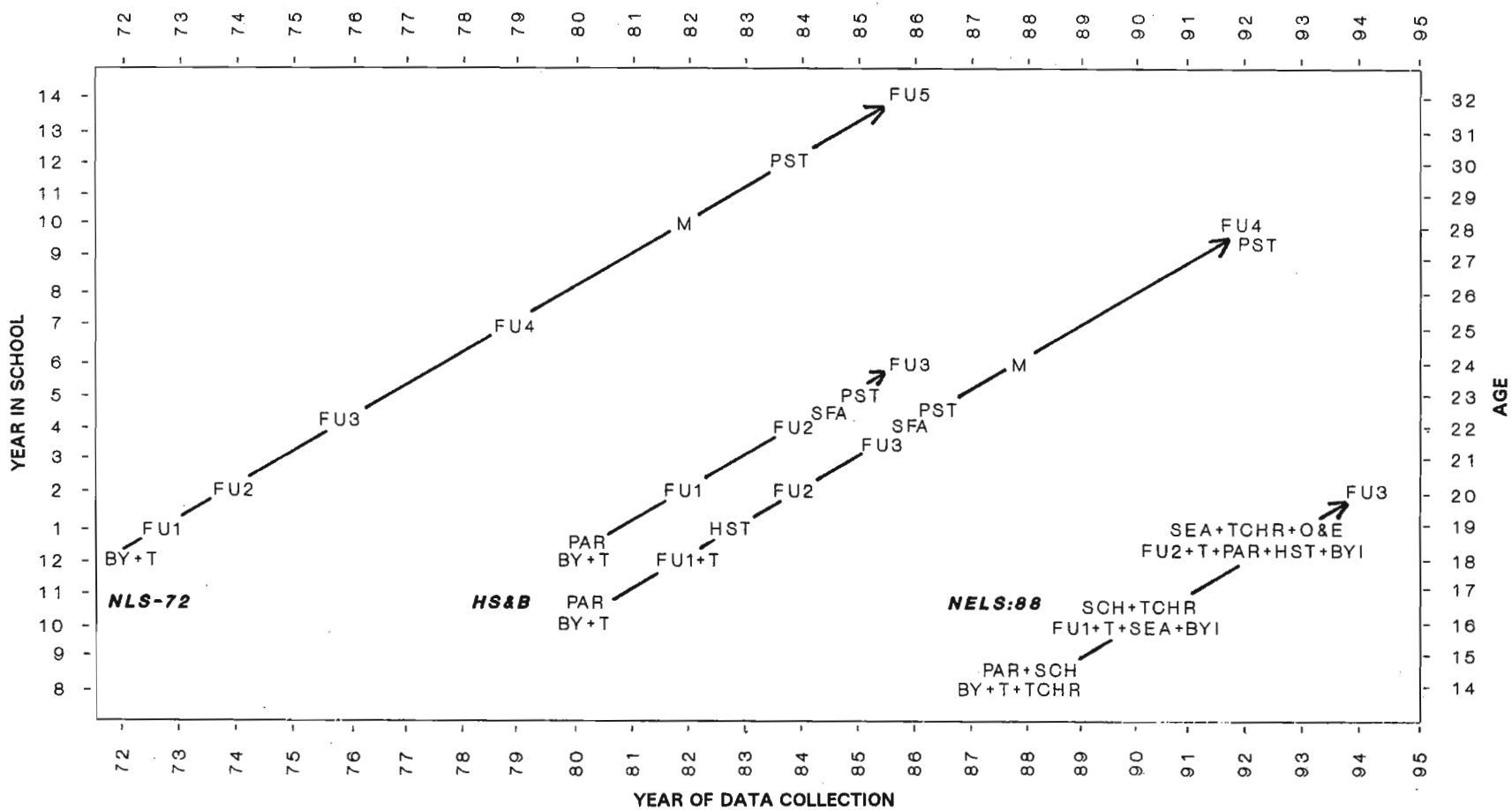
1.5.2 High School and Beyond of the 1980s: HS&B

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 the 1980 and 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

1.6 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 constitutes the first opportunity for longitudinal measurements from the 1988 baseline. 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 early in 1992, when most sample members will be beginning 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 high school class of 1992, trend comparisons can be made to the high school classes of 1972 and 1980 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up will return to 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.

1.6.1 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. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parent's role in the educational success of their children. Guides to the linkage between NELS:88 first follow-up questionnaire items and some of the key policy issues related to education research are provided in Figure 1-3.

1.6.2 First Follow-Up Core Study and Sample Design

Three study components were carried over from the base year of NELS:88, and constituted the main first follow-up design: surveys and tests of students, and surveys of school administrators and teachers. In addition, three new components--dropouts, 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.

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 tenth grades in four subject areas--reading, mathematics, science, and social studies (history/government). 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. Selected teachers (in two of the four 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 program offerings.

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 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 longitudinal sample design of the first follow-up 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. The base year sample design, however, involved using schools as the primary sampling units, and then drawing a random sample of students within schools. Consequently the base year rendered representative samples of both eighth-grade students and schools, and enabled the use of both data files as stand-alone data sets. In the first follow-up, even though each data set can be analyzed separately, only the student data set constitutes a representative probability sample. The first follow-up sample design is discussed in detail in the *NELS:88 First Follow-Up Student Component Data File User's Manual*.[3]

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[2] This includes base year nonrespondents and approximately 2,400 OBEMLA-sponsored sample members.

[3] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. March 1992; Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics (NCES: 92-030).

Figure 1-3: 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 1-3 (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 1-3 (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 1-3 (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 1-3 (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

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 -- along with the pending populations of sample members previously identified as dropouts and base year ineligible students. In addition, nonresponding school administrators and teachers were recontacted in the second data collection effort and given a final opportunity to participate.

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.

1.6.3 NELS:88 Base Year School Component

The base year school component, like that of the first follow-up, was designed to collect information on the types of schools which base year sample members were attending. Emphasis was placed on gathering baseline data that could be used in explaining future outcomes. A school questionnaire was obtained from over 98 percent of the participating schools whose students appear on the base year student data file. Detailed information about the base year school component, including the sample design and data collection instruments and procedures, may be found in the *NELS:88 Base Year School Component Data File User's Manual.*[4]

In the base year, a two-staged stratified probability design was used to select the student and school samples. Consequently, unlike the first follow-up, the base year school sample constituted a valid national probability sample of public and private eighth-grade schools in the 1987-88 school year. It is therefore suitable for independent cross-sectional analyses of eighth-grade schools and their administrators, as well as providing contextual data to accompany student-level analyses.

A descriptive summary of base year schools is provided in *A Profile of Schools Attended by Eighth Graders in 1988.*[5] This report uses schools as the unit of analysis for examining the characteristics of the 802 public and 233 private schools attended by NELS:88 base year sample members, and for which school questionnaire data are available. In addition to describing general characteristics of schools, such as school size, eighth-grade size, grade span, and urbanicity, this study also examines various aspects of the learning environment, faculty characteristics, school policies and programs, and administrators' assessments of school climate. Student characteristics, such as racial composition, home environment, test scores, and future plans, are also reported by type of school.

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[4] Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R.; Owings, J.A. March 1990; Washington, D.C.: United States Department of Education, National Center for Education Statistics (NCES:90-482).

[5] Hoachlander, E.G. September 1991; Washington, D.C., United States Department of Education, National Center for Education Statistics (NCES 91-129).

1.7 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.

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. Beginning in the base year, the U.S. Department of Education funded 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[6] students identified during the freshening process. The School Effects Augmentation of the first follow-up added some 6,400 students to the initial base year retained sample, and was supported in part by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES. NCES also sponsored the Base Year Ineligible study, which included 626 base year sample members who were ineligible to participate in the base year survey, and 27 base year dropouts.

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.

1.7.2 Instrument Supplements

The NELS:88 base year and first follow-up instruments--the student, dropout, parent, teacher, and school administrator questionnaires--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.

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[6] A LEP (Limited-English-Proficient) or NEP (Non-English-Proficient) student is one whose native language is not 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.

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.

1.7.3 Related Studies

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

1.8 NELS:88 Data and Documentation

NELS:88 first follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and (later in 1992) 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, are included on the forthcoming compact disc version of the data.

1.8.1 Confidentiality Provisions

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) 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.

Confidentiality modifications have been made on both student and school data. However, the focus of the confidentiality analyses, and the majority of the modifications, have been on school data. Protecting the confidentiality of individual schools is key to protecting the identity of school principals, teachers, and NELS:88 students attending these schools. School variables were modified or suppressed as a direct result of analyses of school disclosure risk, while student variables were modified if their presence in the data file increased the risk of identifying schools. 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 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 the National Center for Education Statistics. 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, if they wish to pursue the possibility of obtaining access to the NELS:88 restricted use data files.

1.8.2 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.[7] Each file includes data based on the 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, 1,296 participating schools, and 9,987 participating teachers.

A data user's manual is provided for use with each first follow-up data file. 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*. Special reports and tabulations based on first follow-up findings are also planned. These reports, and their estimated release dates, are listed in Appendix B.

[7] 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.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments used for the student, dropout, school administrator, and teacher components of the first follow-up. The data collection instruments for the first follow-up consisted of a student questionnaire and cognitive test, a new student supplement, and the dropout, school administrator, and teacher questionnaires.

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 first follow-up 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. Figure 2-1 provides an overview of the content areas covered by the NELS:88 first follow-up questionnaires.

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.

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. 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. 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.

Figure 2-1: 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 2-1 (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		

- History/Citizenship/Geography (30 items, 14 minutes) assessed knowledge of important issues and events in American history, the structure and function of the federal government, and U.S. and world geography.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery in the first follow-up. Six forms of the cognitive test were produced, each comprising a 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 nonrespondents received the intermediate version of the first follow-up cognitive test battery (Version III).

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 administered the dropout questionnaire, as well as (when possible) 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 the likelihood of their 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.

2.3 New Student Supplement

First-time NELS:88 participants who were brought into the study through sample freshening or who were base year nonrespondents completed the new student supplement questionnaire which was available in English and Spanish versions. 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.

2.4 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. 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 school measures.

In the first follow-up, a self-administered 60-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school official (designated by the school administrator) of eligible schools.[8] The questionnaire was divided into seven content areas as described below:

i. **General school characteristics**, such as grade span, school and tenth-grade enrollment sizes, and school type and demographic characteristics. In addition, questions were asked about the academic calendar, and the length of the school day and class periods.

ii. **General student characteristics** of the tenth-grade class, including average daily attendance rates, transfer and dropout rates, ethnic and racial composition, percentage of students with limited English proficiency, and numbers of students receiving special services.

iii. **Teaching staff characteristics**, encompassing such areas as number and racial compositions of faculty, instructional organization of classes, departmentalization of faculty, salary levels, and educational background and experience level of teachers.

iv. **School admission policies and practices** relating to student admission criteria, tuition rates, and financial assistance.

v. **Grading and/or testing structure** such as homogeneous grouping, the influence of test scores or other factors on course placement and promotion/retention of students, and tracking of students.

vi. **Program and facilities information**, for example, the types of activities available to students (academic clubs, sports, or drama or literary groups), courses offered and minimum course requirements for graduation, tenth-grade enrollment in Advanced Placement programs, and the characteristics of, and services offered by, the school's dropout prevention program.

vii. **School culture and climate** including the school administrator's assessment of school/teacher and school/parent relations, school administrator influence over school regulations and policies, teacher qualifications, and factors promoting or inhibiting students' educational attainment.

The questionnaire was designed so that the first six sections could be answered either by the school principal, or by a designee who was able to provide the requested information. However, only the principal could answer the last section which asked for his or her subjective opinions regarding the school environment. The first follow-up school administrator questionnaire can be found in Appendix D.

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

2.5 Teacher Questionnaire

In the 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 about teachers' assessment of student behavior and academic performance, the structure of and instructional methods used in the class, and teachers' background, experience, and evaluation of the school climate and organization.

2.6 Abbreviated Questionnaires

Abbreviated versions of the first follow-up student, dropout, new student supplement, and school administrator questionnaires were administered to pending populations[9] 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. Table 2.6-1 lists the items included in the abbreviated school administrator questionnaire and the corresponding question numbers in the original instrument.

The mode of administration of the abbreviated survey instruments was primarily telephone interviews; a small percentage of abbreviated student and dropout questionnaires was completed with an NORC interviewer at an in-person survey session. All abbreviated school administrator questionnaires were administered via telephone interview.

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

Table 2.6-1
Questions appearing in the abbreviated school questionnaire

Question Number	Question Wording
1	Grade levels in school
2	Total student enrollment
3	Total tenth-grade student enrollment
4-4A	Type of school
5A	Type of community in which school is located
24	Number of school days students can be absent before being considered truant
25	Number of school days students can be absent before being considered dropout
27	Ethnic breakdown of tenth-grade class
29	Percentage of tenth-grade class who was LEP or NEP
30(a-c)	Percentage of total student body participating in free or reduced lunch program, and remedial reading and math programs
32	Percentage of students entering the tenth grade who drop out before graduation
35	Number of full-time teachers at school
41(a-b)	Number of full-time faculty members in math and science departments
61	Does school use homogeneous grouping for placement of tenth graders in classes
76	Number of Advanced Placement courses offered at school
82	Does school have dropout prevention program
90	Name and title of respondent

III. Sample Design

First follow-up sampling procedures were designed to meet the longitudinal objective of NELS:88, and involved the selection and maintenance of a representative tenth-grade student sample. Because of this, a school was drawn into the first follow-up only by virtue of a base year sample member attending it. Although the sampling design does not involve the selection of schools, this chapter does provide background information to familiarize the reader with the sampling procedures employed in the base year,[10] and also discusses the means by which the first follow-up school sample was determined.

3.1 Base Year Sample Design

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 2 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 First Follow-Up Sample Design Objectives

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

[10] Readers who desire more detail on the base year sample design should consult Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. *NELS:88 Base Year Sample Design Report*, August 1990; Washington, D.C., U.S. Department of Education (NCES 90-463).

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.[11] 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.

3.3 First Follow-Up School Sample

3.3.1 Overview

It is important to remember that, while in the base year, sampling was a two-stage process with schools as the first-stage units of selection, the first follow-up sample of NELS:88 was entirely student-driven. Specifically, the probability of a school's entering the first follow-up sample was determined by the number of base year sample members attending it. Moreover, once students (and schools) were selected, new schools could continue to enter the sample, and former schools could leave the sample. For example, if a student in a cluster of one transferred to another school, this would have the effect of eliminating the origin school from NELS:88, while bringing in the destination school.

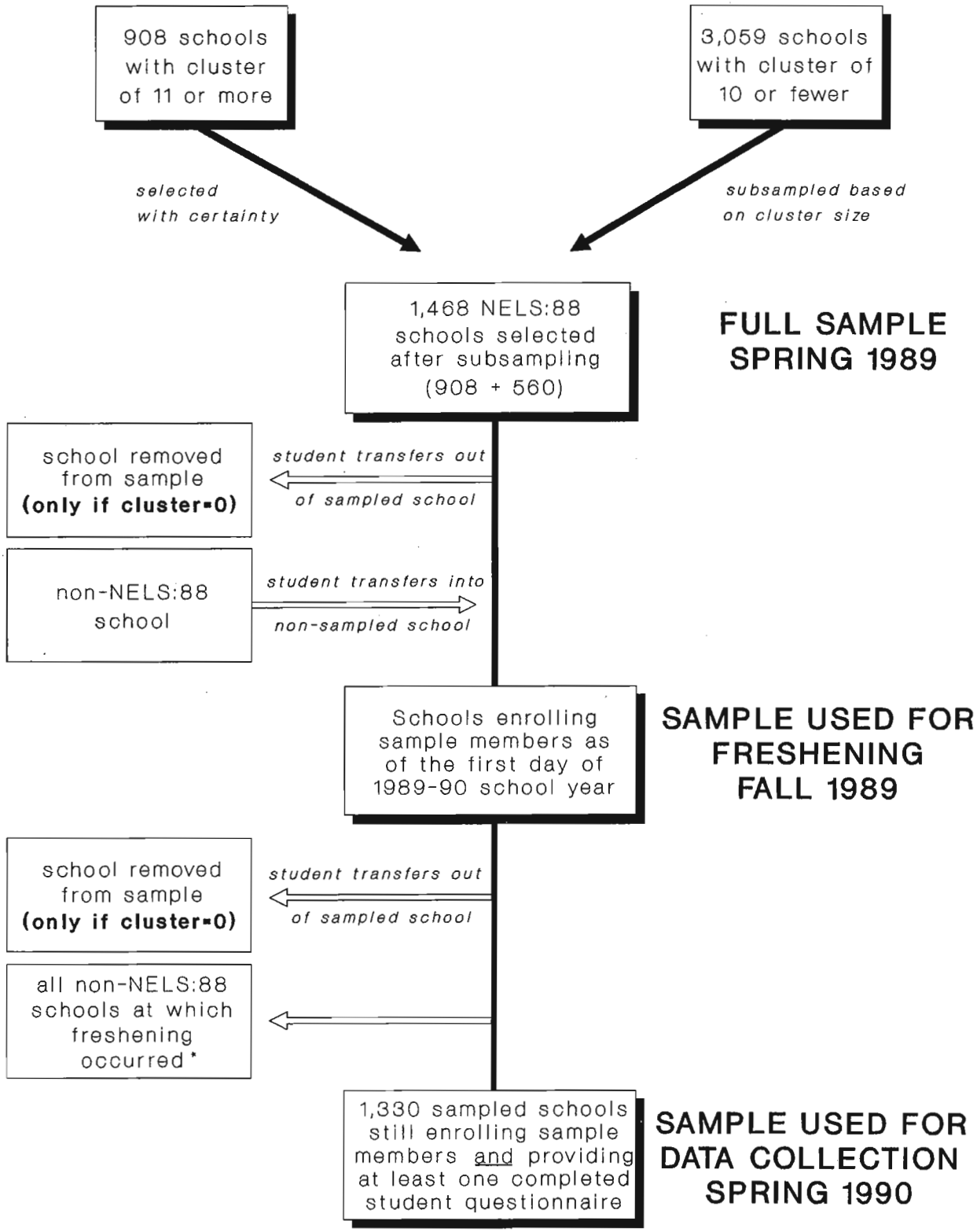
Given this flux in the NELS:88 first follow-up schools, the school sample needs to be understood at several distinct levels. First, there was an extended sample of all the schools to which eighth-grade cohort members dispersed. These schools--or, more precisely, clusters of base year students--were subsampled (as described below) to achieve the final NELS:88 school sample, after the conclusion of the 1989 spring term. There were 1,468 schools (1,506 student clusters) selected.

The school sample for purposes of sample freshening comprised all the schools at which members of the first follow-up retained eighth-grade cohort were enrolled as of the first day of the fall term in 1989. If a student had transferred to a non-NELS:88 school over the summer, that new school became part of the NELS:88 sample for student sample freshening and student survey purposes.

However, for purposes of administration of the school questionnaire (and the teacher survey), the school sample was defined as a specific subset of the NELS:88 schools--namely, only those schools which had been selected (via their student populations) during the subsampling of the eighth-grade cohort after the spring term of 1989, if (and only if) a NELS:88 student remained enrolled in the school as of the spring term of 1990. There was therefore some attrition from the spring 1989 school sample. **For purposes of the school administrator survey**, the final "school sample" comprised 1,330 schools. More detail is provided about the various levels of the school sample in the paragraphs below, and in Figure 3-1.

[11] 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 in 1990; similarly, some students enrolled in tenth grade in 1990 were not in eighth grade or were not in the U.S. in 1988.

Figure 3-1: Definitions and phases of the NELS:88 first follow-up school sample



* Any non-NELS:88 schools added to the sample used for freshening were removed from the sample used for collecting school administrator data, regardless of whether the sample member was still enrolled.

3.3.2 Initial Selection of Student Clusters and Associated Schools

Base year students attending school in 1989 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; consequently, all schools enrolling 11 or more base year sample members were drawn into the school sample. 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. 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 pool of 25,988 students were distributed among 3,967 schools.[12] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 23 percent of these schools (908 of 3,967) contained 11 or more base year students; the number of base year students in all 908 schools totalled 19,568 (approximately 75 percent of 25,988). All of these 19,568 students, and the 908 schools they were attending, 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. The sampling probabilities for the first follow-up, shown in Table 3.3-1, depended on the number of base year students the school contained.

Table 3.3-1
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

[12] 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.

The probabilities were determined on the basis of an optimal allocation algorithm that assumed a per school to student cost ratio of 7:1.[13]

The final first follow-up sample consisted of 1,468 schools. (Based on the probabilities, 1,506 schools were selected; however, 38 of these correspond to the portion of unlocatable and home study sample members selected for which a "school" was created.) As noted previously, the school sample carries with it a multi-level definition. That is, the school sample selected after tracing (i.e., the 1,468 schools containing a total of 21,126 student sample members) is not identical either to that used for sample freshening or to that used for collecting school data. (Neither is the sample for which freshening occurred the same as that for gathering school contextual data.)

3.3.3 School Sample for Freshening Purposes

The movement of students among schools resulted in a somewhat amorphous base from which to select schools and collect data. Students could have transferred at any point between the time they were traced to a specific school in the spring of 1989, the fall of 1990 (when they were freshened upon), and the data collection period in the spring of 1990. The schools to which sample members transferred could have already have been part of the NELS:88 sample (those schools selected after Phase 1 tracing), or could have been non-NELS:88 schools.

Taking into account the transferring phenomenon, freshening took place at all schools enrolling NELS:88 sample members **as of the first day of the 1989-90 school year**, regardless of whether that site was a Phase 1 origin school or the destination school of a transfer from a Phase 1 school. However, if the destination of a transfer student was a non-NELS:88 school, the school was **not** drawn into the sample. The only activity which took place at these schools was sample freshening; the NELS:88 sample member, and any student brought in through freshening at the school, were pursued as single students.

3.3.4 School Sample for Purposes of the School Administrator Survey

The school sample for purposes of collecting contextual data from principals and teachers, on the other hand, comprised the Phase 1 origin schools 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. There were 1,330 such schools, 1,296[14] of which provided full contextual data for a total of 17,663 first follow-up sample members.

Since most NELS:88 first follow-up sample members were 1989-90 high school sophomores, the school administrator questionnaire asked many questions about the situation of tenth graders in the school. However, because the NELS:88 school sample was student-driven and some students were not in the modal grade, it is possible for a school without a tenth grade (say a junior high or middle school) to be in the school administrator sample. In addition (and more often) it is possible to have school data for a student who was not a high school sophomore. Analysts should be aware that for out-of-sequence

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[13] 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.

[14] Includes five "augmentation only" schools, originally containing only state augmentation sample members, which are included on the school data file by virtue of having received at least one core transfer student.

students (students who are not sophomores are specially flagged) a judgment will have to be made about the relevance of each item that inquires into the situation of tenth graders in the school.

3.4 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. Because the first follow-up school sample was student driven, unlike the two-staged base year sample, it is not representative of tenth-grade schools in the nation in the 1989-90 school year. Therefore, analyses of school nonresponse were not performed. A few comments on overall consistency of response, and levels of item response, may be entered here.

When like or similar first follow-up school questionnaire items were compared, they generally exhibited a high degree of internal consistency. Most inconsistencies could be removed by machine editing of the data. However, some small inconsistencies do remain in the edited data. Some special factors inherent in the design of the questionnaire appear to have contributed to inconsistency of response. For example, in order to decrease school administrator burden level (and increase likelihood of questionnaire completion), the school administrator was allowed to appoint another knowledgeable school official to answer Sections I through VI of the seven-part questionnaire. Use of multiple respondents to complete a single questionnaire reporting on a single school tends to slightly decrease overall inter-item consistency.

Another source of imperfect consistency stems from moving back and forth between different metrics in response instructions. For example, many question series asked respondents to fill in percentages; others ask for exact numbers. Although each question is accompanied by explicit instructions for answering it, occasionally respondents seemed to miss the transition and to be answering in terms of the prior, now incorrect, metric.

Generally speaking, school administrators are better questionnaire respondents than are students, if one is to judge by criteria such as levels of item response and inter-item consistency. Because, for cost reasons, planned retrieval of missing or ambiguous or inconsistent critical data for the school administrator survey did not take place in the first follow-up, there is nevertheless somewhat more inconsistency in the data than otherwise would have been the case.

Item nonresponse can be examined at the school level (though this does not produce weighted statistics); or item nonresponse on the school questionnaire can be viewed through its impact on student coverage for school questionnaire items (this is how response and nonresponse are depicted in the accompanying codebook). Looking at item response statistics at the school level (that is, the raw proportion of items answered by the 1,296 responding school administrators), we see that for the 36 items asked in both the main and the abbreviated questionnaires, item nonresponse is generally around 3 percent, while for the items that were not included on the abbreviated school administrator questionnaire, item nonresponse is typically around 17 percent. While overall item nonresponse levels for the school administrator questionnaire are acceptably within the NCES item response standards, they are substantially higher than the approximately two percent item nonresponse level of the NELS:88 base year school questionnaire. This is so in part because there was no data retrieval for missing critical items, because the greater length and burden of the instrument is associated with somewhat lower item response, and most important of all, because initial nonrespondents were asked to complete only a limited number

of key questions rather than the entire questionnaire. (Of the 97% of school administrators who responded, 85% completed the full questionnaire, and 15% the abbreviated followback version of the survey).

IV. Data Collection

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, 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.

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 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, diocese, 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 the second data collection effort.

Completion rates based on sample eligibility for the NCES-sponsored first follow-up sample, including freshened students, are presented below.

Table 4.1-1
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	94.94%	93.88%
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] Indicates a coverage rate (student participants who have a completed school questionnaire).

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

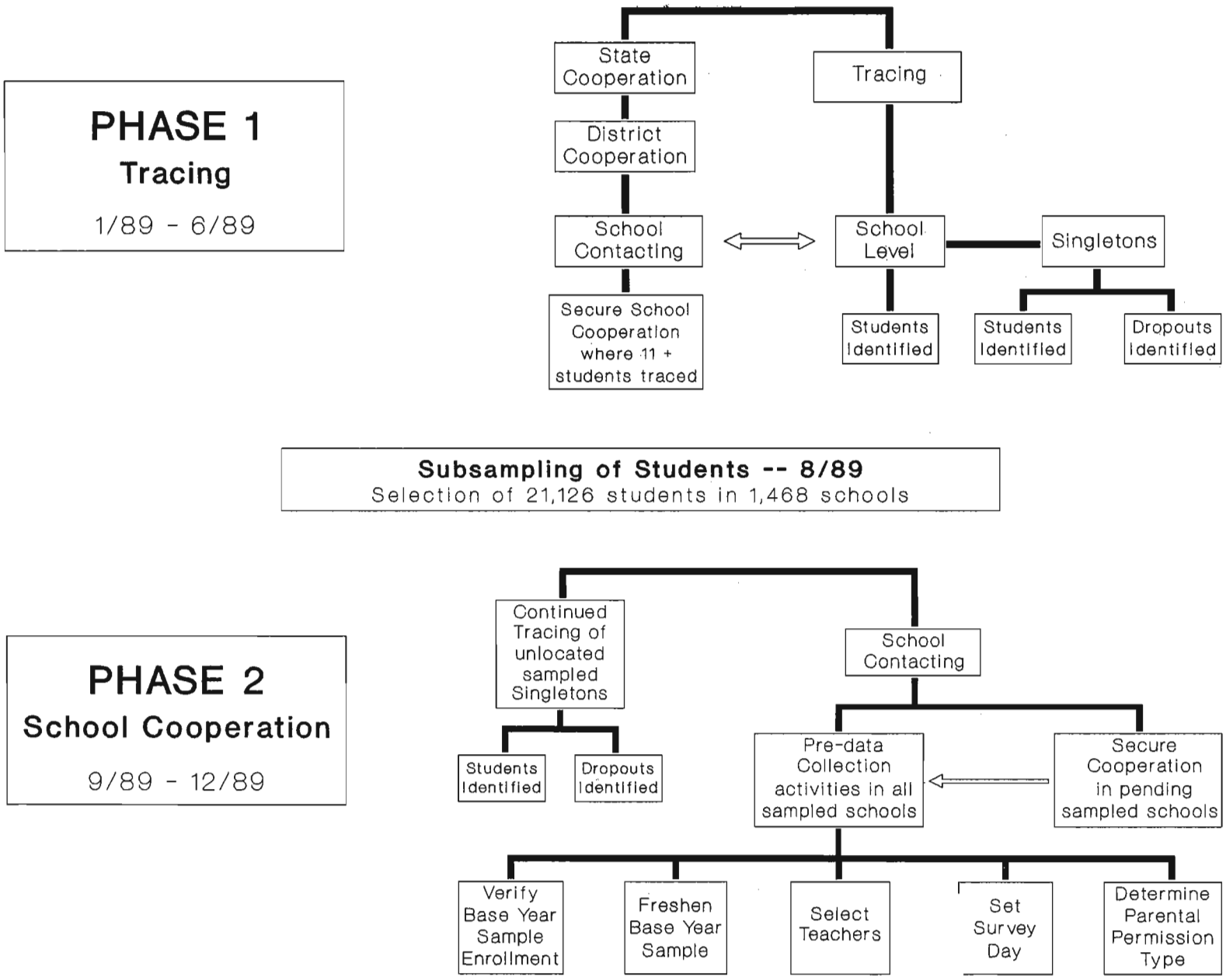
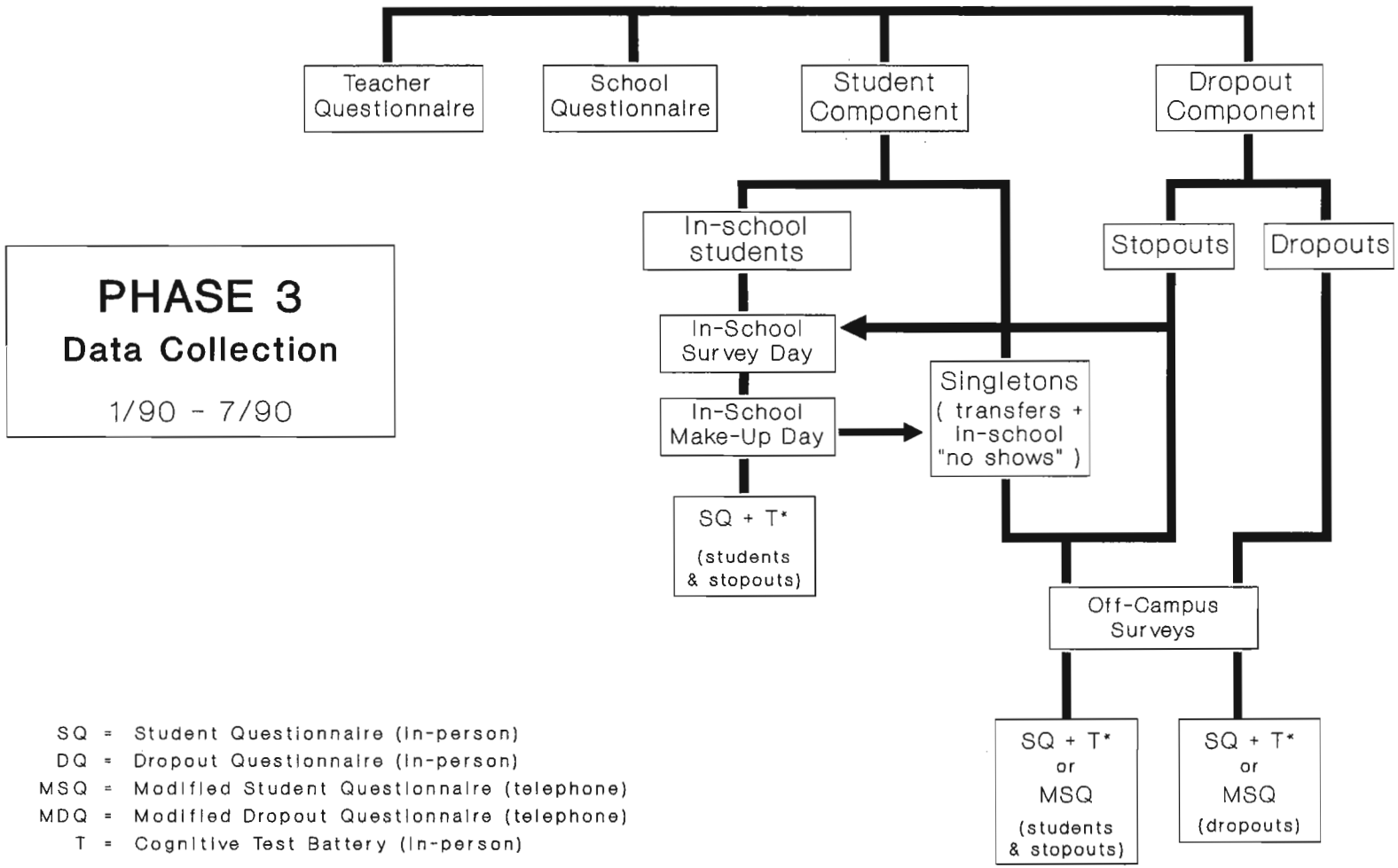


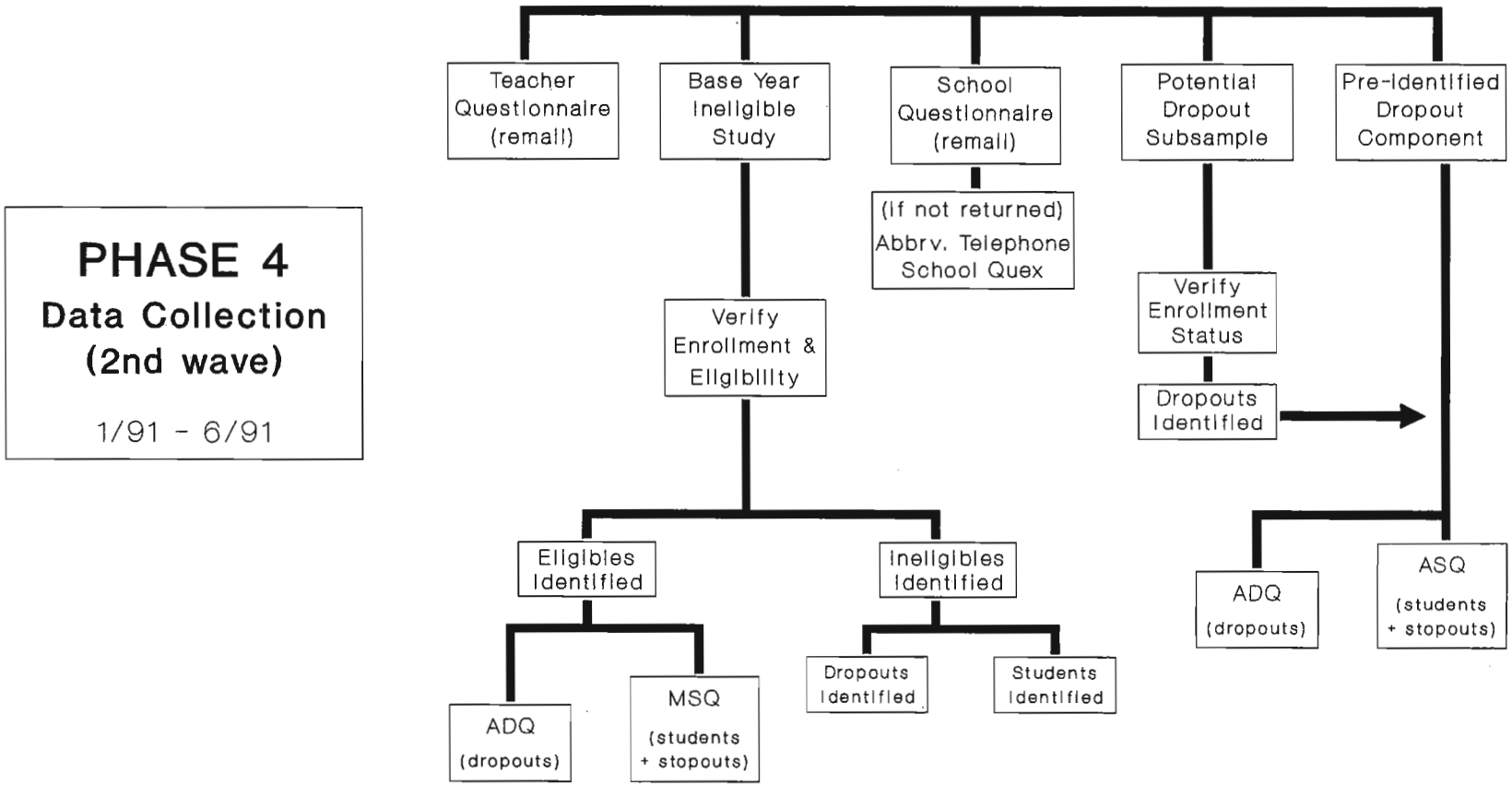
Figure 4-1 (cont.): First follow-up data collection phase diagram



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)

4.1 Pre-Data Collection Activities

Pre-data collection activities spanned Phases 1 and 2 of the study. 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. Phase 2 took place from September to December of 1989. 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 conduct the study.

4.1.1 Tracing

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 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.

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. From March 1 to June 30 of 1989, field interviewers conducted on-site verification of enrollment at 1,662 schools which were nominated by three or more base year sample members as being the school they would most likely attend. 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.

Of the 24,599 base year respondents, 92 percent (N=22,631) nominated a school that at least three other respondents also nominated. The remaining respondents who reported attending a school that fewer than three base year sample members attended (N=1,968) and base year nonrespondents (N=1,833) were mailed a postage paid return postcard which asked them either to confirm whether the school they had nominated was the school they were actually attending, or to provide the name and address of the school they would be attending in the 1989-90 school year. After 18 weeks of tracing, 99 percent (N=26,211) of the entire base year sample (N=26,432) had been located.

4.1.2 Securing District/Diocese and School Cooperation

A second activity occurring simultaneously with tracing was district, diocese, and school contacting. The first step, prior to contacting state and district or diocesan officials, was to gain

endorsement of the study from key educational organizations. 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).

In January of 1989, a letter was sent, along with copies of the endorsements, to the Chief State School Officer in each state and the District of Columbia. The letter requested both permission to conduct the study and the appointment of a state coordinator as project liaison. The role of the state coordinator was to field questions which sampled schools and districts had regarding the study and their participation. All states gave their approval of NELS:88.

District contacting began in March, after obtaining state approval. Superintendents of districts overseeing at least one school to which base year sample members reported they would matriculate were mailed a letter similar to that used in state contacting. Again, the letter explained the purpose of the study and data collection procedures, and requested permission to contact the school or schools from which we sought cooperation.

District superintendents were mailed one of two types of letters. Superintendents of districts overseeing at least one school which enrolled 11 or more base year sample members (called certainty schools) were mailed an *explicit letter*. Those overseeing schools with student cluster sizes of 10 or less (called uncertainty schools) were mailed an *implicit letter*. The explicit letter explained that an NORC representative would contact the superintendent within a week regarding our request to conduct the study in their schools. The implicit version, however, made no mention of a follow-up to our request to secure cooperation; rather, the letter posed that the superintendent contact NORC should our request be denied. Otherwise, approval of the study would be implied if the superintendent did not contact us within 30 days. All Catholic dioceses, regardless of cluster size, were mailed the implicit version of the letter.

The reason for this two-tiered contacting strategy was to make the most efficient use of time in order to contact and convert, when necessary, schools which had been sampled with certainty. As explained in Chapter III, a base year student who was enrolled in a school with at least 10 other base year sample members was sampled with certainty, along with his or her associated school. The student (and, thus, school) sample could not be finalized until tracing activities had been completed. Since tracing was being conducted concurrently with district and school cooperation activities, certainty districts and schools were contacted, and cooperation gained, as soon as state approval was obtained.

Once district/diocesan approval was given, an NORC representative contacted the school principal of certainty schools to obtain his or her permission to conduct the study in the school. After tracing was completed and the student sample finalized, a courtesy letter was mailed to districts/dioceses to notify them that one or more of their schools had definitely been drawn into the sample, and that we would begin contacting those schools to secure cooperation. Contacting these (previous) uncertainty schools drawn into the sample involved the same procedures as contacting certainty schools.

Table 4.1-2 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 diocese. Of the 885 districts and diocese 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 4.1-2
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] Number of phase 1 subsampled schools (*N*=1,468) that had at least one core sample member still enrolled at the end of the school contacting phase, phase 2, of the study.

4.1.3 Pre-Survey Day Activities

In the fall of 1989, NORC field interviewers personally visited all 1,468 first follow-up core schools identified after subsampling.[15] 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 a sample member on the first day of the school year, the core sample was augmented to obtain, collectively, a representative sample of the tenth-grade class of 1990. Note that the number of schools in which freshening occurred was not the same as that in which other pre-survey day activities took place.

[15] 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.

In some cases, a non-sampled school was included in the freshening sample when a core student transferred to it, and a sampled school was excluded if a student transferred out of the school before or after the first day of the school year (only if that student was the only core sample member in that school). In all but approximately one third of the 1,468 schools (N=544), interviewers were able to set Survey Days, re-verify enrollment and freshen the sample in one visit. For the remaining third, a second visit was needed to complete the fall pre-data collection activities.

4.2 First Follow-Up Data Collection Activities

First follow-up data collection followed phase 1 and 2 activities of tracing and securing cooperation, and was also undertaken in two phases: phase 3 (January to July, 1990) and phase 4 (January to June, 1991). In phase 3, data were collected for all first follow-up components: student, dropout, teacher, and school administrator. In order to derive a more precise dropout rate for the 1988 eighth-grade cohort, a second data collection effort (phase 4) was undertaken in the spring of 1991. At that time, the populations of sample members previously identified as dropouts, and those who potentially may have been dropouts[16] were subsampled, pursued, and administered either an abbreviated student or dropout questionnaire (depending upon school enrollment status) either over the telephone or in-person. In addition, data were collected for nonresponding teachers and school administrators in phase 4.

4.2.1 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 the survey instruments during a three hour long session.

After 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,[17] and 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 responses to single-response critical items). Immediately following the break, students were administered an 85-minute cognitive test battery. The test consisted of four timed sections covering the subject areas of mathematics, reading, science, and social studies (history/citizenship/geography). 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 five or fewer

[16] Sample members who had missed both Survey Day and Make-Up Day, or who were no longer enrolled in their phase 3 school and remained unlocated.

[17] Base year nonrespondents and freshened students received a new student supplement which elicited basic demographic information collected in the base year but not in the first follow-up.

students did not participate, the school coordinator was asked to supervise Make-Up Day.[18] 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. 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 dropouts and 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. 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.

4.2.2 Dropout Survey and Cognitive Tests

In 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. In a few cases, however, 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.

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

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.

During phase 4, the initial data collection plan for dropouts was modified slightly. 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.[19] 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 nonresponding 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.

4.2.3 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 parts of the seven-section 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

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

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, the original version of the school administrator questionnaire was mailed to 338 nonrespondents. 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. Including both original (self-administered) and abbreviated (telephone interview) versions, 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 and the tenth-grade class at that time 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.

4.2.4 Teacher Survey

Up to two teachers of each first follow-up core sample member were asked to complete a self-administered teacher questionnaire. 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.

Data collection for the first follow-up teacher survey occurred in two phases. During the initial data collection effort, 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 prepaid envelope.

Nonresponding teachers were pursued during the second data collection effort. In January of 1991, the full version teacher questionnaires were mailed to 2,671 nonrespondents. Nonresponding 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*.

4.3 First Follow-Up Data Collection Results

Tables 4.3-1 and 4.3-2 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 and teachers[20]--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, as well as the school coverage rate, 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 4.3-1 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. As shown, the completion rate for the school survey component for schools where at least one student completed a questionnaire is 97 percent. The school questionnaire coverage rate, or completion rate for students who have a completed school questionnaire, is also 97 percent.

Table 4.3-2 displays summary completion rate statistics for panel student members (those who participated in both the base year and first follow-up) by selected student and eighth-grade school characteristics. 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.

[20] The teacher coverage 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.

Table 4.3-1 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 4.3-2 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	NA	100.0
Schools with less than 19% minority students	93.39	95.67	91.12	96.31	NA	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 Preparation and Processing

This chapter describes the procedures used to transform responses from first follow-up questionnaires into a data file. Several procedures were implemented to prepare these documents for data entry, including monitoring the receipt of completed questionnaires, editing and coding completed questionnaires, and preparing the documents for archival storage. For budgetary reasons, retrieval of critical items was not attempted for the school component of the first follow-up.

Data processing activities spanned the entire length of the NELS:88 first follow-up school survey, beginning with tracing and securing school cooperation, through receipt control and machine editing, and ending with the preparation of public use data files and user documentation.

5.1 Monitoring and Receipt Control Procedures

Tracking and receipt of questionnaire data for all respondent populations was accomplished through the NORC Survey Management System (SMS). The SMS for the school component comprised two files accessible through the school PIN: the school file, which included school-level information such as cooperation and survey day status; and the questionnaire file, which contained information on the status of the school administrator questionnaire for each school eligible for the survey. School disposition codes were used to track completion rates of the school sample during data collection. Once a school questionnaire was returned to NORC, receipt control clerks reviewed the document and assigned, then entered into the SMS, appropriate disposition codes which identified the status of each school questionnaire in the sample. At the time of entry, the SMS generated and automatically entered the date that data for each case was received.

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 hardcopy of the documents.

5.2 In-house Editing and Coding

Editing and coding were conducted to review completed questionnaires, to identify problems requiring coding decisions, and to prepare the questionnaires for data entry.

Questionnaires were checked for errors, inconsistencies, and missing data. The coding supervisor attempted to resolve an error using information obtained from other portions of the questionnaire. If an error could not be resolved in this way, then the appropriate code was assigned to the question to indicate missing or multiple responses.

5.3 Data Entry and Archival Storage

Coded questionnaires were transmitted in batches to NORC's Lake Park facility for data entry. Questionnaires were keyed to disk following specifications programmed for the first follow-up school questionnaire, including all skip patterns and zero-filling of numeric fields. Each questionnaire was 100 percent key-verified. Final data from the first batch of questionnaires entered were carefully checked

against the original documents to assure that complete accuracy had been attained. After data entry was completed, the questionnaires were batched and stored at NORC in a locked and secured room.

5.4 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 school 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" 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 school 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=REFUSAL
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.

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 nonresponse or multiple response were checked by verifying the data in the questionnaire hardcopy.

5.5 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, F1C30A, is from the first follow-up school survey, question 30, part A.

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. The composite variables in the school file represent school characteristics that will remain constant throughout all waves of NELS:88. These variable names begin with G10 (grade 10), or with F1C (first follow-up school) where it is important to distinguish between the school and the tenth grade (for example, enrollment is reported for the school by F1SCENRL and for the tenth grade by G10ENRL).

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. Appendix F contains explanations of the conditions under which specific composite variables were assigned a missing code.

VI. Guide to the Data Files and Codebook

The NELS:88 first follow-up public use data files are available on four separate magnetic tapes, [21] 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. This chapter describes the content and organization of the school data file and the associated codebook.

In the section on the data file, 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 specifications used to create these composite variables can be found in Appendix F. Should the analyst choose to create alternatives, the data offer many possibilities for so doing.

6.1 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 C, 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.

6.2 Content and Organization of the Data Files

The school raw data file contains a record for 17,663 participating student sample members for which a school administrator questionnaire was obtained. Each record is organized as shown in the record layout appearing in Appendix E. The variables are grouped into similar logical sets in each file 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 school data set contains four related files. They are:

1. The raw data file with the following items for each student sample member having a school questionnaire:

    a. School identification information (positions 1-12)
    b. School questionnaire data (positions 13-1112)
    c. First follow-up school composites (positions 1113-1124)

2. SPSS-X control cards

3. SAS control cards

[21] 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.

4. SAS system file

Questionnaire data from school administrators were collected from 1,296 of the 1,330 schools eligible for the survey. For those 34 schools which did not complete questionnaires, some school-level information is included on both the student and school data files.

6.2.1 Identification Codes

The school identification information consists of two variables. The first variable is STU_ID, a unique seven-digit ID which appears for each participating first follow-up student for which a school questionnaire is available. This is followed by a unique five-digit school identification code, F1SCH_ID. Both sets of numbers have been randomly assigned to maintain confidentiality.

Data for the four components of the NELS:88 first follow-up and the four components of the base year may be linked through the IDs of each component. As Figure 6-1 shows, the base year student ID is embedded in the base year parent and teacher IDs. Since the base year school ID makes up the first five digits of the student ID, it can also be linked to each base year component.

Similarly, two components of the first follow-up--student/dropout and teacher--may be linked to one another and to the four base year components through the IDs of each component. That is, a sample member's seven-digit first follow-up student ID is the same as his or her base year student ID, and therefore, embedded in the base year parent and teacher, and first follow-up school and teacher IDs.

Note about F1SCH_ID. Unlike the base year school ID, the first follow-up school identification code is not embedded in the student ID. First follow-up school data may be linked to student data through the variable F1SCH_ID which appears on both files. Students may be linked to schools, therefore, by merging on the variable F1SCH_ID. The inclusion of F1SCH_ID on the student raw data file also permits the researcher to easily collapse student measures, such as grade reports or test scores, by school. In order to obtain aggregate measures of student data on the school level, the user must first sort on F1SCH_ID. Data users are cautioned, however, that the number of student observations in each first follow-up school is sometimes too small too provide statistically valid estimates when collapsed into the aggregate. In addition, first follow-up within-school samples are not necessarily representative of the school, since high schools will typically be fed by NELS:88 and non-NELS:88 schools.

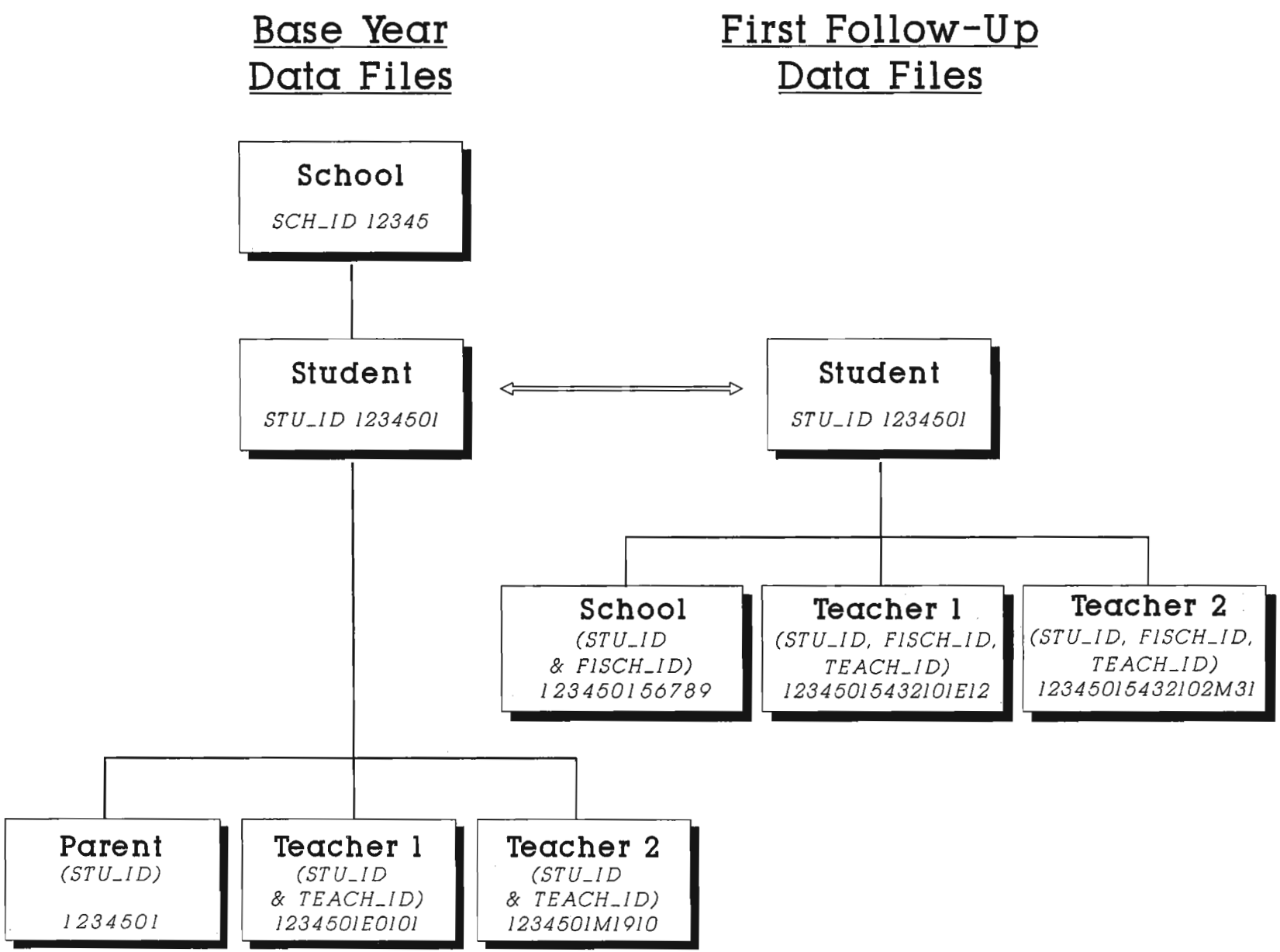
6.2.2 School Questionnaire Information

Information from the school questionnaire is presented in the same order as the questions. Variables are identified by their SAS (SPSS-X) name. All variable names begin with F1C for first follow-up school, followed by the question number. For example, F1C53A is question 53, part A, from the first follow-up school administrator questionnaire.

6.2.3 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 Appendix F.

Figure 6-1: Guide to data file linkage for NELS:88 base year and first follow-up



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 other (e.g., job corps site or GED program meeting). 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 (G10URBAN).

6.3 Guide to the Codebook

The codebook provides a comprehensive description of the school data file. For each variable on the tape the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their unweighted frequency and percent and weighted percent are shown. See Figure 6-2 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.

It is worth noting that there were cases when information not provided by the school administrator (or the student) was obtained from other sources. One example is when information from the QED data file was used to fill in missing information about the grade range of the school. A full description of these substitutions is in Appendix F. In addition, as noted in Chapter V, certain responses were imputed logically as a 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.

Figure 6-2: Codebook entry

(1) Question 6

(2) Tape Pos. 55-55
(3) Format: I1

(4) F1C6 (5) TYPE OF ACADEMIC CALENDAR R'S SCHOOL HAS

(6) What kind of academic calendar does your high school have?

(7) RESPONSE	(8) CODES	(9) FREQ	(10) PER-CENT	(11) WGTD PCT
Semester system	1	12585	71.3%	83.9%
Trimester system	2	2560	14.5%	16.1%
(12) RESERVED CODES:				
MULTIPLE RESPONSE	6	67	.4%	(MISS)
MISSING DATA	8	2451	13.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Explanations:

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

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

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

(4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name. Composite variables are given mnemonics that help identify them, for example, G10REGON for "Grade 10 Census region."

For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) 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 (composite variables). For display in the tables, some continuous variables have been recoded to collapse all valid values into a single response category. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

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

(9) Frequency counts: This item shows the unweighted frequency counts for all **student** records that were processed, including records that have missing data codes, legitimate skips, and so forth.

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

(11) Weighted "valid cases" percentage frequencies: This column displays the weighted frequencies for those cases that are "valid," that is, excluding those records that have been assigned reserved codes. The school file frequencies are run at the student level and weighted frequencies reflect weighted student frequencies through the student questionnaire weight (F1QWT).

(12) Reserved codes: In this data set certain codes, termed "reserved 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 at the time of the abbreviated telephone interview

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

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

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

APPENDICES

Appendix A

NELS:88-Related Data Files Available

from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the 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 study.

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 files 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 two states continued to sponsor 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 **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study included detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned.

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

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan 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 B

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; NCES 92-479.

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	March 1992; NCES 92-030
DROPOUT COMPONENT	April 1992; NCES 92-083
SCHOOL COMPONENT	April 1992; NCES 92-084
TEACHER COMPONENT	May 1992; NCES 92-085

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 May 1992; NCES 92-086).

NELS:88 First Follow-Up Final Technical Report (June 1992).

Comparison of NELS:88 1990 Sophomores and HS&B 1980 Sophomores. (Estimated Release July 1992; NCES 92-087).

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

Appendix C

Guidelines For Using SAS

with NELS:88 First Follow-Up Data

Guidelines for using SAS with NELS:88 First Follow-Up School Data

The files provided on the public release tape include SAS cards and SAS system files for the NELS:88 first follow-up school data file. The SAS system file for the school survey includes:

1) Questionnaire data
2) 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 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 requires 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.

   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 school SAS system file and to create a two-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.F1SC.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE CB067V

     01 = "PUBLIC"
     02 = "CATHOLIC"
     03 = "PRIV, OTH RELIGN"
     04 = "PRIV, NO RELIGN"
     05 = "PRIV,NOT ASCRTND"
     96 = "MULTIPLE RESPNSE"
     97 = "REFUSAL"
     98 = "MISSING"
     99 = "LEGITIMATE SKIP"
 ;
VALUE CB1AV

     1 = "YES"
     2 = "NO"
     6 = "MULTIPLE RESPNSE"
     7 = "REFUSAL"
     8 = "MISSING"
     9 = "LEGITIMATE SKIP"
 ;

PROC FREQ DATA=IN1.F1SCHOOL;
FORMAT
G10CTRL1    CB067V.
F1C82       CB1AV.
;

TABLES G10CTRL1 * F1C82;
TITLE "SCHOOL TYPE BY DROPOUT PREVENTION PROGRM";
```

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 files (i.e., first follow-up school and student), the files may be merged by STU_ID or F1SCH_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis. Users are reminded to first sort the files by the variables selected for merging; that is, sort both files either by STU_ID or F1SCH_ID.

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 some of them, sources of data from outside the school questionnaire were merged into the school 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 peculiarity 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 D

First Follow-Up

School Administrator Questionnaire

NORC - 4492 OMB
No. 1850-0593
App. Exp.: 1/91

National Educational Longitudinal Study of 1988
First Follow-up

Sponsored by The National Center for Education Statisics
United States Department of Education
Conducted by NORC
A Social Science Research Center

SCHOOL QUESTIONNAIRE
NELS: 88
First Follow-Up

USES OF THE DATA

The data from this survey will be used by educators and by federal and state policymakers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

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

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. Your responses will be combined with those of other respondents, and the answers you give will never be identified as yours.

3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals (NASSP)

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

INTRODUCTION

This questionnaire is directed to the school principal. It is divided into seven sections. The first six sections request mainly factual information about this school and its programs. These sections can be answered either by the principal or by a designee who is able to provide the requested information. The final section requests judgmental evaluations about the school climate, and we ask that this section be completed by the principal personally.

Some factual questions may request information that is not readily available from school records (e.g., the racial/ethnic composition of the tenth grade student body). Informed estimates are acceptable for such questions. Your estimates will be better than ours. Please answer directly on the questionnaire by circling the appropriate response number or by writing your response in the space provided.

We realize that you are very busy; however, we ask that you complete the questionnaire and return it to your school's Study Coordinator within the next two weeks. To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose. The school's Study Coordinator will then send the questionnaire directly to NORC and your responses will be kept in confidence.

Thank you very much for your help.

NOTE: Reference is made to Language-Minority (LM) and Limited-English-Proficient (LEP) students as well as to English-as-a-Second-Language (ESL) programs, throughout the questionnaire. For this study, the following definitions apply:

Language-Minority (LM) Student: A fully English proficient student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

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

English-as-a-Second-Language (ESL) Program: An instructional program designed to teach English language skills in listening, speaking, reading, and writing to students whose native language is one other than English.

I. SCHOOL CHARACTERISTICS

1. Check each grade level included in your school. Include lowest and highest grades.

08/

PK	K	01	02	03	04	05	06	07	08	09	10	11	12	13+	09-23/
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	

2. As of October 1, 1989 (or the most recent date for which data are available), what was the total student enrollment in your school?

24/

|__|__|__|__| Number of students 25-28/

3. As of October 1, 1989 (or the most recent date for which data are available), what was the total tenth-grade student enrollment in your school?

29/

|__|__|__|__| Number of students 30-33/

4. Is your school ...

34/ **(CIRCLE ONE)**

Public?..... 1 35/

Private?..... 2

4A. Please mark the characteristics that best describe your school.

36/

(CIRCLE ALL THAT APPLY)

a. Comprehensive public school (not including magnet school or school of choice) 1 37/

b. Public magnet school (including schools with magnet programs, schools within a school) 1 38/

c. Public school of choice (open enrollment/ non-specialized curriculum) 1 39/

d. Year-round school 1 40/

e. Technical or vocational school 1 41/

f. Catholic diocesan 1 42/

g. Catholic parish 1 43/

h. Catholic religious order 1 44/

i. Other religious affiliation 1 45/

j. Private school, no religious affiliation 1 46/

k. Boarding school 1 47/

l. Indian reservation school 1 48/

m. Military academy 1 49/

n. Other 1 50/

5A. Which of the following best describes the community in which this school is located?

(CIRCLE ONE)

City of more than 50,000 people 01
Suburb of a city with more than 50,000 people 02
(GO TO QUESTION 5B) 51-52/

Rural or farming community 03
Small city or town with fewer than 50,000 people which is not a suburb of a larger place 04
Indian reservation 05
Military base or station 06
(SKIP TO QUESTION 6)

5B. Please mark the response that best describes the community where your school is located.

(CIRCLE ONE)

	Inner city	Residential neighborhood	Suburb	Other	
Medium-sized city (50,000-100,000 people)	01	02	03	04	53-54/
Large city (over 100,000-500,000 people)	05	06	07	08	
Very large city (over 500,000 people)	09	10	11	12	

6. What kind of academic calendar does your high school have?

(CIRCLE ONE)

Semester system 1 55/

Trimester system 2

Quarter system 3

Other 4

7. How many days are in the school year for tenth grade students in your school?

|__|__|__| Number of school days 56-58/

8. How many class periods are there in the school day for average tenth grade students in your school?

|__|__| Number of class periods 59-60/

9. How many minutes long is the average class period for tenth grade students in your school?

|__|__|__| Number of minutes 61-63/

10. Is this school coeducational?

(CIRCLE ONE)

Yes 1 64/

No, it is an all-female school 2

No, it is an all-male school. 3

11. Approximately what percentage of your tenth grade students is in each of the following instructional programs?

65/

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

	Percent of students		Zero
a. General high school program	|__|__|__| %	66-68/	|__|
b. College prep, academic, or specialized	|__|__|__| %	69-71/	|__|
c. Vocational, technical, or business and career:		BEGIN DECK 02	
1. Industrial Arts/Technology education	|__|__|__| %	08-10/	|__|
2. Agricultural occupations	|__|__|__| %	11-13/	|__|
3. Business or office occupations	|__|__|__| %	14-16/	|__|
4. Marketing or Distributive education	|__|__|__| %	17-19/	|__|
5. Health occupations	|__|__|__| %	20-22/	|__|
6. Home economics occupations	|__|__|__| %	23-25/	|__|
7. Consumer and homemaking education	|__|__|__| %	26-28/	|__|
8. Technical occupations	|__|__|__| %	29-31/	|__|
9. Trade or industrial occupations	|__|__|__| %	32-34/	|__|
10. Other specialized high school program (such as Fine Arts)	|__|__|__| %	35-37/	|__|
d. Other	|__|__|__| %	38-40/	|__|

12. In the first half of the current school year, approximately what percentage of your students used the following facilities?

(CIRCLE ONE ON EACH LINE)

	Do not have	Zero to 10%	11% to 24%	25% to 49%	50% to 74%	75% to 100%	
a. Indoor lounge for students	01	02	03	04	05	06	41-42/
b. Designated smoking area for students	01	02	03	04	05	06	43-44/
c. Career information center	01	02	03	04	05	06	45-46/
d. Occupational training center	01	02	03	04	05	06	47-48/
e. Computer center/lab	01	02	03	04	05	06	49-50/
f. Media production facilities	01	02	03	04	05	06	51-52/
g. Remedial reading and/or remedial mathematics laboratory	01	02	03	04	05	06	53-54/
h. Subject area resources center(s) other than central library	01	02	03	04	05	06	55-56/
i. In-house suspension center	01	02	03	04	05	06	57-58/
j. Health clinic	01	02	03	04	05	06	59-60/
k. Birth control clinic for students	01	02	03	04	05	06	61-62/
l. Child care or nursery for children of students	01	02	03	04	05	06	63-64/
m. Student cafeteria	01	02	03	04	05	06	65-66/

13. In the first half of the current school year, about what percentage of your student body participated in the following programs?

(CIRCLE ONE ON EACH LINE)

	Do not have	Zero to 10%	11% to 24%	25% to 49%	50% to 74%	75% to 100%	
a. School-sponsored community service	01	02	03	04	05	06	08-09/
b. Work study	01	02	03	04	05	06	10-11/
c. Academic counseling	01	02	03	04	05	06	12-13/
d. Vocational counseling	01	02	03	04	05	06	14-15/
e. Student foreign exchange	01	02	03	04	05	06	16-17/
f. Dropout prevention	01	02	03	04	05	06	18-19/
g. Gang prevention	01	02	03	04	05	06	20-21/
h. Alcohol/drug prevention	01	02	03	04	05	06	22-23/
i. AIDS Education	01	02	03	04	05	06	24-25/
j. Crisis prevention	01	02	03	04	05	06	26-27/

14. Does your school have a community service program?

No ..... 1 **(SKIP TO QUESTION 17)** 28/

Yes 2

15. What is the average number of hours per week that a student spends volunteering on site? (IF NOT SURE, PLEASE GIVE BEST ESTIMATE)

(CIRCLE ONE)

Less than one hour per week 01

29-30/

1-2 hours per week 02

3-4 hours per week 03

5-6 hours per week 04

7-8 hours per week 05

Over 8 hours per week 06

16. Is academic credit given for participation in the program?

(CIRCLE ONE)

No 1 31/

Yes 2

17. In the first half of the current school year, approximately what percentage of your student body received the following services?

(CIRCLE ONE ON EACH LINE)

	Do not have	Zero to 10%	11% to 24%	25% to 49%	50% to 74%	75% to 100%	
a. Teacher/Parent conferences	01	02	03	04	05	06	32-33/
b. Home visits by teachers	01	02	03	04	05	06	34-35/
c. Psychological counseling	01	02	03	04	05	06	36-37/
d. Family counseling	01	02	03	04	05	06	38-39/
e. Tutoring by teachers	01	02	03	04	05	06	40-41/
f. Peer tutoring	01	02	03	04	05	06	42-43/

18. How does your school assist students in the transition from the MIDDLE grades to HIGH school?

(CIRCLE ALL THAT APPLY)

a. No transition — high school grades continue K-12, 7-12, or other program	1	44/
b. High school students present information to middle grade school students	1	45/
c. Middle grade students visit the high school for an assembly	1	46/
d. Middle grade students attend regular classes at high school	1	47/
e. Parents visit high school while children are still in middle grades	1	48/
f. Parents visit high school for orientation in the fall after children have entered	1	49/
g. Summer meetings at the high school	1	50/
h. Buddy or big brother/sister program (pairs new student with older one upon entry)	1	51/
i. Middle grade and high school teachers meet together on courses and requirements	1	52/
j. Middle grade and high school administrators meet together on articulation and programs	1	53/
k. Middle grade counselors meet with high school counselors or staff	1	54/
l. No special activities until students arrive at high school in the fall	1	55/
m. Other	1	56/

19. Approximately how many colleges sent a representative to your school to talk with college-bound students during the 1989-1990 school year?

(CIRCLE ONE)

None 01 57-58/

1 or 2 02

3 to 5 03

6 to 10 04

11 to 20 05

21 or more 06

20. If a student doesn't come to school, how long is it before the school administration knows he or she is absent?

(CIRCLE ONE)

Less than one hour 1 59/

1 to 2 hours 2

3 to 8 hours 3

More than 1 school day 4

21. When students are absent without an excuse, how soon are parents notified?

(CIRCLE ONE)

Not notified ..... 1 **(SKIP TO QUESTION 23)** 60/

The same day 2

After a day or two 3

Within the first week 4

At the end of the semester 5

22. How are parents notified of unexcused absences?

(CIRCLE ALL THAT APPLY)

a. By letter or postcard 1 61/

b. By calling at home 1 62/

c. By calling at work 1 63/

d. By a computerized telephone call 1 64/

e. Home visit by school personnel 1 65/

f. Other 1 66/

23. Does your school/district have a policy on the number of unexcused absences permitted before a student is considered truant or a dropout?

No 1 67/

Yes 2

24. How many school days in a row can a student be absent without an excuse before he or she is considered truant?

68/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

69-71/

|_|_|_| school days |__| Zero school days

25. How many school days in a row can a student be absent without an excuse before he or she is considered a dropout?

72/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

73-75/

|_|_|_| school days |__| Zero school days

II. STUDENT CHARACTERISTICS

26. What is the average daily attendance rate for students in your school this year? (Include both excused absences and unexcused absences in figuring this rate.)

(WRITE IN THE PERCENT)

|__|__|__| % ADA 08-10/

27. What percentage of your current tenth grade students are in the following groups? (If none, enter "000". Percentages should sum to 100%.)

11/

(WRITE IN THE PERCENT)

a. American Indian ..... |__|__|__| % 12-14/

b. Alaskan Native ..... |__|__|__| % 15-17/

b. Asian or Pacific Islander ..... |__|__|__| % 18-20/

c. Hispanic ..... |__|__|__| % 21-23/

d. Black, not of Hispanic origin ..... |__|__|__| % 24-26/

e. White, not of Hispanic origin ..... |__|__|__| % 27-29/

28. What percentage of your tenth grade students would you estimate lives in a single parent home? (Please give your best estimate.)

(CIRCLE ONE)

None 0 30/

1%-24% 1

25%-49% 2

50%-74% 3

75%-99% 4

100% 5

29. What percentage of the tenth grade students is either Language Minority*, or LEP/NEP?**

31/

(CIRCLE ONE)

None	00	32-33/
Less than 10%	01	
10-19%	02	
20-29%	03	
30-39%	04	
40-49%	05	
50-59%	06	
60-69%	07	
70-79%	08	
80% or more	09	

* A Language Minority student is a fully English-proficient student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction offered in English.

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

30 **What percentage of the total student body in your school receives the following special services? (Please provide your best estimate.)**

(WRITE IN THE PERCENT; IF SERVICE IS NOT PROVIDED, ENTER "000")

a Free or reduced-price school lunch program ..... |__|__|__| % 35-37/

b. Remedial reading ..... |__|__|__| % 38-40/

c. Remedial math ..... |__|__|__| % 41-43/

d. Alternative school program ..... |__|__|__| % 44-46/

e. Special programs for pregnant girls and/or teenage mothers ..... |__|__|__| % 47-49/

f. Bilingual education ..... |__|__|__| % 50-52/

g. English as a Second Language ..... |__|__|__| % 53-55/

h. Special Education (students with IEP) ..... |__|__|__| % 56-58/

i. College Board Advanced Placement courses ..... |__|__|__| % 59-61/

j. Job training ..... |__|__|__| % 62-64/

k. Off-campus work experience for credit ..... |__|__|__| % 65-67/

31. **During this year, approximately what percentage of your high school students is bused in for racial balance? (Please give your best estimate.)**

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 68-70/ |__|

32. **What percentage of students at your school who enter the tenth grade drops out before graduation? Do not include students who transfer to other schools. (Please give your best estimate.)**

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 71-73/ |__|

33. What percentage of the entire 1988 -1989 graduating class from your school is now enrolled in a regular four-year college or university? (If you do not know the exact percentage, please give your best estimate.)

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 08-10/ |__|

34. What percentage of the 1988 -1989 graduating class from your school went on to a two-year college or some vocational training (for example, technical or business school, vocational school, or beauty school)? Do not include military service. (Please give your best estimate.)

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 11-13/ |__|

III. TEACHING STAFF CHARACTERISTICS

35. How many full-time regular teachers work in your school?

14/

|__|__|__| Number of teachers 15-17/

36. How often does your school have school-wide staff meetings?

(CIRCLE ONE)

a. Never 1 18/

b. 1-4 times per school year 2

c. 5-9 times per school year 3

d. Monthly during the school year 4

37. Is your faculty departmentalized (or divided into subject areas)?

(CIRCLE ONE)

No ..... 1 **(SKIP TO QUESTION 42)** 19/

Yes 2

If yes, how many departments/subject areas are there?

(WRITE IN NUMBER BELOW)

|__|__|__|. 20-22/

38. Does your school formally designate a chair for each department/subject area?

(CIRCLE ONE)

No ..... 1 **(SKIP TO QUESTION 41)** 23/

Yes 2

39. How are department/subject area chairs selected?

(CIRCLE ONE)

a. Appointed by the principal 1 24/

b. Rotation system 2

c. Elected by department faculty 3

d. Other 4

40. Do department/subject area chairs receive any of the following?

(CIRCLE ALL THAT APPLY)

Extra pay 1 25/

Reduction in teaching workload 1 26/

Other incentives 1 27/

41. How many full-time faculty members are in each of the departments/subject areas in your school? (Please give your best estimate.)

(CIRCLE ONE ON EACH LINE)

	Does not apply	0-5	6-10	11-15	Over 15	
a. Math	1	2	3	4	5	28/
b. Science	1	2	3	4	5	29/
c. Humanities	1	2	3	4	5	30/
d. English	1	2	3	4	5	31/
e. Foreign language	1	2	3	4	5	32/
f. Social science/ Social studies	1	2	3	4	5	33/
g. History	1	2	3	4	5	34/
h. Vocational education	1	2	3	4	5	35/
i. Physical education	1	2	3	4	5	36/
j. Guidance counseling	1	2	3	4	5	37/
k. Special education	1	2	3	4	5	38/
l. Other	1	2	3	4	5	39/

42. What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll?

Lowest salary paid $ |__|__| , |__|__|__| .00 40-44/

Highest salary paid $ |__|__| , |__|__|__|.00 45-49/

43. How many of your full-time regular teaching staff are members of the following groups? (Please give your best estimate.)

50/

(WRITE IN THE NUMBER; OR CHECK THE ZERO BOX IF NONE)

		Zero	
a. American Indian/Alaskan Native	|__|__|__|	|__|	51-53/
b. Asian or Pacific Islander	|__|__|__|	|__|	54-56/
c. Hispanic	|__|__|__|	|__|	57-59/
d. Black, not of Hispanic origin	|__|__|__|	|__|	60-62/
e. White, not of Hispanic origin	|__|__|__|	|__|	63-65/

44. How many members of your full-time regular teaching staff have the following degrees? The sum of a., b., c., d., and e. should equal the total number of full-time teaching staff at your school.

(WRITE IN THE NUMBER; IF NONE, WRITE "000") BEGIN DECK 06

a. Less than Bachelors degree (some college)	|__|__|__|	08-10/
b. Bachelors	|__|__|__|	11-13/
c. Masters	|__|__|__|	14-16/
d. Ed.D. or Ph.D.	|__|__|__|	17-19/
e. Don't know their degree	|__|__|__|	20-22/

45. How many teachers are assigned to teach one or more English language classes to persons from non-English language backgrounds (for example, ESL classes) in your school? (Please give your best estimate.)

23/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

|__\|__\|__\| teachers |__\| Zero teachers 24-26/

46. How many of the teachers assigned to teach bilingual or ESL classes are certified in these areas?

27/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

|__\|__\|__\| teachers |__\| Zero teachers 28-30/

47. How important are written student evaluations in assessing the following areas?

(CIRCLE ONE ON EACH LINE)

	Do not use	Not important at all	Somewhat important	Very important	
a. Teacher performance	1	2	3	4	31/
b. Course content	1	2	3	4	32/
c. Student overall satisfaction with courses	1	2	3	4	33/

48. How many minutes of preparation or planning time do you provide for your full-time teachers during the school day?

(IF NONE, WRITE "000")

|__|__|__| minutes
34-36/

49. Approximately how many hours per month do you expect the average teacher to spend, without remuneration, in such activities as attending parent club meetings, chaperoning school functions, selling tickets, advising student clubs, etc.?

(CIRCLE ONE)

a. None 0 37/

b. 1-5 hours 1

c. 6-10 hours 2

d. 11-20 hours 3

e. 21-30 hours 4

f. Over 30 hours 5

50. How many of your full-time high school teachers left at the end of 1988-89 school year for reasons other than death or retirement?

(IF NONE, WRITE "000")

|__|__|__| teachers

38-40/

51. Have the teachers in your school gone on strike in the past four years?

(CIRCLE ONE)

No 1 41/

Yes 2

IF answered "YES," what was the total number of days teachers were on strike in the past four years?

|__|__|__| days

42-44/

52. Does your school have a recognition program for outstanding teachers?

No. 1 45/

Yes 2

53. Which of the following kinds of rewards are given to "exceptional"or "good" teachers in your school?

(CIRCLE ALL THAT APPLY)

a. No rewards are given 1 46/

b. Given special awards for teaching 1 47/

c. Assigned to teach the better students 1 48/

d. Allowed to choose the classes they teach 1 49/

e. Given a lighter teaching load 1 50/

f. Relieved of administrative or disciplinary duties 1 51/

g. Given priority on requests for materials 1 52/

h. Given time off to attend professional workshops 1 53/

i. Given extra pay for extra responsibilities 1 54/

j. Other 1 55/

IV. SCHOOL ADMISSION POLICIES and PRACTICES

54. Which of the following best describes admission practices for students in your school?

56/

(CIRCLE ONE ON EACH LINE)

		Never	Exceptional cases only	Some only	All cases	
a.	Students in a particular geographic area (or district) attend this school	0	1	2	3	57/
b.	Students in a particular geographic area (or district) are generally assigned to this school, but transfers are allowed	0	1	2	3	58/
c.	Students are assigned from particular areas to achieve desired racial or ethnic composition in the school	0	1	2	3	59/
d.	Students are admitted to this school based on achievement entrance tests, auditions, or other criteria	0	1	2	3	60/
e.	Students are admitted to this school based on a lottery or random selection	0	1	2	3	61/
f.	Admittance is determined on a first-come first-serve basis	0	1	2	3	62/
g.	Other	0	1	2	3	63/

55. Does your school have formal admission/application procedures?

No ..... 1 **(SKIP TO QUESTION 58)** 64/

Yes 2

56. How many students in grades 9-12 applied for admission and how many were accepted to your school for the current school year?

(IF YOUR SCHOOL DOES NOT HAVE THAT GRADE, ENTER "000")

	APPLIED	ACCEPTED
	|__|__|__| 9th grade students 65-67/	|__|__|__| 9th grade students 68-70/
BEGIN DECK 07	|__|__|__| 10th grade students 08-10/	|__|__|__| 10th grade students 11-13/
	|__|__|__| 11th grade students 14-16/	|__|__|__| 11th grade students 17-19/
	|__|__|__| 12th grade students 20-22/	|__|__|__| 12th grade students 23-25/

57. How often are the following criteria used in considering admission of students to your school?

(CIRCLE ONE ON EACH LINE)

	Never	Seldom	Sometimes	Usually	Always	
a. Performance on standardized achievement or aptitude test	0	1	2	3	4	26/
b. Performance on written admission test	0	1	2	3	4	27/
c. Academic record	0	1	2	3	4	28/
d. Artistic abilities	0	1	2	3	4	29/
e. Athletic abilities	0	1	2	3	4	30/
f. Personal interview with parent/guardian	0	1	2	3	4	31/
g. Personal interview with student	0	1	2	3	4	32/
h. Recommendation of a former principal	0	1	2	3	4	33/
i. Recommendation of a former teacher	0	1	2	3	4	34/
j. Recommendation from a non-family friend (e.g., pastor, rabbi, other)	0	1	2	3	4	35/
k. Student preference	0	1	2	3	4	36/
l. Parental preference	0	1	2	3	4	37/
m. Student/parent ability to pay school's tuition	0	1	2	3	4	38/

58. What is the maximum yearly tuition to attend your school?

Does not apply ..... 1 **(SKIP TO QUESTION 61)** 39/

Maximum Tuition ..... $ |__|__|, |__|__|__| .00 40-44/

59. What percentage of your students pays the maximum yearly tuition?

(CIRCLE ONE)

None 01 45-46/

1%-24% 02

25%-49% 03

50%-74% 04

75%-99% 05

100% 06

60. What percentage of the students in your school receives scholarships or other forms of financial aid?

Not applicable
(no provision for financial aid) 1 47/

Students receiving financial aid) ..... |__|__|__| % 48-50/

V. GRADING AND/OR TESTING STRUCTURE

61. Does your school use homogeneous grouping (according to ability or achievement) for placement of tenth grade students in the following classes?

51/

(CIRCLE ONE ON EACH LINE)

		Not Applicable	No	Yes	
a.	English	1	2	3	52/
b.	Mathematics	1	2	3	53/
c.	Social Studies	1	2	3	54/
d.	Science	1	2	3	55/

62. Indicate the degree of influence the following have in assigning and/or selecting high school courses/programs for tenth grade students in your school.

56/

(CIRCLE ONE ON EACH LINE)

		None	A Little	Moderate	A Lot	
a.	Teachers	0	1	2	3	57/
b.	Department Heads	0	1	2	3	58/
c.	Counselors	0	1	2	3	59/
d.	Coaches	0	1	2	3	60/
e.	Parents	0	1	2	3	61/
f.	Student preferences	0	1	2	3	62/
g.	Student grades	0	1	2	3	63/
h.	Student test scores	0	1	2	3	64/

63. How often do students move among classes for different ability levels and curricular programs in your school?

(CIRCLE ONE ON EACH LINE)

	Not Applicable	Never	Rarely	Sometimes	Frequently	
a. Ability level classes (e.g. remedial, gifted, honors)	0	1	2	3	4	65/
b. Curricular programs (e.g., regular, vocational, college prep)	0	1	2	3	4	66/

64. How often are standardized test results (for example, state testing program tests) provided to the parents/guardians of students in your school?

(CIRCLE ONE)

Not applicable 0 67/

Never 1

Seldom 2

Sometimes 3

Usually 4

Always 5

65. Are students required to pass a minimum competency (proficiency) test in order to receive a High School Diploma?

No ..... 1 **(SKIP TO QUESTION 69)** 68/

Yes 2

66. In which grades are minimum competency or proficiency tests given to students? (Do not include retesting of students.)

(CIRCLE ALL THAT APPLY)

a. Such tests are not given 1 69/

b. Grade 9 ..... 1 70/

c. Grade 10 ..... 1 71/

d. Grade 11 ..... 1 72/

e. Grade 12 ..... 1 73/

67. How often are students and their parents/guardians notified of the competency test results?

(CIRCLE ONE)

Never 0 74/

Seldom 1

Sometimes 2

Usually 3

Always 4

68. Does the school have a specific remedial program for students who fail the competency tests?

(CIRCLE ONE)

No 1 75/

Yes 2

69. What type of grading system is used in your high school?

(CIRCLE ONE)

Letter grade 1 76/

Grade-point 2

Numerical scale 3

69A. Imagine your school's grading system will be changed to a 5-letter grade system, in which "A" is the highest possible grade and "F" is the lowest possible grade. Please provide numerical estimates used in your present grading system for the following letter grades.

(WRITE IN RANGE FOR EACH LETTER GRADE)
(e.g. A= 90-100)

A=_____to_____
08-09/ 10-12/
B=_____to_____
13-14/ 15-16/
C=_____to_____
17-18/ 19-20/
D=_____to_____
21-22/ 23-24/
F=_____to_____
25-26/ 27-28/

69B. What is the lowest passing letter grade in your high school? Using the scale in Question 69A, determine the letter grade that would correspond to your school's present lowest passing grade.

(CIRCLE ONE)

A 1 29/

B 2

C 3

D 4

F 5

VI. SCHOOL PROGRAMS

70. How much coursework is required in each of the following subjects to meet high school graduation requirements?

30/

(CIRCLE ONE ON EACH LINE)

	Course not offered	None	Less than a Year	One Year	Two Years	Three Years	Four Years	
a. English	00	01	02	03	04	05	06	31-32/
b. Mathematics	00	01	02	03	04	05	06	33-34/
c. Science	00	01	02	03	04	05	06	35-36/
d. History	00	01	02	03	04	05	06	37-38/
e. Other Social Studies	00	01	02	03	04	05	06	39-40/
f. Computer Education	00	01	02	03	04	05	06	41-42/
g. Foreign Language	00	01	02	03	04	05	06	43-44/
h. Art	00	01	02	03	04	05	06	45-46/
i. Music	00	01	02	03	04	05	06	47-48/
j. Physical Education	00	01	02	03	04	05	06	49-50/
k. Health	00	01	02	03	04	05	06	51-52/
l. Family Life and Sex Education	00	01	02	03	04	05	06	53-54/
m. Moral/Ethics Education	00	01	02	03	04	05	06	55-56/
n. Religious Education	00	01	02	03	04	05	06	57-58/
o. Other	00	01	02	03	04	05	06	59-60/

71. Are the following activities available to tenth grade students in your school?

(CIRCLE ONE ON EACH LINE)

		No	Yes	
a.	Academic honor societies	1	2	61/
b.	Band/Orchestra	1	2	62/
c.	Chorus or choir	1	2	63/
d.	Computer club(s)	1	2	64/
e.	Drama club(s)	1	2	65/
f.	Service club(s) or projects	1	2	66/
g.	Mathematics club(s)	1	2	67/
h.	Science club(s)	1	2	68/
i.	History club(s)	1	2	69/
j.	Foreign language club(s)	1	2	70/
k.	Other subject matter club(s) (e.g., art)	1	2	71/
l.	Science fairs	1	2	72/
m.	Student council(s)	1	2	73/
n.	Student newspaper	1	2	74/
o.	Student yearbook	1	2	75/
p.	Orchestra	1	2	76/
				BEGIN DECK 09
q.	Religious organizations	1	2	08/
r.	Debate or speech teams	1	2	09/
s.	Interscholastic sports	1	2	10/
t.	Intramural sports	1	2	11/
u.	Vocational education club(s)	1	2	12/
v.	Cheerleading and related activities	1	2	13/
w.	International clubs or activities	1	2	14/

72. Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as organized team sports or theatrical productions?

(CIRCLE ONE)

Does not apply 1 15/

No 2

Yes 3

73. Please indicate whether the following programs have NEVER BEEN USED in your school, have been used at your school in the PAST 3 years, are part of your CURRENT program, or may be added in the FUTURE.

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Never Used	Used in the past 3 years	Currently Using	Plan to use in the Future	
a. Common academic coursework for all students in the same curricular program/track	1	1	1	1	16-19/
b. Independent study projects for all students in English or social studies	1	1	1	1	20-23/
c. Independent study projects for all students in math or science	1	1	1	1	24-27/
d. Departments organized with their own chairpersons or heads	1	1	1	1	28-31/
e. Interdisciplinary teams of teachers who share the same students	1	1	1	1	32-35/
f. Common planning period for members of the same departments	1	1	1	1	36-39/
g. Students assigned to the same homeroom or advisory teachers for all years in high school	1	1	1	1	40-43/

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Never Used	Used in the past 3 years	Currently Using	Plan to use in the Future	
h. Classes organized for cooperative learning where students earn group rewards for mastery of academic skills	1	1	1	1	44-47/
i. Students from more than one curricular program/track are assigned to the same academic classes	1	1	1	1	48-51/
j. Flexible time for class periods	1	1	1	1	52-55/
k. Parents formally recruited and trained to work as school volunteers	1	1	1	1	56-59/
l. Workshops offered to parents on adolescent problems, drug/alcohol abuse prevention	1	1	1	1	60-63/
m. Teachers frequently send information to parents on how to help their adolescents study	1	1	1	1	64-67/
n. P.T.A. or P.T.O. with elected officers and active committees	1	1	1	1	68-71/
o. Parent-teacher conferences every semester	1	1	1	1	72-75/
p. Staff development in adolescent characteristics and specific teaching strategies for secondary school students	1	1	1	1	BEGIN DECK 10 08-11/
q. Schools-within-a-school with their own administrative staffs such as alternative or magnet school programs	1	1	1	1	12-15/
r. Curriculum revisions to emphasize critical thinking skills	1	1	1	1	16-19/
s. Increased graduation requirements in major academic subjects	1	1	1	1	20-23/

74. Please indicate in which grades each of the following subjects are offered by your high school.

(CIRCLE AT LEAST ONE ON EACH LINE)

	Not Offered	9th Grade	10th Grade	11th Grade	12th Grade	
a. English taught as a second language (either in English or in students' native tongue)	1	1	1	1	1	24-28/
b. Students' mother tongue taught as a first language (other than English)	1	1	1	1	1	29-33/
c. Courses for language minority students on their native culture or history	1	1	1	1	1	34-38/

75. Please mark which math and science courses are offered at your school. Also mark all Advanced Placement courses and those courses which are offered to your students at the college and/or university level.

39/

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Course Not Offered	Regular Course	Advanced Placement (AP) Course	College or University Level Course	
a. Life science	1	1	1	1	40-43/
b. Earth science	1	1	1	1	44-47/
c. Physical science	1	1	1	1	48-51/
d. General science grade 9.	1	1	1	1	52-55/
e. General science grades 10-12	1	1	1	1	56-59/
f. Biology 1st year	1	1	1	1	60-63/
g. Biology 2nd year	1	1	1	1	64-67/
h. Chemistry 1st year	1	1	1	1	68-71/
i. Chemistry 2nd year	1	1	1	1	72-75/

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Course not Offered	Regular Course	Advanced Placement (AP) Course	College or University Level Course	
j. Physics 1st year	1	1	1	1	08-11/
k. Physics 2nd year	1	1	1	1	12-15/
l. Astronomy	1	1	1	1	16-19/
m. Anatomy	1	1	1	1	20-23/
n. Physiology	1	1	1	1	24-27/
o. Zoology	1	1	1	1	28-31/
p. Ecology, environmental science	1	1	1	1	32-35/
q Other science	1	1	1	1	36-39/
r. General mathematics, grade 9	1	1	1	1	40-43/
s. General mathematics, grades 10-12	1	1	1	1	44-47/
t. Business mathematics	1	1	1	1	48-51/
u. Consumer mathematics	1	1	1	1	52-55/
v. Remedial mathematics	1	1	1	1	56-59/
w. Pre-algebra/Introduction to algebra	1	1	1	1	60-63/
x. Algebra, 1st year	1	1	1	1	64-67/
y. Algebra, 2nd year	1	1	1	1	68-71/
z. Geometry	1	1	1	1	72-75/
					BEGIN DECK 12
aa. Trigonometry	1	1	1	1	08-11/

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Course not Offered	Regular Course	Advanced Placement (AP) Course	College or University Level Course	
bb. Probability/ Statistics	1	1	1	1	12-15/
cc. Advanced senior mathematics, not including calculus	1	1	1	1	16-19/
dd. Advanced senior mathematics, including some calculus	1	1	1	1	20-23/
ee. Calculus	1	1	1	1	24-27/
ff. Advanced placement calculus	1	1	1	1	28-31/
gg. Other mathematics	1	1	1	1	32-35/
hh. Computer programming	1	1	1	1	36-39/

76. Including mathematics, science, English, history and other subject areas, what is the total number of Advanced Placement courses offered at your school?

40/ ◯

(IF NONE, WRITE "00" AND SKIP TO QUESTION 80)

|__|__| courses 41-42/

77. How many students in the tenth grade are enrolled in Advanced Placement courses? (Please give your best estimate.)

(WRITE IN THE NUMBER; OR MARK ZERO BOX IF NONE)

|_|_|_| students 43-45/ |__| Zero students

78. How many Language Minority* students are enrolled in Advanced Placement courses? (Please give your best estimate.)

(WRITE IN THE NUMBER; OR MARK ZERO BOX IF NONE)

|_|_|_| students 46-48/ |__| Zero students

* A Language Minority student is a student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction offered in English.

79. What criteria are used for admitting students to Advanced Placement courses in your school?

(CIRCLE ALL THAT APPLY)

a. Teacher recommendation 1 49/

b. Parent request 1 50/

c. Student request 1 51/

d. Student academic record 1 52/

e. Standardized test scores 1 53/

f. Amount of prior student coursework in that subject 1 54/

g. Level of prior student coursework in that subject 1 55/

h. Other (WRITE IN BELOW) 1 56/

_____

80. How many of your tenth grade students take upper division (11th & 12th grade) courses?

(IF NONE, WRITE "000")

|__|__|__| students 57-59/

81. Does your school keep records on the number of students who drop out every year?

No 1 60/

Yes 2

82. Does your school have a dropout prevention program?

61/

(CIRCLE ONE)

No ..... 1 **(SKIP TO QUESTION 89)** 62/

Yes 2

83. How many tenth-grade students are currently in this dropout prevention program? (Please give your best estimate.)

(WRITE IN THE NUMBER; OR MARK ZERO BOX IF NONE)

|__|__|__|__| Students 63-66/ |__| Zero students

84. On what bases are students recommended for your dropout prevention program?

67/

CIRCLE ALL THAT APPLY)

a.	Absentee record	1	68/
b.	Academic performance	1	69/
c.	Teacher's referral	1	70/
d.	Counselor's referral	1	71/
e.	Parental request	1	72/
f.	Student request	1	73/
g.	Disciplinary problems	1	74/

DROPOUT PREVENTION PROGRAMS OPERATE IN A VARIETY OF WAYS TO RETAIN STUDENTS IN SCHOOL. SOME PROGRAMS STRUCTURE OPPORTUNITIES FOR STUDENTS TO EXPERIENCE ACADEMIC SUCCESS BY TAILORING CURRICULA OR PROVIDING ADDITIONAL INSTRUCTION. SOME PROGRAMS CREATE CONDITIONS FOR STUDENTS TO HAVE POSITIVE RELATIONSHIPS WITH PEERS OR ADULTS IN THE SCHOOL. OTHER PROGRAMS ATTEMPT TO MAKE STUDENTS MORE AWARE OF THE IMPORTANCE OF EDUCATION TO THEIR FUTURE. STILL OTHERS ATTEMPT TO HELP STUDENTS DEAL WITH EXTERNAL EVENTS IN THE FAMILY AND COMMUNITY THAT PREVENT THEM FROM DOING WELL IN SCHOOL.

85. To what extent are the following issues addressed by your school's dropout prevention program(s)?

(CIRCLE ONE ON EACH LINE)

		Does not apply	Minor emphasis	Major emphasis	
					BEGIN DECK 13
a.	Providing opportunities for academic success	1	2	3	08/
b.	Providing positive social relationships in school	1	2	3	09/
c.	Communicating the relevance of education to future endeavors.	1	2	3	10/
d.	Reducing the negative impact of family or community.	1	2	3	11/

86. Are formal classes held in your dropout prevention program?

No ..... 1 **(SKIP TO QUESTION 88)** 12/

Yes 2

87. When are classes held for your dropout prevention program?

(CIRCLE ONE ON EACH LINE)

		Does Not Meet	Regular School Hours	Evening Hours	
a.	Monday.	1	2	3	13/
b.	Tuesday	1	2	3	14/
c.	Wednesday	1	2	3	15/
d.	Thursday	1	2	3	16/
e.	Friday.	1	2	3	17/
f.	Saturday	1	2	3	18/
g.	Sunday	1	2	3	19/

88. Which of the following services does your dropout prevention program offer?

(CIRCLE ALL THAT APPLY)

a. Special instructional programs. 1 20/

b. Tutoring by teachers 1 21/

c. Peer tutoring 1 22/

d. Incentives for better attendance or classroom performance 1 23/

e. Close monitoring of student attendance or classroom performance 1 24/

f. Individual or group counseling 1 25/

g. Career counseling 1 26/

h. Job placement assistance 1 27/

i. Health care 1 28/

j. Childcare or nurseries for children of students 1 29/

89. Does your state and/or district offer a financial award or recognition to schools for raising student achievement levels?

(CIRCLE ONE)

No 1 30/

Yes 2

90. If a person other than the school principal has answered Sections I to VI, please enter the following information:

Last Name (please print) 31-50/ _____

First Name 51-65/ _____

Middle Initial 66/ _____

Title BEGIN DECK 14 08-37/ _____

( ) _____
Telephone Number 38-47/

(CIRCLE ONE)

Home 1
Office 2
48/

(CIRCLE ONE)

Best time to call AM.....1
PM.....2
49/

THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY.

THIS SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY

VII. SCHOOL CLIMATE

91. Using the scale below, how much emphasis does each of the following receive in your school?

(CIRCLE ONE ON EACH LINE)

	No emphasis		Minor emphasis		Major emphasis	
a. Giving the staff responsibility for analyzing and solving school problems	1	2	3	4	5	08/
b. Establishing a stable staff by reducing faculty transfers	1	2	3	4	5	09/
c. Changing curriculum (e.g., increasing academic course requirements)	1	2	3	4	5	10/
d. Staff development activities	1	2	3	4	5	11/
e. Promoting parental support and involvement	1	2	3	4	5	12/
f. Publicizing and honoring academic achievement	1	2	3	4	5	13/
g. Promoting student participation in team and extracurricular activities	1	2	3	4	5	14/
h. Monitoring student academic progress	1	2	3	4	5	15/

92. Over the past three years, what percentage of the teachers in your school would you consider to have been: (If none, enter "000". Percentages should sum to 100%)

(WRITE IN THE PERCENT)

a. Poor teachers	| | | | %	16-18/
b. Fair teachers	| | | | %	19-21/
c. Good teachers	| | | | %	22-24/
d. Excellent teachers	| | | | %	25-27/

93. Indicate how much each of the characteristics listed below describes your school's climate.

(CIRCLE ONE ON EACH LINE)

	Not accurate at all		Somewhat Accurate		Very Accurate	
a. Discipline is emphasized at this school	1	2	3	4	5	28/
b. Students place a high priority on learning	1	2	3	4	5	29/
c. Classroom activities are highly structured	1	2	3	4	5	30/
d. Teachers at this school press students to achieve academically.	1	2	3	4	5	31/
e. Students are expected to do homework	1	2	3	4	5	32/
f. Teacher morale is high	1	2	3	4	5	33/
g. Student morale is high	1	2	3	4	5	34/
h. The school emphasizes sports	1	2	3	4	5	35/
i. Students are encouraged to compete for grades	1	2	3	4	5	36/
j. Counselors and teachers encourage students to enroll in academic classes	1	2	3	4	5	37/
k. Teachers have a negative attitude about students	1	2	3	4	5	38/
l. Teachers find it difficult to motivate students	1	2	3	4	5	39/
m. There is conflict between teachers and administrators	1	2	3	4	5	40/

94. Please indicate which of the following rules exist in your school.

(CIRCLE ONE ON EACH LINE)

		No	Yes	
a.	Visitors are required to sign in or report at the main office	1	2	41/
b.	Hall passes are required to visit the library	1	2	42/
c.	Hall passes are required to visit the lavatory	1	2	43/
d.	Hall passes are required to visit the principal or a teacher's office	1	2	44/
e.	Hall passes are required to visit a counselor	1	2	45/
f.	Student uniforms are required	1	2	46/
g.	Certain forms of student dress are forbidden	1	2	47/
h.	Students are prohibited from leaving the school or school grounds during school hours	1	2	48/
i.	Rules prohibiting student involvement with gangs on school grounds are enforced	1	2	49/

95. Indicate the degree to which each of the following is a problem with students in your school.

(CIRCLE ONE ON EACH LINE)

		Not a Problem	Minor Problem	Moderate Problem	Serious Problem	
a.	Tardiness	1	2	3	4	50/
b.	Absenteeism	1	2	3	4	51/
c.	Class cutting	1	2	3	4	52/
d.	Physical conflicts among students	1	2	3	4	53/
e.	Gang activity	1	2	3	4	54/
f.	Robbery or theft	1	2	3	4	55/
g.	Vandalism	1	2	3	4	56/
h.	Use of alcohol	1	2	3	4	57/
i.	Use of illegal drugs	1	2	3	4	58/

(CIRCLE ONE ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem	
j. Possession of weapons	1	2	3	4	59/
k. Physical abuse of teachers	1	2	3	4	60/
l. Verbal abuse of teachers	1	2	3	4	61/
m. Racial/ethnic conflict among students	1	2	3	4	62/

96. In your school, what happens to a student who is caught doing one of the following? (Expulsion means the student is asked to permanently withdraw; suspension means the student is asked to leave for a period of time, but is permitted to come back to the school at some later date.)

(CIRCLE ALL THAT APPLY)

FIRST OCCURRENCE	No Action and No Warning Issued	Detention or Minor Disciplinary Action	In-school Suspension	Out-of-School Suspension	Transfer Student to Another School	Expulsion	
a. Cheating on tests	0	1	2	3	4	5	63-68/
b. Skipping classes	0	1	2	3	4	5	69-74/
c. Skipping school for one or two days	0	1	2	3	4	5	BEGIN DECK 16 08-13/
d. Skipping school for three days or more	0	1	2	3	4	5	14-19/
e. Physical injury to another student	0	1	2	3	4	5	20-25/
f. Possession of alcohol	0	1	2	3	4	5	26-31/
g. Possession of illegal drugs	0	1	2	3	4	5	32-37/

(CIRCLE ALL THAT APPLY)

FIRST OCCURRENCE	No Action and No Warning Issued	Detention or Minor Disciplinary Action	In-school Suspension	Out-of-School Suspension	Transfer Student to Another School	Expulsion	
h. Selling illegal drugs	0	1	2	3	4	5	38-43/
i. Possession of weapons	0	1	2	3	4	5	44-49/
j. Use of alcohol at school	0	1	2	3	4	5	50-55/
k. Use of illegal drugs at school	0	1	2	3	4	5	56-61/
l. Smoking at school	0	1	2	3	4	5	62-67/
m. Verbal abuse of teachers or staff members	0	1	2	3	4	5	68-73/
n. Physical injury to a teacher or staff member	0	1	2	3	4	5	BEGIN DECK 17 08-13/
o. Theft of school property	0	1	2	3	4	5	14-19/
p. Classroom disturbance	0	1	2	3	4	5	20-25/
q. Use of profanity in class	0	1	2	3	4	5	26-31/

(CIRCLE ALL THAT APPLY)

REPEATED OCCURRENCES	No Action and No Warning Issued	Detention or Minor Disciplinary Action	In-school Suspension	Out-of-School Suspension	Transfer Student to Another School	Expulsion	
aa. Cheating on tests	0	1	2	3	4	5	32-37/
bb. Skipping classes	0	1	2	3	4	5	38-43/
cc. Skipping school for one or two days	0	1	2	3	4	5	44-49/
dd. Skipping school for three days or more	0	1	2	3	4	5	50-55/
ee. Physical injury to another student	0	1	2	3	4	5	56-61/
ff. Possession of alcohol	0	1	2	3	4	5	62-67/
gg. Possession of illegal drugs	0	1	2	3	4	5	68-73/
hh. Selling illegal drugs	0	1	2	3	4	5	BEGIN DECK 18 08-13/
ii. Possession of weapons	0	1	2	3	4	5	14-19/
jj. Use of alcohol at school	0	1	2	3	4	5	20-25/
kk. Use of illegal drugs at school	0	1	2	3	4	5	26-31/
ll. Smoking at school	0	1	2	3	4	5	32-37/
mm. Verbal abuse of teachers or staff members	0	1	2	3	4	5	38-43/
nn. Physical injury to a teacher or staff member	0	1	2	3	4	5	44-49/

(CIRCLE ALL THAT APPLY)

REPEATED OCCURRENCES	No Action and No Warning Issued	Detention or Minor Disciplinary Action	In-school Suspension	Out-of-School Suspension	Transfer Student to Another School	Expulsion	
oo. Theft of school property	0	1	2	3	4	5	50-55/
pp. Classroom disturbance	0	1	2	3	4	5	56-61/
qq. Use of profanity in class	0	1	2	3	4	5	62-67/

97. Indicate the degree to which you believe each of the following factors influences students to drop out of your school.

(CIRCLE ONE ON EACH LINE)

	No Influence		Some Influence		Major Influence	
a Family problems	1	2	3	4	5	68/
b Gang activity	1	2	3	4	5	69/
c. Teenage pregnancy	1	2	3	4	5	70/
d. Need to support family/self	1	2	3	4	5	71/
e. Peer pressure	1	2	3	4	5	72/
f. Illness	1	2	3	4	5	73/
g. Illegal drug use	1	2	3	4	5	74/
h. Alcohol problems	1	2	3	4	5	75/
i. Poor academic performance	1	2	3	4	5	76/
j. Student disinterest in learning	1	2	3	4	5	BEGIN DECK 19 08/
k. Lack of parental support	1	2	3	4	5	09/
l. Low teacher expectations for student performance	1	2	3	4	5	10/
m. Low student expectations for payoff to education	1	2	3	4	5	11/

98. How much influence do you as a principal have over ...

(CIRCLE ONE ON EACH LINE)

	No Influence		Some Influence		Major Influence	
a. hiring teachers?	1	2	3	4	5	12/
b. hiring custodians/building engineers?	1	2	3	4	5	13/
c. dismissing school personnel?	1	2	3	4	5	14/
d. setting teacher performance standards?	1	2	3	4	5	15/
e. setting curricular guidelines?.	1	2	3	4	5	16/
f. influencing instructional practices?	1	2	3	4	5	17/
g. approving teacher bonuses?	1	2	3	4	5	18/
h. establishing homework policies?	1	2	3	4	5	19/
i. creating new programs (such as dropout and drug prevention programs)?	1	2	3	4	5	20/
j. purchasing school supplies?	1	2	3	4	5	21/
k. purchasing school equipment?	1	2	3	4	5	22/
l. distributing funds within the school?	1	2	3	4	5	23/

99. How would you characterize your school's relationship with each of the following individuals or groups?

(CIRCLE ONE ON EACH LINE)

		Conflictual	Somewhat Cooperative	Cooperative	Very Cooperative	
a.	Parents	1	2	3	4	24/
b.	Superintendent	1	2	3	4	25/
c.	School board or Governing board	1	2	3	4	26/
d.	Central office administrators	1	2	3	4	27/
e.	Teachers' association or union (including but not limited to the contract)	1	2	3	4	28/

100. Since the beginning of the current school year, about how many students' parents have you or your administrative staff met with individually to discuss their child's behavior or academic performance?

(IF NONE, WRITE "0000")

|__|__|__|__| parents 29-32/

101. In the first half of the current school year, what percentage of parents or family members of students in the ninth through twelfth grades contributed volunteer time?

(IF NONE, WRITE "000")

|__|__|__| % 33-35/

102. How often do the following take place at your school?

(CIRCLE ONE ON EACH LINE)

	Never	Seldom	Sometimes	Usually	Always	
a. Parents are notified of student absences	0	1	2	3	4	36/
b. Parents are given interim reports during the grading period	0	1	2	3	4	37/
c. Parents are notified when a student is sent to the principal's office for disruptive behavior	0	1	2	3	4	38/
d. Parent conferences are scheduled at parent's request	0	1	2	3	4	39/
e. Parent conferences are scheduled at school's request	0	1	2	3	4	40/
f. Parents are encouraged to be involved in policy decisions	0	1	2	3	4	41/
g. Parent-school associations are encouraged by the school	0	1	2	3	4	42/

103. How much influence do you feel each of the following has upon how <u>your</u> performance is evaluated by your superiors?

(CIRCLE ONE ON EACH LINE)

	No Influence		Minor Influence		Great Deal of Influence	
a. The performance of your school's students on standardized tests	1	2	3	4	5	43/
b. A good disciplinary environment in the school	1	2	3	4	5	44/
c. Efficient administration	1	2	3	4	5	45/
d. Parent or community support	1	2	3	4	5	46/

BEGIN DECK 20

104. Please provide the information requested below so we can reach you if any clarification of your responses is needed.

08/

Last Name (please print) 09-28/ _____

First Name 29-43/ _____

Middle Initial 44/ _____

Title 45-74/ _____

BEGIN DECK 21

( ) _____ Telephone number 08-17/

(CIRCLE ONE)
Home 1
Office 2
18/

Best time of day to call: _____ 19-22/

(CIRCLE ONE)
AM....1
PM....2
23/

DATE COMPLETED |__|__| Month 24-25/ |__|__| Day 26-27/ 19 |__|__| Year 28-29/

THANK YOU FOR YOUR COOPERATION.

Appendix E

Record Layout for NELS:88

First Follow-Up School Data Tape

SCHOOL QUESTIONNAIRE FIRST FOLLOW-UP

Variable Name	Position	Format	Length
STU_ID	1-7	I	7
F1SCH_ID	8-12	I	5
F1C1A	13-13	I	1
F1C1B	14-14	I	1
F1C1C	15-15	I	1
F1C1D	16-16	I	1
F1C1E	17-17	I	1
F1C1F	18-18	I	1
F1C1G	19-19	I	1
F1C1H	20-20	I	1
F1C1I	21-21	I	1
F1C1J	22-22	I	1
F1C1K	23-23	I	1
F1C1L	24-24	I	1
F1C1M	25-25	I	1
F1C1N	26-26	I	1
F1C1O	27-27	I	1
F1C2	28-31	I	4
F1C3	32-35	I	4
F1C4	36-36	I	1
F1C4A	37-37	I	1
F1C4B	38-38	I	1
F1C4C	39-39	I	1
F1C4D	40-40	I	1
F1C4E	41-41	I	1
F1C4F	42-42	I	1
F1C4G	43-43	I	1
F1C4H	44-44	I	1
F1C4I	45-45	I	1
F1C4J	46-46	I	1
F1C4K	47-47	I	1
F1C4L	48-48	I	1
F1C4M	49-49	I	1
F1C4N	50-50	I	1
F1C5A	51-52	I	2
F1C5B	53-54	I	2
F1C6	55-55	I	1
F1C7	56-58	I	3
F1C8	59-60	I	2
F1C9	61-63	I	3
F1C10	64-64	I	1
F1C11A	65-67	I	3
F1C11B	68-70	I	3
F1C11C1	71-73	I	3
F1C11C2	74-76	I	3
F1C11C3	77-79	I	3
F1C11C4	80-82	I	3

Variable Name	Position	Format	Length
F1C11C5	83-85	I	3
F1C11C6	86-88	I	3
F1C11C7	89-91	I	3
F1C11C8	92-94	I	3
F1C11C9	95-97	I	3
F1C11C10	98-100	I	3
F1C11D	101-103	I	3
F1C12A	104-105	I	2
F1C12B	106-107	I	2
F1C12C	108-109	I	2
F1C12D	110-111	I	2
F1C12E	112-113	I	2
F1C12F	114-115	I	2
F1C12G	116-117	I	2
F1C12H	118-119	I	2
F1C12I	120-121	I	2
F1C12J	122-123	I	2
F1C12K	124-125	I	2
F1C12L	126-127	I	2
F1C12M	128-129	I	2
F1C13A	130-131	I	2
F1C13B	132-133	I	2
F1C13C	134-135	I	2
F1C13D	136-137	I	2
F1C13E	138-139	I	2
F1C13F	140-141	I	2
F1C13G	142-143	I	2
F1C13H	144-145	I	2
F1C13I	146-147	I	2
F1C13J	148-149	I	2
F1C14	150-150	I	1
F1C15	151-152	I	2
F1C16	153-153	I	1
F1C17A	154-155	I	2
F1C17B	156-157	I	2
F1C17C	158-159	I	2
F1C17D	160-161	I	2
F1C17E	162-163	I	2
F1C17F	164-165	I	2
F1C18A	166-166	I	1
F1C18B	167-167	I	1
F1C18C	168-168	I	1
F1C18D	169-169	I	1
F1C18E	170-170	I	1
F1C18F	171-171	I	1
F1C18G	172-172	I	1
F1C18H	173-173	I	1
F1C18I	174-174	I	1
F1C18J	175-175	I	1
F1C18K	176-176	I	1

Variable Name	Position	Format	Length
F1C18L	177-177	I	1
F1C18M	178-178	I	1
F1C19	179-180	I	2
F1C20	181-181	I	1
F1C21	182-182	I	1
F1C22A	183-183	I	1
F1C22B	184-184	I	1
F1C22C	185-185	I	1
F1C22D	186-186	I	1
F1C22E	187-187	I	1
F1C22F	188-188	I	1
F1C23	189-189	I	1
F1C24	190-192	I	3
F1C25	193-195	I	3
F1C26	196-198	I	3
F1C27A	199-201	I	3
F1C27B	202-204	I	3
F1C27C	205-207	I	3
F1C27D	208-210	I	3
F1C27E	211-213	I	3
F1C27F	214-216	I	3
F1C28	217-217	I	1
F1C29	218-219	I	2
F1C30A	220-222	I	3
F1C30B	223-225	I	3
F1C30C	226-228	I	3
F1C30D	229-231	I	3
F1C30E	232-234	I	3
F1C30F	235-237	I	3
F1C30G	238-240	I	3
F1C30H	241-243	I	3
F1C30I	244-246	I	3
F1C30J	247-249	I	3
F1C30K	250-252	I	3
F1C31	253-255	I	3
F1C32	256-258	I	3
F1C33	259-261	I	3
F1C34	262-264	I	3
F1C35	265-267	I	3
F1C36	268-268	I	1
F1C37	269-269	I	1
F1C37A	270-272	I	3
F1C38	273-273	I	1
F1C39	274-274	I	1
F1C40A	275-275	I	1
F1C40B	276-276	I	1
F1C40C	277-277	I	1
F1C41A	278-278	I	1
F1C41B	279-279	I	1
F1C41C	280-280	I	1

Variable Name	Position	Format	Length
F1C41D	281-281	I	1
F1C41E	282-282	I	1
F1C41F	283-283	I	1
F1C41G	284-284	I	1
F1C41H	285-285	I	1
F1C41I	286-286	I	1
F1C41J	287-287	I	1
F1C41K	288-288	I	1
F1C41L	289-289	I	1
F1C42A	290-294	I	5
F1C42B	295-299	I	5
F1C43A	300-302	I	3
F1C43B	303-305	I	3
F1C43C	306-308	I	3
F1C43D	309-311	I	3
F1C43E	312-314	I	3
F1C44A	315-317	I	3
F1C44B	318-320	I	3
F1C44C	321-323	I	3
F1C44D	324-326	I	3
F1C44E	327-329	I	3
F1C45	330-332	I	3
F1C46	333-335	I	3
F1C47A	336-336	I	1
F1C47B	337-337	I	1
F1C47C	338-338	I	1
F1C48	339-341	I	3
F1C49	342-342	I	1
F1C50	343-345	I	3
F1C51	346-346	I	1
F1C51A	347-349	I	3
F1C52	350-350	I	1
F1C53A	351-351	I	1
F1C53B	352-352	I	1
F1C53C	353-353	I	1
F1C53D	354-354	I	1
F1C53E	355-355	I	1
F1C53F	356-356	I	1
F1C53G	357-357	I	1
F1C53H	358-358	I	1
F1C53I	359-359	I	1
F1C53J	360-360	I	1
F1C54A	361-361	I	1
F1C54B	362-362	I	1
F1C54C	363-363	I	1
F1C54D	364-364	I	1
F1C54E	365-365	I	1
F1C54F	366-366	I	1
F1C54G	367-367	I	1
F1C55	368-368	I	1

Variable Name	Position	Format	Length
F1C56A1	369-371	I	3
F1C56B1	372-374	I	3
F1C56A2	375-377	I	3
F1C56B2	378-380	I	3
F1C56A3	381-383	I	3
F1C56B3	384-386	I	3
F1C56A4	387-389	I	3
F1C56B4	390-392	I	3
F1C57A	393-393	I	1
F1C57B	394-394	I	1
F1C57C	395-395	I	1
F1C57D	396-396	I	1
F1C57E	397-397	I	1
F1C57F	398-398	I	1
F1C57G	399-399	I	1
F1C57H	400-400	I	1
F1C57I	401-401	I	1
F1C57J	402-402	I	1
F1C57K	403-403	I	1
F1C57L	404-404	I	1
F1C57M	405-405	I	1
F1C58A	406-406	I	1
F1C58B	407-411	I	5
F1C59	412-413	I	2
F1C60A	414-414	I	1
F1C60B	415-417	I	3
F1C61A	418-418	I	1
F1C61B	419-419	I	1
F1C61C	420-420	I	1
F1C61D	421-421	I	1
F1C62A	422-422	I	1
F1C62B	423-423	I	1
F1C62C	424-424	I	1
F1C62D	425-425	I	1
F1C62E	426-426	I	1
F1C62F	427-427	I	1
F1C62G	428-428	I	1
F1C62H	429-429	I	1
F1C63A	430-430	I	1
F1C63B	431-431	I	1
F1C64	432-432	I	1
F1C65	433-433	I	1
F1C66A	434-434	I	1
F1C66B	435-435	I	1
F1C66C	436-436	I	1
F1C66D	437-437	I	1
F1C66E	438-438	I	1
F1C67	439-439	I	1
F1C68	440-440	I	1
F1C69	441-441	I	1

Variable Name	Position	Format	Length
F1C69AA1	442-443	I	2
F1C69AA2	444-446	I	3
F1C69AB1	447-448	I	2
F1C69AB2	449-450	I	2
F1C69AC1	451-452	I	2
F1C69AC2	453-454	I	2
F1C69AD1	455-456	I	2
F1C69AD2	457-458	I	2
F1C69AF1	459-460	I	2
F1C69AF2	461-462	I	2
F1C69B	463-463	I	1
F1C70A	464-465	I	2
F1C70B	466-467	I	2
F1C70C	468-469	I	2
F1C70D	470-471	I	2
F1C70E	472-473	I	2
F1C70F	474-475	I	2
F1C70G	476-477	I	2
F1C70H	478-479	I	2
F1C70I	480-481	I	2
F1C70J	482-483	I	2
F1C70K	484-485	I	2
F1C70L	486-487	I	2
F1C70M	488-489	I	2
F1C70N	490-491	I	2
F1C70O	492-493	I	2
F1C71A	494-494	I	1
F1C71B	495-495	I	1
F1C71C	496-496	I	1
F1C71D	497-497	I	1
F1C71E	498-498	I	1
F1C71F	499-499	I	1
F1C71G	500-500	I	1
F1C71H	501-501	I	1
F1C71I	502-502	I	1
F1C71J	503-503	I	1
F1C71K	504-504	I	1
F1C71L	505-505	I	1
F1C71M	506-506	I	1
F1C71N	507-507	I	1
F1C71O	508-508	I	1
F1C71P	509-509	I	1
F1C71Q	510-510	I	1
F1C71R	511-511	I	1
F1C71S	512-512	I	1
F1C71T	513-513	I	1
F1C71U	514-514	I	1
F1C71V	515-515	I	1
F1C71W	516-516	I	1
F1C72	517-517	I	1

Variable Name	Position	Format	Length
F1C73A1	518-518	I	1
F1C73A2	519-519	I	1
F1C73A3	520-520	I	1
F1C73A4	521-521	I	1
F1C73B1	522-522	I	1
F1C73B2	523-523	I	1
F1C73B3	524-524	I	1
F1C73B4	525-525	I	1
F1C73C1	526-526	I	1
F1C73C2	527-527	I	1
F1C73C3	528-528	I	1
F1C73C4	529-529	I	1
F1C73D1	530-530	I	1
F1C73D2	531-531	I	1
F1C73D3	532-532	I	1
E1C73D4	533-533	I	1
F1C73E1	534-534	I	1
F1C73E2	535-535	I	1
F1C73E3	536-536	I	1
F1C73E4	537-537	I	1
F1C73F1	538-538	I	1
F1C73F2	539-539	I	1
F1C73F3	540-540	I	1
F1C73F4	541-541	I	1
F1C73G1	542-542	I	1
F1C73G2	543-543	I	1
F1C73G3	544-544	I	1
F1C73G4	545-545	I	1
F1C73H1	546-546	I	1
F1C73H2	547-547	I	1
F1C73H3	548-548	I	1
F1C73H4	549-549	I	1
F1C73I1	550-550	I	1
F1C73I2	551-551	I	1
F1C73I3	552-552	I	1
F1C73I4	553-553	I	1
F1C73J1	554-554	I	1
F1C73J2	555-555	I	1
F1C73J3	556-556	I	1
F1C73J4	557-557	I	1
F1C73K1	558-558	I	1
F1C73K2	559-559	I	1
F1C73K3	560-560	I	1
F1C73K4	561-561	I	1
F1C73L1	562-562	I	1
F1C73L2	563-563	I	1
F1C73L3	564-564	I	1
F1C73L4	565-565	I	1
F1C73M1	566-566	I	1
F1C73M2	567-567	I	1

Variable Name	Position	Format	Length
F1C73M3	568-568	I	1
F1C73M4	569-569	I	1
F1C73N1	570-570	I	1
F1C73N2	571-571	I	1
F1C73N3	572-572	I	1
F1C73N4	573-573	I	1
F1C73O1	574-574	I	1
F1C73O2	575-575	I	1
F1C73O3	576-576	I	1
F1C73O4	577-577	I	1
F1C73P1	578-578	I	1
F1C73P2	579-579	I	1
F1C73P3	580-580	I	1
F1C73P4	581-581	I	1
F1C73Q1	582-582	I	1
F1C73Q2	583-583	I	1
F1C73Q3	584-584	I	1
F1C73Q4	585-585	I	1
F1C73R1	586-586	I	1
F1C73R2	587-587	I	1
F1C73R3	588-588	I	1
F1C73R4	589-589	I	1
F1C73S1	590-590	I	1
F1C73S2	591-591	I	1
F1C73S3	592-592	I	1
F1C73S4	593-593	I	1
F1C74A1	594-594	I	1
F1C74A2	595-595	I	1
F1C74A3	596-596	I	1
F1C74A4	597-597	I	1
F1C74A5	598-598	I	1
F1C74B1	599-599	I	1
F1C74B2	600-600	I	1
F1C74B3	601-601	I	1
F1C74B4	602-602	I	1
F1C74B5	603-603	I	1
F1C74C1	604-604	I	1
F1C74C2	605-605	I	1
F1C74C3	606-606	I	1
F1C74C4	607-607	I	1
F1C74C5	608-608	I	1
F1C75A1	609-609	I	1
F1C75A2	610-610	I	1
F1C75A3	611-611	I	1
F1C75A4	612-612	I	1
F1C75B1	613-613	I	1
F1C75B2	614-614	I	1
F1C75B3	615-615	I	1
F1C75B4	616-616	I	1
F1C75C1	617-617	I	1

Variable Name	Position	Format	Length
F1C75C2	618-618	I	1
F1C75C3	619-619	I	1
F1C75C4	620-620	I	1
F1C75D1	621-621	I	1
F1C75D2	622-622	I	1
F1C75D3	623-623	I	1
F1C75D4	624-624	I	1
F1C75E1	625-625	I	1
F1C75E2	626-626	I	1
F1C75E3	627-627	I	1
F1C75E4	628-628	I	1
F1C75F1	629-629	I	1
F1C75F2	630-630	I	1
F1C75F3	631-631	I	1
F1C75F4	632-632	I	1
F1C75G1	633-633	I	1
F1C75G2	634-634	I	1
F1C75G3	635-635	I	1
F1C75G4	636-636	I	1
F1C75H1	637-637	I	1
F1C75H2	638-638	I	1
F1C75H3	639-639	I	1
F1C75H4	640-640	I	1
F1C75I1	641-641	I	1
F1C75I2	642-642	I	1
F1C75I3	643-643	I	1
F1C75I4	644-644	I	1
F1C75J1	645-645	I	1
F1C75J2	646-646	I	1
F1C75J3	647-647	I	1
F1C75J4	648-648	I	1
F1C75K1	649-649	I	1
F1C75K2	650-650	I	1
F1C75K3	651-651	I	1
F1C75K4	652-652	I	1
F1C75L1	653-653	I	1
F1C75L2	654-654	I	1
F1C75L3	655-655	I	1
F1C75L4	656-656	I	1
F1C75M1	657-657	I	1
F1C75M2	658-658	I	1
F1C75M3	659-659	I	1
F1C75M4	660-660	I	1
F1C75N1	661-661	I	1
F1C75N2	662-662	I	1
F1C75N3	663-663	I	1
F1C75N4	664-664	I	1
F1C75O1	665-665	I	1
F1C75O2	666-666	I	1
F1C75O3	667-667	I	1

Variable Name	Position	Format	Length
F1C75O4	668-668	I	1
F1C75P1	669-669	I	1
F1C75P2	670-670	I	1
F1C75P3	671-671	I	1
F1C75P4	672-672	I	1
F1C75Q1	673-673	I	1
F1C75Q2	674-674	I	1
F1C75Q3	675-675	I	1
F1C75Q4	676-676	I	1
F1C75R1	677-677	I	1
F1C75R2	678-678	I	1
F1C75R3	679-679	I	1
F1C75R4	680-680	I	1
F1C75S1	681-681	I	1
F1C75S2	682-682	I	1
F1C75S3	683-683	I	1
F1C75S4	684-684	I	1
F1C75T1	685-685	I	1
F1C75T2	686-686	I	1
F1C75T3	687-687	I	1
F1C75T4	688-688	I	1
F1C75U1	689-689	I	1
F1C75U2	690-690	I	1
F1C75U3	691-691	I	1
F1C75U4	692-692	I	1
F1C75V1	693-693	I	1
F1C75V2	694-694	I	1
F1C75V3	695-695	I	1
F1C75V4	696-696	I	1
F1C75W1	697-697	I	1
F1C75W2	698-698	I	1
F1C75W3	699-699	I	1
F1C75W4	700-700	I	1
F1C75X1	701-701	I	1
F1C75X2	702-702	I	1
F1C75X3	703-703	I	1
F1C75X4	704-704	I	1
F1C75Y1	705-705	I	1
F1C75Y2	706-706	I	1
F1C75Y3	707-707	I	1
F1C75Y4	708-708	I	1
F1C75Z1	709-709	I	1
F1C75Z2	710-710	I	1
F1C75Z3	711-711	I	1
F1C75Z4	712-712	I	1
F1C75AA1	713-713	I	1
F1C75AA2	714-714	I	1
F1C75AA3	715-715	I	1
F1C75AA4	716-716	I	1
F1C75BB1	717-717	I	1

Variable Name	Position	Format	Length
F1C75BB2	718-718	I	1
F1C75BB3	719-719	I	1
F1C75BB4	720-720	I	1
F1C75CC1	721-721	I	1
F1C75CC2	722-722	I	1
F1C75CC3	723-723	I	1
F1C75CC4	724-724	I	1
F1C75DD1	725-725	I	1
F1C75DD2	726-726	I	1
F1C75DD3	727-727	I	1
F1C75DD4	728-728	I	1
F1C75EE1	729-729	I	1
F1C75EE2	730-730	I	1
F1C75EE3	731-731	I	1
F1C75EE4	732-732	I	1
F1C75FF1	733-733	I	1
F1C75FF2	734-734	I	1
F1C75FF3	735-735	I	1
F1C75FF4	736-736	I	1
F1C75GG1	737-737	I	1
F1C75GG2	738-738	I	1
F1C75GG3	739-739	I	1
F1C75GG4	740-740	I	1
F1C75HH1	741-741	I	1
F1C75HH2	742-742	I	1
F1C75HH3	743-743	I	1
F1C75HH4	744-744	I	1
F1C76	745-746	I	2
F1C77	747-749	I	3
F1C78	750-752	I	3
F1C79A	753-753	I	1
F1C79B	754-754	I	1
F1C79C	755-755	I	1
F1C79D	756-756	I	1
F1C79E	757-757	I	1
F1C79F	758-758	I	1
F1C79G	759-759	I	1
F1C79H	760-760	I	1
F1C80	761-763	I	3
F1C81	764-764	I	1
F1C82	765-765	I	1
F1C83	766-769	I	4
F1C84A	770-770	I	1
F1C84B	771-771	I	1
F1C84C	772-772	I	1
F1C84D	773-773	I	1
F1C84E	774-774	I	1
F1C84F	775-775	I	1
F1C84G	776-776	I	1
F1C85A	777-777	I	1

Variable Name	Position	Format	Length
F1C85B	778-778	I	1
F1C85C	779-779	I	1
F1C85D	780-780	I	1
F1C86	781-781	I	1
F1C87A	782-782	I	1
F1C87B	783-783	I	1
F1C87C	784-784	I	1
F1C87D	785-785	I	1
F1C87E	786-786	I	1
F1C87F	787-787	I	1
F1C87G	788-788	I	1
F1C88A	789-789	I	1
F1C88B	790-790	I	1
F1C88C	791-791	I	1
F1C88D	792-792	I	1
F1C88E	793-793	I	1
F1C88F	794-794	I	1
F1C88G	795-795	I	1
F1C88H	796-796	I	1
F1C88I	797-797	I	1
F1C88J	798-798	I	1
F1C89	799-799	I	1
F1C91A	800-800	I	1
F1C91B	801-801	I	1
F1C91C	802-802	I	1
F1C91D	803-803	I	1
F1C91E	804-804	I	1
F1C91F	805-805	I	1
F1C91G	806-806	I	1
F1C91H	807-807	I	1
F1C92A	808-810	I	3
F1C92B	811-813	I	3
F1C92C	814-816	I	3
F1C92D	817-819	I	3
F1C93A	820-820	I	1
F1C93B	821-821	I	1
F1C93C	822-822	I	1
F1C93D	823-823	I	1
F1C93E	824-824	I	1
F1C93F	825-825	I	1
F1C93G	826-826	I	1
F1C93H	827-827	I	1
F1C93I	828-828	I	1
F1C93J	829-829	I	1
F1C93K	830-830	I	1
F1C93L	831-831	I	1
F1C93M	832-832	I	1
F1C94A	833-833	I	1
F1C94B	834-834	I	1
F1C94C	835-835	I	1

Variable Name	Position	Format	Length
F1C94D	836-836	I	1
F1C94E	837-837	I	1
F1C94F	838-838	I	1
F1C94G	839-839	I	1
F1C94H	840-840	I	1
F1C94I	841-841	I	1
F1C95A	842-842	I	1
F1C95B	843-843	I	1
F1C95C	844-844	I	1
F1C95D	845-845	I	1
F1C95E	846-846	I	1
F1C95F	847-847	I	1
F1C95G	848-848	I	1
F1C95H	849-849	I	1
F1C95I	850-850	I	1
F1C95J	851-851	I	1
F1C95K	852-852	I	1
F1C95L	853-853	I	1
F1C95M	854-854	I	1
F1C96A0	855-855	I	1
F1C96A1	856-856	I	1
F1C96A2	857-857	I	1
F1C96A3	858-858	I	1
F1C96A4	859-859	I	1
F1C96A5	860-860	I	1
F1C96B0	861-861	I	1
F1C96B1	862-862	I	1
F1C96B2	863-863	I	1
F1C96B3	864-864	I	1
F1C96B4	865-865	I	1
F1C96B5	866-866	I	1
F1C96C0	867-867	I	1
F1C96C1	868-868	I	1
F1C96C2	869-869	I	1
F1C96C3	870-870	I	1
F1C96C4	871-871	I	1
F1C96C5	872-872	I	1
F1C96D0	873-873	I	1
F1C96D1	874-874	I	1
F1C96D2	875-875	I	1
F1C96D3	876-876	I	1
F1C96D4	877-877	I	1
F1C96D5	878-878	I	1
F1C96E0	879-879	I	1
F1C96E1	880-880	I	1
F1C96E2	881-881	I	1
F1C96E3	882-882	I	1
F1C96E4	883-883	I	1
F1C96E5	884-884	I	1
F1C96F0	885-885	I	1

Variable Name	Position	Format	Length
F1C96F1	886-886	I	1
F1C96F2	887-887	I	1
F1C96F3	888-888	I	1
F1C96F4	889-889	I	1
F1C96F5	890-890	I	1
F1C96G0	891-891	I	1
F1C96G1	892-892	I	1
F1C96G2	893-893	I	1
F1C96G3	894-894	I	1
F1C96G4	895-895	I	1
F1C96G5	896-896	I	1
F1C96H0	897-897	I	1
F1C96H1	898-898	I	1
F1C96H2	899-899	I	1
F1C96H3	900-900	I	1
F1C96H4	901-901	I	1
F1C96H5	902-902	I	1
F1C96I0	903-903	I	1
F1C96I1	904-904	I	1
F1C96I2	905-905	I	1
F1C96I3	906-906	I	1
F1C96I4	907-907	I	1
F1C96I5	908-908	I	1
F1C96J0	909-909	I	1
F1C96J1	910-910	I	1
F1C96J2	911-911	I	1
F1C96J3	912-912	I	1
F1C96J4	913-913	I	1
F1C96J5	914-914	I	1
F1C96K0	915-915	I	1
F1C96K1	916-916	I	1
F1C96K2	917-917	I	1
F1C96K3	918-918	I	1
F1C96K4	919-919	I	1
F1C96K5	920-920	I	1
F1C96L0	921-921	I	1
F1C96L1	922-922	I	1
F1C96L2	923-923	I	1
F1C96L3	924-924	I	1
F1C96L4	925-925	I	1
F1C96L5	926-926	I	1
F1C96M0	927-927	I	1
F1C96M1	928-928	I	1
F1C96M2	929-929	I	1
F1C96M3	930-930	I	1
F1C96M4	931-931	I	1
F1C96M5	932-932	I	1
F1C96N0	933-933	I	1
F1C96N1	934-934	I	1
F1C96N2	935-935	I	1

Variable Name	Position	Format	Length
F1C96N3	936-936	I	1
F1C96N4	937-937	I	1
F1C96N5	938-938	I	1
F1C96O0	939-939	I	1
F1C96O1	940-940	I	1
F1C96O2	941-941	I	1
F1C96O3	942-942	I	1
F1C96O4	943-943	I	1
F1C96O5	944-944	I	1
F1C96P0	945-945	I	1
F1C96P1	946-946	I	1
F1C96P2	947-947	I	1
F1C96P3	948-948	I	1
F1C96P4	949-949	I	1
F1C96P5	950-950	I	1
F1C96Q0	~~951-951~~	~~I~~	~~1~~
F1C96Q1	952-952	I	1
F1C96Q2	953-953	I	1
F1C96Q3	954-954	I	1
F1C96Q4	955-955	I	1
F1C96Q5	956-956	I	1
F1C96AA0	957-957	I	1
F1C96AA1	958-958	I	1
F1C96AA2	959-959	I	1
F1C96AA3	960-960	I	1
F1C96AA4	961-961	I	1
F1C96AA5	962-962	I	1
F1C96BB0	963-963	I	1
F1C96BB1	964-964	I	1
F1C96BB2	965-965	I	1
F1C96BB3	966-966	I	1
F1C96BB4	967-967	I	1
F1C96BB5	968-968	I	1
F1C96CC0	969-969	I	1
F1C96CC1	970-970	I	1
F1C96CC2	971-971	I	1
F1C96CC3	972-972	I	1
F1C96CC4	973-973	I	1
F1C96CC5	974-974	I	1
F1C96DD0	975-975	I	1
F1C96DD1	976-976	I	1
F1C96DD2	977-977	I	1
F1C96DD3	978-978	I	1
F1C96DD4	979-979	I	1
F1C96DD5	980-980	I	1
F1C96EE0	981-981	I	1
F1C96EE1	982-982	I	1
F1C96EE2	983-983	I	1
F1C96EE3	984-984	I	1
F1C96EE4	985-985	I	1

Variable Name	Position	Format	Length
F1C96EE5	986-986	I	1
F1C96FF0	987-987	I	1
F1C96FF1	988-988	I	1
F1C96FF2	989-989	I	1
F1C96FF3	990-990	I	1
F1C96FF4	991-991	I	1
F1C96FF5	992-992	I	1
F1C96GG0	993-993	I	1
F1C96GG1	994-994	I	1
F1C96GG2	995-995	I	1
F1C96GG3	996-996	I	1
F1C96GG4	997-997	I	1
F1C96GG5	998-998	I	1
F1C96HH0	999-999	I	1
F1C96HH1	1000-1000	I	1
F1C96HH2	1001-1001	I	1
F1C96HH3	1002-1002	I	1
F1C96HH4	1003-1003	I	1
F1C96HH5	1004-1004	I	1
F1C96II0	1005-1005	I	1
F1C96II1	1006-1006	I	1
F1C96II2	1007-1007	I	1
F1C96II3	1008-1008	I	1
F1C96II4	1009-1009	I	1
F1C96II5	1010-1010	I	1
F1C96JJ0	1011-1011	I	1
F1C96JJ1	1012-1012	I	1
F1C96JJ2	1013-1013	I	1
F1C96JJ3	1014-1014	I	1
F1C96JJ4	1015-1015	I	1
F1C96JJ5	1016-1016	I	1
F1C96KK0	1017-1017	I	1
F1C96KK1	1018-1018	I	1
F1C96KK2	1019-1019	I	1
F1C96KK3	1020-1020	I	1
F1C96KK4	1021-1021	I	1
F1C96KK5	1022-1022	I	1
F1C96LL0	1023-1023	I	1
F1C96LL1	1024-1024	I	1
F1C96LL2	1025-1025	I	1
F1C96LL3	1026-1026	I	1
F1C96LL4	1027-1027	I	1
F1C96LL5	1028-1028	I	1
F1C96MM0	1029-1029	I	1
F1C96MM1	1030-1030	I	1
F1C96MM2	1031-1031	I	1
F1C96MM3	1032-1032	I	1
F1C96MM4	1033-1033	I	1
F1C96MM5	1034-1034	I	1
F1C96NN0	1035-1035	I	1

Variable Name	Position	Format	Length
F1C96NN1	1036-1036	I	1
F1C96NN2	1037-1037	I	1
F1C96NN3	1038-1038	I	1
F1C96NN4	1039-1039	I	1
F1C96NN5	1040-1040	I	1
F1C96000	1041-1041	I	1
F1C96001	1042-1042	I	1
F1C96002	1043-1043	I	1
F1C96003	1044-1044	I	1
F1C96004	1045-1045	I	1
F1C96005	1046-1046	I	1
F1C96PP0	1047-1047	I	1
F1C96PP1	1048-1048	I	1
F1C96PP2	1049-1049	I	1
F1C96PP3	1050-1050	I	1
F1C96PP4	1051-1051	I	1
F1C96PP5	1052-1052	I	1
F1C96QQ0	1053-1053	I	1
F1C96QQ1	1054-1054	I	1
F1C96QQ2	1055-1055	I	1
F1C96QQ3	1056-1056	I	1
F1C96QQ4	1057-1057	I	1
F1C96QQ5	1058-1058	I	1
F1C97A	1059-1059	I	1
F1C97B	1060-1060	I	1
F1C97C	1061-1061	I	1
F1C97D	1062-1062	I	1
F1C97E	1063-1063	I	1
F1C97F	1064-1064	I	1
F1C97G	1065-1065	I	1
F1C97H	1066-1066	I	1
F1C97I	1067-1067	I	1
F1C97J	1068-1068	I	1
F1C97K	1069-1069	I	1
F1C97L	1070-1070	I	1
F1C97M	1071-1071	I	1
F1C98A	1072-1072	I	1
F1C98B	1073-1073	I	1
F1C98C	1074-1074	I	1
F1C98D	1075-1075	I	1
F1C98E	1076-1076	I	1
F1C98F	1077-1077	I	1
F1C98G	1078-1078	I	1
F1C98H	1079-1079	I	1
F1C98I	1080-1080	I	1
F1C98J	1081-1081	I	1
F1C98K	1082-1082	I	1
F1C98L	1083-1083	I	1
F1C99A	1084-1084	I	1
F1C99B	1085-1085	I	1

Variable Name	Position	Format	Length
F1C99C	1086-1086	I	1
F1C99D	1087-1087	I	1
F1C99E	1088-1088	I	1
F1C100	1089-1092	I	4
F1C101	1093-1095	I	3
F1C102A	1096-1096	I	1
F1C102B	1097-1097	I	1
F1C102C	1098-1098	I	1
F1C102D	1099-1099	I	1
F1C102E	1100-1100	I	1
F1C102F	1101-1101	I	1
F1C102G	1102-1102	I	1
F1C103A	1103-1103	I	1
F1C103B	1104-1104	I	1
F1C103C	1105-1105	I	1
F1C103D	1106-1106	I	1
F1C104MO	1107-1108	I	2
F1C104DA	1109-1110	I	2
F1C104YR	1111-1112	I	2
G10CTRL1	1113-1114	I	2
G10CTRL2	1115-1116	I	2
G10URBAN	1117-1117	I	1
G10REGON	1118-1119	I	2
F1SCENRL	1120-1121	I	2
G10ENROL	1122-1123	I	2
F1SGSPAN	1124-1124	I	1

Appendix F

NELS:88 First Follow-Up

School Composite Variables

Composites

The following variables were created for the first follow-up student and school data files, and are reported on the school data tape in terms of student-level frequencies. Each composite variable is defined in the order in which it appears on the data tape.

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
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 compiled from both the QED and the NAIS membership list. 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

F1GSPAN classifies the grade span as reported by the school. If GSPAN was missing, then it was coded using the QED file. After the unique patterns of grade spans were determined, they were collapsed, creating the following categories.

1 = P, K, 1, 2, 3, 4, or 5 through 12 or 12+
2 = 6, 7, or 8 through 9, 10, 11, 12, or 12+
3 = 9 through 10, 11, 12, or 12+
4 = 10 through 11, 12, or 12+
8 = Missing

Appendix G

NELS:88 School Codebook

Note: Because the school component is a contextual data source for first follow-up students, the frequencies appearing in this codebook are reported at the student level. That is, the school data file has been structured to reflect the number of first follow-up student participants for whom school questionnaire data are available ($N = 17,663$). Weighted frequencies reflect the use of the first follow-up student questionnaire weight (F1QWT).

All variables are included in both public and private use versions of the data file; however, some variables which were modified or suppressed as a result of confidentiality analyses are so noted in this codebook.

Question STU_ID — Tape Pos. 1-7, Format: I7

STU_ID = STUDENT ID NUMBER

Question F1SCH_ID — Tape Pos. 8-12, Format: I5

F1SCH_ID = SCHOOL ID NUMBER

SCHOOL CHARACTERISTICS

Question 1

Check each grade level included in your school. Include lowest and highest grades.

The variables F1C1A - F1C1O were suppressed by NCES in accordance with the confidentiality provisions of PL100-297 and recoded as composite variable F1SGSPAN.

Question 2 — Tape Pos. 28-31, Format: I4

F1C2 = TOTAL STUDENT ENROLLMENT AS OF OCT. 1989

As of October 1, 1989 (or the most recent date for which data are available), what was the total student enrollment in your school?

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 and recoded as composite variable F1SCENRL.

Question 3 — Tape Pos. 32-35, Format: I4

F1C3 = TOTAL 10TH GRADE ENROLLMENT AS OF OCT'89

As of October 1, 1989 (or the most recent date for which data are available), what was the total tenth-grade enrollment in your school?

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 and recoded as composite variable G10ENROL.

Question 4 — Tape Pos. 36-36, Format: I1

F1C4 = IS R'S SCHOOL PUBLIC OR PRIVATE

Is your school ...

NOTE: The variables F1C4-F1C4N were suppressed by NCES in accordance with confidentiality provisions of PL100-297 and recoded as composite variable G10CTRL1.

Question 5A — Tape Pos. 51-52, Format: I2

F1C5A = DESCRIBE COMMUNITY IN WHICH SCHL LOCATED

Which of the following best describes the community in which this school is located?

NOTE: The variables F1C5A-F1C5B were suppressed by NCES in accordance with the confidentiality provisions of PL100-297 and recoded as composite variable G10URBAN.

Question 6 — Tape Pos. 55-55, Format: I1

F1C6 TYPE OF ACADEMIC CALENDAR R'S SCHOOL HAS

What kind of academic calendar does your high school have?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SEMESTER SYSTEM.....	1	12585	71.3%	83.9%
TRIMESTER SYSTEM.....	2	2560	14.5%	16.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	67	.4%	(MISS)
MISSING.....	8	2451	13.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 7 — Tape Pos. 56-58, Format: I3

F1C7 # OF DAYS IN SCHOOL YR FOR 10TH GRADERS

How many days are in the school year for tenth grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 174 DAYS.....	1	917	5.2%	4.0%
175 DAYS.....	2	2192	12.4%	13.0%
176 - 179 DAYS.....	3	1136	6.4%	6.8%
180 DAYS.....	4	8789	49.8%	61.7%
181 - 184 DAYS.....	5	1371	7.8%	9.7%
185+ DAYS.....	6	758	4.3%	4.8%
RESERVED CODES:				
MISSING.....	998	2500	14.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 8 — Tape Pos. 59-60, Format: I2

F1C8 # CLASS PERIODS IN DAY FOR 10TH GRADERS

How many class periods are there in the school day for average tenth grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 6 CLASS PERIODS.....	1	6827	38.7%	44.0%
7 CLASS PERIODS.....	2	5177	29.3%	34.6%
8 CLASS PERIODS.....	3	2594	14.7%	16.8%
9+ CLASS PERIODS.....	4	634	3.6%	4.5%
RESERVED CODES:				
MISSING.....	98	2431	13.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 9 — Tape Pos. 61-63, Format: I3

F1C9 # OF MINUTES OF AVERAGE CLASS PERIOD

How many minutes long is the average class period for average tenth grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-40 MINUTES	1	1089	6.2%	6.2%
41-45 MINUTES	2	2749	15.6%	18.4%
46-50 MINUTES	3	4493	25.4%	29.3%
51-55 MINUTES	4	5483	31.0%	36.9%
56+ MINUTES	5	1384	7.8%	9.1%
RESERVED CODES:				
MISSING	998	2465	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 10 — Tape Pos. 64-64, Format: I1

F1C10 IS R'S SCHOOL COEDUCATIONAL?

Is this school coeducational?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14605	82.7%	96.5%
NO	2	630	3.6%	3.5%
RESERVED CODES:				
MISSING	8	2428	13.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 11

Approximately what percentage of your tenth grade students is in each of the following instructional programs?

Question 11A — Tape Pos. 65-67, Format: I3

F1C11A % 10TH GRD STUDENTS IN GENERAL H.S. PROG

General high school program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	2196	12.4%	10.6%
	1	35	.2%	.1%
	2	70	.4%	.6%
	3	27	.2%	.2%
	4	66	.4%	.4%
	5	281	1.6%	2.0%
	6	19	.1%	.1%
	7	18	.1%	.2%
	8	106	.6%	1.0%
	9	126	.7%	.7%
	10	647	3.7%	4.7%
	11	18	.1%	.1%
	12	46	.3%	.5%
	13	82	.5%	.5%
	14	44	.2%	.4%
	15	314	1.8%	2.6%
	17	26	.1%	.2%
	18	37	.2%	.3%
	19	86	.5%	.6%
	20	792	4.5%	5.9%
	21	87	.5%	.5%
	22	122	.7%	.7%
	23	42	.2%	.4%
	24	66	.4%	.4%
	25	385	2.2%	2.7%
	27	28	.2%	.2%
	28	22	.1%	.2%
	29	45	.3%	.3%
	30	945	5.4%	6.7%
	31	19	.1%	.1%
	32	39	.2%	.5%
	33	78	.4%	.6%
	34	4	.0%	.1%
	35	361	2.0%	2.3%
	36	44	.2%	.4%
	37	40	.2%	.4%
	38	29	.2%	.3%
	39	21	.1%	.2%
	40	1058	6.0%	7.8%
	41	21	.1%	.2%
	42	33	.2%	.2%
	43	50	.3%	.4%
	44	36	.2%	.2%
	45	302	1.7%	1.8%
	46	66	.4%	.3%
	47	31	.2%	.3%
	49	1	.0%	.0%
	50	1275	7.2%	10.4%
	51	2	.0%	.0%
	52	45	.3%	.4%
	53	65	.4%	.4%
	54	43	.2%	.4%
	55	141	.8%	.8%
	56	5	.0%	.2%
	57	44	.2%	.3%
	58	30	.2%	.3%
	60	766	4.3%	5.1%
	61	38	.2%	.3%
	63	19	.1%	.2%
	64	2	.0%	.0%
	65	287	1.6%	2.5%
	66	62	.4%	.3%
	67	74	.4%	.4%
	68	21	.1%	.2%
	69	21	.1%	.1%
	70	494	2.8%	3.1%
	71	18	.1%	.1%
	72	20	.1%	.1%
	73	38	.2%	.3%
	74	13	.1%	.1%
	75	220	1.2%	1.6%
	76	42	.2%	.3%
	77	17	.1%	.1%
	80	212	1.2%	1.4%
	82	18	.1%	.1%
	85	85	.5%	.5%
	88	10	.1%	.1%
	90	189	1.1%	1.6%
	92	6	.0%	.0%
	95	44	.2%	.5%
	97	13	.1%	.1%
	98	35	.2%	.3%
	99	10	.1%	.1%
	100	1058	6.0%	7.7%
RESERVED CODES:				
REFUSAL	997	18	.1%	(MISS)
MISSING	998	3152	17.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11B

Tape Pos. 68-70
Format: I3

F1C11B % 10TH GRD STUDNTS IN COLL PREP,ACAD PRG

College prep, academic, or specialized

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	779	4.4%	6.4%
	1	38	.2%	.2%
	3	14	.1%	.1%
	4	20	.1%	.1%
	5	68	.4%	.5%
	8	6	.0%	.0%
	10	290	1.6%	2.3%
	12	17	.1%	.1%
	14	27	.2%	.1%
	15	134	.8%	1.1%
	17	3	.0%	.1%
	18	18	.1%	.1%
	19	3	.0%	.1%
	20	518	2.9%	3.5%
	21	5	.0%	.0%
	23	1	.0%	.1%
	24	42	.2%	.3%
	25	497	2.8%	3.9%
	26	37	.2%	.3%
	27	24	.1%	.2%
	28	29	.2%	.2%
	29	18	.1%	.1%
	30	989	5.6%	6.5%
	31	22	.1%	.1%
	32	20	.1%	.1%
	33	145	.8%	1.0%
	34	43	.2%	.2%
	35	590	3.3%	4.6%
	37	19	.1%	.2%
	39	23	.1%	.2%
	40	1273	7.2%	9.6%
	41	32	.2%	.2%
	42	70	.4%	.6%
	43	43	.2%	.4%
	44	20	.1%	.2%
	45	124	.7%	.8%
	46	31	.2%	.3%
	47	37	.2%	.2%
	48	59	.3%	.4%
	49	17	.1%	.1%
	50	1265	7.2%	9.2%
	51	14	.1%	.1%
	52	55	.3%	.5%
	53	12	.1%	.1%
	54	32	.2%	.4%
	55	348	2.0%	2.4%
	56	54	.3%	.4%
	57	41	.2%	.4%
	58	88	.5%	.6%
	60	1124	6.4%	7.7%
	61	35	.2%	.2%
	62	9	.1%	.3%
	64	47	.3%	.5%
	65	414	2.3%	2.8%
	66	66	.4%	.4%
	67	14	.1%	.1%
	68	14	.1%	.1%
	69	19	.1%	.1%
	70	526	3.0%	3.9%
	71	22	.1%	.2%
	72	58	.3%	.4%
	73	28	.2%	.2%
	74	2	.0%	.0%
	75	474	2.7%	3.5%
	76	34	.2%	.2%
	78	38	.2%	.2%
	79	19	.1%	.2%
	80	522	3.0%	3.5%
	81	20	.1%	.1%
	82	39	.2%	.2%
	83	21	.1%	.1%
	84	18	.1%	.1%
	85	297	1.7%	2.3%
	86	73	.4%	.8%
	87	34	.2%	.2%
	88	39	.2%	.2%
	89	33	.2%	.2%
	90	386	2.2%	2.7%
	91	27	.2%	.1%
	92	23	.1%	.1%
	93	27	.2%	.2%
	95	135	.8%	1.0%
	96	26	.1%	.2%
	97	33	.2%	.2%
	98	80	.5%	.4%
	99	1	.0%	.0%
	100	1694	9.6%	6.6%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3120	17.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Vocational, technical, or business and career:

Question 11C1

Tape Pos. 71-73
Format: I3

F1C11C1 = % 10TH GRD STUS IN INDUSTRIAL ARTS PROG

Industrial Arts/Technology education

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 11C2

Tape Pos. 74-76
Format: I3

F1C11C2 % 10TH GRD STUS IN AGRICULTURL OCCUPATNS

Agricultural occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	10773	61.0%	73.4%
	1	549	3.1%	3.6%
	2	414	2.3%	2.9%
	3	233	1.3%	1.9%
	4	202	1.1%	1.5%
	5	903	5.1%	6.8%
	6	155	.9%	1.1%
	7	79	.4%	.7%
	8	98	.6%	.7%
	9	41	.2%	.3%
	10	381	2.2%	2.5%
	12	61	.3%	.7%
	13	8	.0%	.0%
	14	25	.1%	.1%
	15	158	.9%	1.1%
	16	20	.1%	.1%
	17	18	.1%	.1%
	20	160	.9%	.9%
	22	23	.1%	.1%
	25	49	.3%	.3%
	30	99	.6%	.6%
	34	20	.1%	.2%
	48	16	.1%	.1%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3160	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C3 — Tape Pos. 77-79, Format: I3

F1C11C3 % 10TH GR STUS IN BUSINESS/OFC OCCUPATNS

Business or office occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	6821	38.6%	43.5%
	1	354	2.0%	2.5%
	2	657	3.7%	5.3%
	3	376	2.1%	2.9%
	4	264	1.5%	2.0%
	5	1700	9.6%	11.8%
	6	119	.7%	.9%
	7	186	1.1%	1.3%
	8	100	.6%	.6%
	9	105	.6%	1.1%
	10	1159	6.6%	8.6%
	11	58	.3%	.4%
	12	111	.6%	.7%
	13	16	.1%	.1%
	14	43	.2%	.5%
	15	512	2.9%	3.8%
	16	44	.2%	.3%
	17	22	.1%	.2%
	18	114	.6%	.6%
	19	20	.1%	.2%
	20	587	3.3%	4.5%
	21	27	.2%	.2%
	22	25	.1%	.3%
	23	23	.1%	.1%
	24	22	.1%	.2%
	25	116	.7%	1.0%
	26	45	.3%	.2%
	27	48	.3%	.2%
	28	27	.2%	.2%
	30	235	1.3%	1.7%
	31	20	.1%	.1%
	32	34	.2%	.2%
	33	20	.1%	.1%
	34	1	.0%	.0%
	35	137	.8%	.8%
	37	2	.0%	.0%
	38	26	.1%	.2%
	40	11	.1%	.2%
	43	41	.2%	.3%
	44	17	.1%	.1%
	45	48	.3%	.4%
	49	9	.1%	.2%
	50	13	.1%	.1%
	52	2	.0%	.0%
	53	15	.1%	.1%
	59	26	.1%	.1%
	60	20	.1%	.2%
	61	25	.1%	.1%
	65	45	.3%	.3%
	67	19	.1%	.2%
	70	5	.0%	.1%
	100	33	.2%	.2%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3140	17.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C4 — Tape Pos. 80-82, Format: I3

F1C11C4 % 10TH GR STUS IN MARKETNG/DISTRIBUTV ED

Marketing or Distributive education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	10766	61.0%	72.7%
	1	710	4.0%	4.6%
	2	794	4.5%	5.3%
	3	227	1.3%	1.8%
	4	223	1.3%	1.3%
	5	806	4.6%	7.1%
	6	129	.7%	.9%
	7	16	.1%	.1%
	8	120	.7%	.9%
	9	72	.4%	.6%
	10	382	2.2%	2.5%
	12	64	.4%	.6%
	14	28	.2%	.3%
	15	108	.6%	.6%
	18	16	.1%	.1%
	20	22	.1%	.2%
	25	15	.1%	.2%
	30	18	.1%	.1%
	48	2	.0%	.0%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3127	17.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C5 — Tape Pos. 83-85, Format: I3

F1C11C5 % 10TH GRD STUDNTS IN HEALTH OCCUPATIONS

Health occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	11902	67.4%	80.3%
	1	1008	5.7%	7.2%
	2	490	2.8%	3.6%
	3	223	1.3%	1.6%
	4	64	.4%	.6%
	5	378	2.1%	3.4%
	6	58	.3%	.4%
	7	9	.1%	.2%
	8	81	.5%	.5%
	9	4	.0%	.1%
	10	87	.5%	.8%
	12	4	.0%	.0%
	20	9	.1%	.2%
	35	12	.1%	.1%
	90	2	.0%	.1%
	99	12	.1%	.1%
	100	128	.7%	.8%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3174	18.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C6 — Tape Pos. 86-88, Format: I3

F1C11C6 % 10TH GR STUS IN HOME ECON OCCUPATIONS

Home economics occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	9649	54.6%	64.5%
	1	880	5.0%	6.8%
	2	742	4.2%	6.4%
	3	331	1.9%	2.6%
	4	198	1.1%	1.3%
	5	1216	6.9%	8.5%
	6	56	.3%	.5%
	7	83	.5%	.7%
	8	85	.5%	.6%
	9	23	.1%	.2%
	10	508	2.9%	3.3%
	12	73	.4%	.4%
	13	54	.3%	.4%
	14	21	.1%	.1%
	15	164	.9%	.7%
	17	22	.1%	.2%
	18	20	.1%	.1%
	19	9	.1%	.2%
	20	100	.6%	.6%
	25	79	.4%	.6%
	30	34	.2%	.2%
	32	23	.1%	.1%
	35	39	.2%	.2%
	40	2	.0%	.1%
	41	19	.1%	.1%
	45	27	.2%	.2%
	50	37	.2%	.3%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3151	17.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C7

Tape Pos. 89-91
Format: I3

F1C11C7 % 10TH GR STUS IN CONSUMER/HOMEMAKNG ED

Consumer and homemaking education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	9808	55.5%	66.5%
	1	724	4.1%	5.5%
	2	514	2.9%	3.9%
	3	303	1.7%	2.4%
	4	229	1.3%	1.2%
	5	737	4.2%	5.2%
	6	81	.5%	.7%
	7	4	.0%	.0%
	8	108	.6%	.7%
	9	72	.4%	.6%
	10	565	3.2%	4.2%
	11	36	.2%	.2%
	12	106	.6%	.8%
	13	30	.2%	.2%
	14	50	.3%	.4%
	15	93	.5%	.7%
	16	67	.4%	.4%
	17	72	.4%	.5%
	18	21	.1%	.1%
	19	16	.1%	.1%
	20	192	1.1%	1.2%
	22	36	.2%	.3%
	23	56	.3%	.3%
	25	155	.9%	1.1%
	26	23	.1%	.1%
	27	17	.1%	.1%
	28	38	.2%	.2%
	30	109	.6%	.8%
	33	20	.1%	.1%
	35	58	.3%	.4%
	37	1	.0%	.0%
	39	24	.1%	.2%
	50	19	.1%	.2%
	60	23	.1%	.2%
	65	27	.2%	.2%
	80	19	.1%	.1%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3192	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C8

Tape Pos. 92-94
Format: I3

F1C11C8 % 10TH GRD STUS IN TECHNICAL OCCUPATIONS

Technical occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	11761	66.6%	80.1%
	1	404	2.3%	3.5%
	2	485	2.7%	3.3%
	3	327	1.9%	2.2%
	4	85	.5%	.6%
	5	582	3.3%	4.2%
	6	78	.4%	.5%
	7	73	.4%	.5%
	8	8	.0%	.2%
	9	12	.1%	.1%
	10	275	1.6%	2.1%
	11	34	.2%	.1%
	12	45	.3%	.4%
	13	17	.1%	.0%
	15	70	.4%	.6%
	16	10	.1%	.0%
	17	20	.1%	.1%
	19	23	.1%	.1%
	20	32	.2%	.3%
	25	7	.0%	.1%
	28	22	.1%	.2%
	30	21	.1%	.2%
	35	25	.1%	.1%
	40	19	.1%	.1%
	50	6	.0%	.2%
	100	16	.1%	.1%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3188	18.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C9

Tape Pos. 95-97
Format: I3

F1C11C9 % 10TH GR STUS IN TRADE/INDUSTRIAL OCCUP

Trade or industrial occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	10372	58.7%	68.8%
	1	655	3.7%	4.8%
	2	515	2.9%	3.8%
	3	308	1.7%	2.7%
	4	206	1.2%	1.7%
	5	745	4.2%	5.9%
	6	38	.2%	.4%
	7	110	.6%	.9%
	8	111	.6%	.7%
	9	66	.4%	.4%
	10	493	2.8%	3.4%
	11	17	.1%	.2%
	12	22	.1%	.2%
	15	253	1.4%	1.9%
	16	10	.1%	.0%
	17	22	.1%	.1%
	19	23	.1%	.1%
	20	75	.4%	.6%
	21	28	.2%	.4%
	22	20	.1%	.2%
	25	130	.7%	.9%
	26	32	.2%	.2%
	28	22	.1%	.2%
	30	77	.4%	.5%
	35	4	.0%	.0%
	40	34	.2%	.2%
	42	18	.1%	.1%
	50	14	.1%	.3%
	67	4	.0%	.1%
	78	3	.0%	.1%
	100	29	.2%	.3%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3189	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11C10

Tape Pos. 98-100
Format: I3

F1C11C10 % 10TH GR STUS IN OTH SPECIALIZD PROGRMS

Other specialized high school program (such as Fine Arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	11030	62.4%	74.9%
	1	475	2.7%	3.8%
	2	267	1.5%	2.2%
	3	149	.8%	1.1%
	4	89	.5%	.7%
	5	415	2.3%	3.1%
	6	36	.2%	.2%
	7	32	.2%	.3%
	8	53	.3%	.6%
	10	457	2.6%	3.1%
	12	43	.2%	.4%
	13	5	.0%	.1%
	14	32	.2%	.2%
	15	215	1.2%	1.5%
	16	37	.2%	.2%
	17	46	.3%	.2%
	19	20	.1%	.1%
	20	196	1.1%	1.4%
	22	47	.3%	.2%
	24	49	.3%	.4%
	25	79	.4%	.4%
	27	4	.0%	.1%
	28	20	.1%	.1%
	29	2	.0%	.0%
	30	155	.9%	1.0%
	33	1	.0%	.0%
	34	40	.2%	.3%
	35	47	.3%	.3%
	36	46	.3%	.2%
	37	13	.1%	.1%
	38	10	.1%	.0%
	40	62	.4%	.4%
	42	15	.1%	.2%
	44	12	.1%	.3%
	45	7	.0%	.1%
	46	15	.1%	.1%
	50	28	.2%	.3%
	51	2	.0%	.1%
	53	24	.1%	.3%
	55	8	.0%	.1%
	60	33	.2%	.2%
	65	1	.0%	.0%
	68	1	.0%	.0%
	72	20	.1%	.1%
	80	48	.3%	.3%
	99	16	.1%	.1%
	100	38	.2%	.2%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3205	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 11D

Tape Pos. 101-103
Format: I3

F1C11D % 10TH GR STUS IN OTH OCCUPATNL PROGRAMS

Other occupational programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	13595	77.0%	94.1%
	1	125	.7%	1.4%
	2	83	.5%	.7%
	3	33	.2%	.3%
	4	99	.6%	.6%
	5	77	.4%	.5%
	6	21	.1%	.1%
	7	4	.0%	.1%
	8	13	.1%	.1%
	10	47	.3%	.3%
	11	4	.0%	.1%
	13	17	.1%	.1%
	15	39	.2%	.2%
	19	1	.0%	.0%
	20	78	.4%	.5%
	21	25	.1%	.1%
	28	25	.1%	.1%
	40	17	.1%	.1%
	50	24	.1%	.2%
	61	16	.1%	.1%
	69	22	.1%	.1%
	90	19	.1%	.1%
RESERVED CODES:				
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3261	18.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12

In the first half of the current school year, approximately what percentage of your students used the following facilities?

Question 12A

Tape Pos. 104-105
Format: I2

F1C12A % OF STUDENTS WHO USED INDOOR LOUNGE

Indoor lounge for students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE.....	1	12353	69.9%	85.8%
ZERO TO 10%.....	2	266	1.5%	1.3%
11% TO 24%.....	3	523	3.0%	2.9%
25% TO 49%.....	4	499	2.8%	2.5%
50% TO 74%.....	5	362	2.0%	1.7%
75% TO 100%.....	6	1109	6.3%	5.7%
RESERVED CODES:				
MISSING.....	98	2551	14.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12B

Tape Pos. 106-107
Format: I2

F1C12B % STUS WHO USED DESIGNATED SMOKING AREA

Designated smoking area for students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE.....	1	13765	77.9%	90.8%
ZERO TO 10%.....	2	902	5.1%	6.4%
11% TO 24%.....	3	383	2.2%	2.3%
25% TO 49%.....	4	54	.3%	.3%
50% TO 74%.....	5	14	.1%	.1%
75% TO 100%.....	6	33	.2%	.1%
RESERVED CODES:				
MISSING.....	98	2512	14.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12C

Tape Pos. 108-109
Format: I2

F1C12C % OF STUDNTS WHO USED CAREER INFO CENTER

Career information center

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE.....	1	2201	12.5%	11.9%
ZERO TO 10%.....	2	1267	7.2%	8.9%
11% TO 24%.....	3	2818	16.0%	18.2%
25% TO 49%.....	4	4326	24.5%	29.9%
50% TO 74%.....	5	2806	15.9%	21.5%
75% TO 100%.....	6	1488	8.4%	9.7%
RESERVED CODES:				
MISSING.....	98	2757	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12D — Tape Pos. 110-111, Format: I2

F1C12D % WHO USED OCCUPATIONAL TRAINING CENTER

Occupational training center

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	10937	61.9%	73.9%
ZERO TO 10%	2	1502	8.5%	9.7%
11% TO 24%	3	1273	7.2%	8.0%
25% TO 49%	4	690	3.9%	5.2%
50% TO 74%	5	245	1.4%	1.7%
75% TO 100%	6	154	.9%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	21	.1%	(MISS)
MISSING	98	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12E — Tape Pos. 112-113, Format: I2

F1C12E % STUDENTS WHO USED COMPUTER CENTER/LAB

Computer center/lab

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	1031	5.8%	6.6%
ZERO TO 10%	2	1483	8.4%	10.1%
11% TO 24%	3	3496	19.8%	23.0%
25% TO 49%	4	3899	22.1%	26.0%
50% TO 74%	5	3316	18.8%	22.5%
75% TO 100%	6	1734	9.8%	11.8%
RESERVED CODES:				
MISSING	98	2704	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12F — Tape Pos. 114-115, Format: I2

F1C12F % STUS USING MEDIA PRODUCTION FACILITIES

Media production facilities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	7498	42.5%	50.0%
ZERO TO 10%	2	3194	18.1%	20.7%
11% TO 24%	3	1453	8.2%	9.5%
25% TO 49%	4	967	5.5%	6.6%
50% TO 74%	5	792	4.5%	5.7%
75% TO 100%	6	1062	6.0%	7.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	22	.1%	(MISS)
MISSING	98	2675	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12G — Tape Pos. 116-117, Format: I2

F1C12G % STUDNTS USING REMEDIAL READNG/MATH LAB

Remedial reading and/or remedial mathematics laboratory

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	4768	27.0%	28.6%
ZERO TO 10%	2	5358	30.3%	36.9%
11% TO 24%	3	3292	18.6%	21.6%
25% TO 49%	4	1327	7.5%	10.5%
50% TO 74%	5	203	1.1%	1.9%
75% TO 100%	6	79	.4%	.5%
RESERVED CODES:				
MISSING	98	2636	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12H — Tape Pos. 118-119, Format: I2

F1C12H % WHO USED SUBJECT AREA RESOURCE CENTER

Subject area resources center(s) other than central library

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	10400	58.9%	70.7%
ZERO TO 10%	2	1747	9.9%	11.5%
11% TO 24%	3	1280	7.2%	8.2%
25% TO 49%	4	767	4.3%	4.9%
50% TO 74%	5	409	2.3%	2.5%
75% TO 100%	6	334	1.9%	2.1%
RESERVED CODES:				
MISSING	98	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12I — Tape Pos. 120-121, Format: I2

F1C12I % WHO USED IN-HOUSE SUSPENSION CENTER

In-house suspension center

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	4847	27.4%	32.3%
ZERO TO 10%	2	7483	42.4%	49.6%
11% TO 24%	3	2006	11.4%	14.7%
25% TO 49%	4	468	2.6%	3.2%
50% TO 74%	5	20	.1%	.1%
75% TO 100%	6	32	.2%	.1%
RESERVED CODES:				
MISSING	98	2807	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12J — Tape Pos. 122-123, Format: I2

F1C12J % OF STUDENTS WHO USED HEALTH CLINIC

Health clinic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	7365	41.7%	51.7%
ZERO TO 10%	2	2305	13.0%	15.5%
11% TO 24%	3	2289	13.0%	15.1%
25% TO 49%	4	1570	8.9%	10.0%
50% TO 74%	5	943	5.3%	5.7%
75% TO 100%	6	283	1.6%	2.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	46	.3%	(MISS)
MISSING	98	2862	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12K — Tape Pos. 124-125, Format: I2

F1C12K % STUDENTS WHO USED BIRTH CONTROL CLINIC

Birth control clinic for students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	14708	83.3%	98.0%
ZERO TO 10%	2	289	1.6%	1.7%
11% TO 24%	3	31	.2%	.3%
25% TO 49%	4	22	.1%	.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	13	.1%	(MISS)
MISSING	98	2600	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12L — Tape Pos. 126-127, Format: I2

F1C12L % WHO USED NURSERY FOR THEIR CHILDREN

Child care or nursery for children of students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	14274	80.8%	95.5%
ZERO TO 10%	2	759	4.3%	4.2%
11% TO 24%	3	43	.2%	.2%
25% TO 49%	4	1	.0%	.0%
RESERVED CODES:				
MISSING	98	2586	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 12M — Tape Pos. 128-129, Format: I2

F1C12M % OF STUDENTS WHO USED STUDENT CAFETERIA

Student cafeteria

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	400	2.3%	2.8%
ZERO TO 10%	2	80	.5%	.5%
11% TO 24%	3	447	2.5%	2.7%
25% TO 49%	4	1078	6.1%	7.1%
50% TO 74%	5	2382	13.5%	15.3%
75% TO 100%	6	10668	60.4%	71.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	2606	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13

In the first half of the current school year, about what percentage of your student body participated in the following programs?

Question 13A — Tape Pos. 130-131, Format: I2

F1C13A % IN SCHOOL-SPONSORED COMMUNITY SERVICE

School-sponsored community service

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	3709	21.0%	25.9%
ZERO TO 10%	2	4856	27.5%	33.2%
11% TO 24%	3	3328	18.8%	21.3%
25% TO 49%	4	1677	9.5%	11.5%
50% TO 74%	5	882	5.0%	4.9%
75% TO 100%	6	436	2.5%	3.2%
RESERVED CODES:				
MISSING	98	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13B — Tape Pos. 132-133, Format: I2

F1C13B % IN WORK STUDY PROGRAM

Work study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	4297	24.3%	26.7%
ZERO TO 10%	2	7304	41.4%	50.4%
11% TO 24%	3	2741	15.5%	19.3%
25% TO 49%	4	420	2.4%	3.0%
50% TO 74%	5	61	.3%	.5%
75% TO 100%	6	13	.1%	.1%
RESERVED CODES:				
MISSING	98	2827	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13C — Tape Pos. 134-135, Format: I2

F1C13C % IN ACADEMIC COUNSELING PROGRAM

Academic counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	170	1.0%	1.3%
ZERO TO 10%	2	690	3.9%	4.4%
11% TO 24%	3	1609	9.1%	11.8%
25% TO 49%	4	2692	15.2%	18.1%
50% TO 74%	5	3752	21.2%	26.1%
75% TO 100%	6	6064	34.3%	38.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13D — Tape Pos. 136-137, Format: I2

F1C13D % IN VOCATIONAL COUNSELING PROGRAM

Vocational counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	1544	8.7%	6.8%
ZERO TO 10%	2	2051	11.6%	14.0%
11% TO 24%	3	4019	22.8%	28.3%
25% TO 49%	4	3487	19.7%	23.1%
50% TO 74%	5	1920	10.9%	15.0%
75% TO 100%	6	1853	10.5%	12.8%
RESERVED CODES:				
MISSING	98	2789	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13E — Tape Pos. 138-139, Format: I2

F1C13E % IN STUDENT FOREIGN EXCHANGE PROGRAM

Student foreign exchange

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	5994	33.9%	40.8%
ZERO TO 10%	2	8868	50.2%	57.9%
11% TO 24%	3	107	.6%	.9%
25% TO 49%	4	36	.2%	.2%
50% TO 74%	5	23	.1%	.2%
RESERVED CODES:				
MISSING	98	2635	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13F — Tape Pos. 140-141, Format: I2

F1C13F % IN DROPOUT PREVENTION PROGRAM

Dropout prevention

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	4472	25.3%	26.7%
ZERO TO 10%	2	6820	38.6%	48.1%
11% TO 24%	3	2666	15.1%	19.4%
25% TO 49%	4	468	2.6%	3.1%
50% TO 74%	5	143	.8%	.9%
75% TO 100%	6	248	1.4%	1.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	20	.1%	(MISS)
MISSING	98	2826	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13G — Tape Pos. 142-143, Format: I2

F1C13G % IN GANG PREVENTION PROGRAM

Gang prevention

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	12768	72.3%	85.0%
ZERO TO 10%	2	1728	9.8%	12.4%
11% TO 24%	3	296	1.7%	1.8%
25% TO 49%	4	103	.6%	.5%
50% TO 74%	5	19	.1%	.1%
75% TO 100%	6	34	.2%	.2%
RESERVED CODES:				
MISSING	98	2715	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13H — Tape Pos. 144-145, Format: I2

F1C13H % IN ALCOHOL/DRUG PREVENTION PROGRAM

Alcohol/drug prevention

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	1397	7.9%	9.0%
ZERO TO 10%	2	5697	32.3%	39.7%
11% TO 24%	3	2904	16.4%	19.5%
25% TO 49%	4	1526	8.6%	10.1%
50% TO 74%	5	1087	6.2%	6.4%
75% TO 100%	6	2311	13.1%	15.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	2737	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13I — Tape Pos. 146-147, Format: I2

F1C13I % IN AIDS EDUCATION PROGRAM

AIDS Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	2716	15.4%	18.2%
ZERO TO 10%	2	2325	13.2%	15.6%
11% TO 24%	3	3273	18.5%	22.0%
25% TO 49%	4	2764	15.6%	18.6%
50% TO 74%	5	1323	7.5%	8.1%
75% TO 100%	6	2519	14.3%	17.6%
RESERVED CODES:				
MISSING	98	2743	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 13J — Tape Pos. 148-149, Format: I2

F1C13J % IN CRISIS PREVENTION PROGRAM

Crisis prevention

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	4213	23.9%	28.0%
ZERO TO 10%	2	7369	41.7%	49.4%
11% TO 24%	3	1743	9.9%	11.9%
25% TO 49%	4	846	4.8%	5.6%
50% TO 74%	5	356	2.0%	2.1%
75% TO 100%	6	328	1.9%	3.0%
RESERVED CODES:				
MISSING	98	2808	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 14 — Tape Pos. 150-150, Format: I1

F1C14 SCHOOL HAS A COMMUNITY SERVICE PROGRAM

Does your school have a community service program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5425	30.7%	34.9%
NO	2	9656	54.7%	65.1%
RESERVED CODES:				
MISSING	8	2582	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 15 — Tape Pos. 151-152, Format: I2

F1C15 HRS PER WEEK SPENT VOLUNTEERING ON SITE

What is the average number of hours per week that a student spends volunteering on site? (IF NOT SURE, PLEASE GIVE BEST ESTIMATE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN ONE HOUR PER WEEK	1	1668	9.4%	27.8%
1-2 HOURS PER WEEK	2	2353	13.3%	43.5%
3-4 HOURS PER WEEK	3	665	3.8%	15.2%
5-6 HOURS PER WEEK	4	416	2.4%	10.5%
7-8 HOURS PER WEEK	5	53	.3%	.9%
OVER 8 HOURS PER WEEK	6	55	.3%	2.1%
RESERVED CODES:				
REFUSAL	97	18	.1%	(MISS)
MISSING	98	2779	15.7%	(MISS)
LEGITIMATE SKIP	99	9656	54.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 16 — Tape Pos. 153-153, Format: I1

F1C16 ACADEMIC CREDIT FOR PROGRM PARTICIPATION

Is academic credit given for participation in the program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1631	9.2%	33.0%
NO	2	3715	21.0%	67.0%
RESERVED CODES:				
MISSING	8	2661	15.1%	(MISS)
LEGITIMATE SKIP	9	9656	54.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 17

In the first half of the current school year, approximately what percentage of your student body received the following services?

Question 17A — Tape Pos. 154-155, Format: I2

F1C17A % RECEIVING TEACHER/PARENT CONFERENCES

Teacher/parent conferences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	126	.7%	.4%
ZERO TO 10%	2	2235	12.7%	14.2%
11% TO 24%	3	4245	24.0%	29.5%
25% TO 49%	4	3078	17.4%	21.8%
50% TO 74%	5	2377	13.5%	15.0%
75% TO 100%	6	2932	16.6%	19.1%
RESERVED CODES:				
MISSING	98	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 17B — Tape Pos. 156-157, Format: I2

F1C17B % RECEIVING HOME VISITS BY TEACHERS

Home visits by teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	5593	31.7%	36.7%
ZERO TO 10%	2	9066	51.3%	61.0%
11% TO 24%	3	314	1.8%	2.2%
25% TO 49%	4	20	.1%	.1%
50% TO 74%	5	13	.1%	.1%
RESERVED CODES:				
MISSING	98	2657	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 17C — Tape Pos. 158-159, Format: I2

F1C17C % RECEIVING PSYCHOLOGICAL COUNSELING

Psychological counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	1430	8.1%	9.0%
ZERO TO 10%	2	11174	63.3%	75.0%
11% TO 24%	3	2008	11.4%	13.5%
25% TO 49%	4	283	1.6%	1.8%
50% TO 74%	5	63	.4%	.4%
75% TO 100%	6	42	.2%	.3%
RESERVED CODES:				
MISSING	98	2663	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 17D — Tape Pos. 160-161, Format: I2

F1C17D % RECEIVING FAMILY COUNSELING

Family counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	4773	27.0%	31.2%
ZERO TO 10%	2	8785	49.7%	59.8%
11% TO 24%	3	1224	6.9%	7.9%
25% TO 49%	4	148	.8%	1.1%
50% TO 74%	5	0	.0%	.0%
75% TO 100%	6	16	.1%	.1%
RESERVED CODES:				
MISSING	98	2717	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 17E — Tape Pos. 162-163, Format: I2

F1C17E % RECEIVING TUTORING BY TEACHERS

Tutoring by teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	431	2.4%	2.6%
ZERO TO 10%	2	4464	25.3%	30.3%
11% TO 24%	3	4953	28.0%	34.7%
25% TO 49%	4	3056	17.3%	21.0%
50% TO 74%	5	1452	8.2%	8.3%
75% TO 100%	6	606	3.4%	3.1%
RESERVED CODES:				
MISSING	98	2701	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 17F — Tape Pos. 164-165, Format: I2

F1C17F % RECEIVING PEER TUTORING

Peer tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT HAVE	1	1501	8.5%	10.9%
ZERO TO 10%	2	8164	46.2%	53.5%
11% TO 24%	3	3694	20.9%	25.0%
25% TO 49%	4	1306	7.4%	9.1%
50% TO 74%	5	248	1.4%	1.3%
75% TO 100%	6	28	.2%	.2%
RESERVED CODES:				
MISSING	98	2722	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18

How does your school assist students in the transition from the MIDDLE grades to HIGH school? (CIRCLE ALL THAT APPLY)

Question 18A — Tape Pos. 166-166, Format: I1

F1C18A NO TRANSITION, HS GRD CONTINUE K-12,7-12

No transition - high school grades continue K-12, 7-12, or other program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1218	6.9%	5.8%
DOES NOT APPLY	2	13979	79.1%	94.2%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18B — Tape Pos. 167-167, Format: I1

F1C18B HS STUDENTS GIVE INFO TO MIDDLE STUDENTS

High school students present information to middle grade school students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8340	47.2%	54.4%
DOES NOT APPLY	2	6857	38.8%	45.6%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18C — Tape Pos. 168-168, Format: I1

F1C18C MIDDLE GR. STUDNTS VISIT HS FOR ASSEMBLY

Middle grade students visit the high school for an assembly

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8863	50.2%	59.1%
DOES NOT APPLY	2	6334	35.9%	40.9%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18D — Tape Pos. 169-169, Format: I1

F1C18D MIDDLE GR. STUDENTS ATTEND CLASSES AT HS

Middle grade students attend regular classes at high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1872	10.6%	12.7%
DOES NOT APPLY	2	13325	75.4%	87.3%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18E — Tape Pos. 170-170, Format: I1

F1C18E PARENTS VISIT HS WHEN CHLD IN MIDDLE SCH

Parents visit high school while children are still in middle grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7947	45.0%	52.3%
DOES NOT APPLY	2	7250	41.0%	47.7%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18F — Tape Pos. 171-171, Format: I1

F1C18F PARENTS VISIT HS FOR ORIENTATION IN FALL

Parents visit high school for orientation in the fall after children have entered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7811	44.2%	51.9%
DOES NOT APPLY	2	7386	41.8%	48.1%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18G — Tape Pos. 172-172, Format: I1

F1C18G SUMMER MEETINGS AT THE HIGH SCHOOL

Summer meetings at the high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4535	25.7%	30.7%
DOES NOT APPLY	2	10662	60.4%	69.3%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18H — Tape Pos. 173-173, Format: I1

F1C18H BUDDY OR BIG BROTHER/SISTER PROGRAM

Buddy or big brother/sister program (pairs new student with older one upon entry)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2845	16.1%	16.2%
DOES NOT APPLY	2	12352	69.9%	83.8%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18I — Tape Pos. 174-174, Format: I1

F1C18I MIDDLE GRADE & HS TEACHERS MEET TOGETHER

Middle grade and high school teachers meet together on courses and requirements

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7405	41.9%	47.0%
DOES NOT APPLY	2	7792	44.1%	53.0%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18J — Tape Pos. 175-175, Format: I1

F1C18J MIDDLE GRADE & HS ADMINISTRATORS MEET

Middle grade and high school administrators meet together on articulation and programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9986	56.5%	63.6%
DOES NOT APPLY	2	5211	29.5%	36.4%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18K — Tape Pos. 176-176, Format: I1

F1C18K MIDDLE GR. COUNSELORS MEET HS COUNSELORS

Middle grade counselors meet with high school counselors or staff

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10797	61.1%	71.3%
DOES NOT APPLY	2	4400	24.9%	28.7%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18L — Tape Pos. 177-177, Format: I1

F1C18L NO ACTIVITIES UNTIL STUDENTS ARRIVE

No special activities until students arrive at high school in the fall

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	698	4.0%	4.9%
DOES NOT APPLY	2	14499	82.1%	95.1%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 18M — Tape Pos. 178-178, Format: I1

F1C18M SCH ASSISTS STU TRANSITN IN SOME OTH WAY

School assist students in the transition in some other way

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2261	12.8%	14.2%
DOES NOT APPLY	2	12936	73.2%	85.8%
RESERVED CODES:				
MISSING	8	2466	14.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 19 — Tape Pos. 179-180, Format: I2

F1C19 NUMBER OF COLLEGE REPS SENT DURING 89-90

Approximately how many colleges sent a representative to your school to talk with college-bound students during the 1989-1990 school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	116	.7%	.8%
1 OR 2	2	122	.7%	1.5%
3 TO 5	3	525	3.0%	3.4%
6 to 10	4	1563	8.8%	10.6%
11 TO 20	5	3025	17.1%	21.5%
21 OR MORE	6	9799	55.5%	62.2%
RESERVED CODES:				
MISSING	98	2513	14.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 20 — Tape Pos. 181-181, Format: I1

F1C20 WHEN DOES ADMIN KNOW A STUDENT IS ABSENT

If a student doesn't come to school, how long is it before the school administration knows he or she is absent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN ONE HOUR	1	7014	39.7%	45.4%
1 TO 2 HOURS	2	5426	30.7%	35.9%
3 TO 8 HOURS	3	1955	11.1%	13.7%
MORE THAN 1 SCHOOL DAY	4	715	4.0%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	42	.2%	(MISS)
MISSING	8	2511	14.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 21 — Tape Pos. 182-182, Format: I1

F1C21 WHEN ARE PARENTS NOTIFIED OF ABSENCES?

When students are absent without an excuse, how soon are parents notified?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT NOTIFIED	1	561	3.2%	4.2%
THE SAME DAY	2	10028	56.8%	65.7%
AFTER A DAY OR TWO	3	3096	17.5%	21.0%
WITHIN THE FIRST WEEK	4	1080	6.1%	7.7%
AT THE END OF THE SEMESTER	5	196	1.1%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	77	.4%	(MISS)
MISSING	8	2625	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 22

How are parents notified of unexcused absences?
(CIRCLE ALL THAT APPLY)

Question 22A — Tape Pos. 183-183, Format: I1

F1C22A PARENTS NOTIFIED BY LETTER OR POSTCARD

By letter or postcard

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7563	42.8%	53.6%
DOES NOT APPLY	2	6922	39.2%	46.4%
RESERVED CODES:				
MISSING	8	2617	14.8%	(MISS)
LEGITIMATE SKIP	9	561	3.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 22B — Tape Pos. 184-184, Format: I1

F1C22B PARENTS NOTIFIED BY ADMN CALLING AT HOME

By calling at home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12879	72.9%	88.4%
DOES NOT APPLY	2	1606	9.1%	11.6%
RESERVED CODES:				
MISSING	8	2617	14.8%	(MISS)
LEGITIMATE SKIP	9	561	3.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 22C — Tape Pos. 185-185, Format: I1

F1C22C PARENTS NOTIFIED BY ADM CALLING AT WORK

By calling at work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9934	56.2%	66.7%
DOES NOT APPLY	2	4551	25.8%	33.3%
RESERVED CODES:				
MISSING	8	2617	14.8%	(MISS)
LEGITIMATE SKIP	9	561	3.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 22D — Tape Pos. 186-186, Format: I1

F1C22D NOTIFIED BY COMPUTERIZED TELEPHONE CALL

By a computerized telephone call

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3131	17.7%	24.1%
DOES NOT APPLY	2	11354	64.3%	75.9%
RESERVED CODES:				
MISSING	8	2617	14.8%	(MISS)
LEGITIMATE SKIP	9	561	3.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 22E — Tape Pos. 187-187, Format: I1

F1C22E NOTIFIED BY SCHOOL MAKING HOME VISIT

Home visit by school personnel

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2729	15.5%	19.3%
DOES NOT APPLY	2	11756	66.6%	80.7%
RESERVED CODES:				
MISSING	8	2617	14.8%	(MISS)
LEGITIMATE SKIP	9	561	3.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 22F — Tape Pos. 188-188, Format: I1

F1C22F PARENTS NOTIFIED BY OTHER MEANS

Notified by some other means

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	334	1.9%	2.4%
DOES NOT APPLY	2	14151	80.1%	97.6%
RESERVED CODES:				
MISSING	8	2617	14.8%	(MISS)
LEGITIMATE SKIP	9	561	3.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 23 — Tape Pos. 189-189, Format: I1

F1C23 SCHOOL HAS POLICY ON UNEXCUSED ABSENCES

Does your school/district have a policy on the number of unexcused absences permitted before a student is considered truant or a dropout?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10453	59.2%	72.2%
NO	2	4579	25.9%	27.8%
RESERVED CODES:				
MISSING	8	2631	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 24

Tape Pos. 190-192
Format: I3

F1C24 #ABSENCES BEFORE STUDNT CONSIDERD TRUANT

How many school days in a row can a student be absent without an excuse before he or she is considered truant?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	6885	39.0%	37.0%
	1	3198	18.1%	19.9%
	2	603	3.4%	3.7%
	3	2388	13.5%	16.0%
	4	224	1.3%	2.0%
	5	1424	8.1%	9.1%
	6	118	.7%	.8%
	7	125	.7%	.8%
	8	130	.7%	.6%
	9	68	.4%	.6%
	10	988	5.6%	6.3%
	11	16	.1%	.1%
	12	1	.0%	.1%
	13	2	.0%	.0%
	14	12	.1%	.1%
	15	172	1.0%	1.2%
	16	17	.1%	.1%
	18	11	.1%	.0%
	19	19	.1%	.1%
	20	176	1.0%	1.2%
	30	12	.1%	.2%
	45	33	.2%	.1%
	101	4	.0%	.1%
RESERVED CODES:				
REFUSAL.....	997	31	.2%	(MISS)
MISSING.....	998	729	4.1%	(MISS)
LEGITIMATE SKIP.....	999	277	1.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 25

Tape Pos. 193-195
Format: I3

F1C25 #ABSENCES BEFORE STUDNT CONSIDRD DROPOUT

How many school days in a row can a student be absent without an excuse before he or she is considered a dropout?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	4912	27.8%	28.5%
	1	39	.2%	.3%
	2	24	.1%	.1%
	3	21	.1%	.2%
	4	45	.3%	.4%
	5	453	2.6%	2.9%
	6	172	1.0%	1.0%
	7	65	.4%	.4%
	8	227	1.3%	1.3%
	9	164	.9%	1.2%
	10	4096	23.2%	29.7%
	11	111	.6%	.7%
	12	143	.8%	1.0%
	13	43	.2%	.3%
	14	147	.8%	1.2%
	15	1302	7.4%	9.1%
	16	61	.3%	.4%
	17	33	.2%	.2%
	18	21	.1%	.3%
	20	1629	9.2%	11.2%
	21	194	1.1%	1.0%
	22	47	.3%	.3%
	24	42	.2%	.2%
	25	52	.3%	.4%
	30	486	2.8%	3.4%
	31	20	.1%	.2%
	35	19	.1%	.1%
	40	75	.4%	.4%
	45	367	2.1%	2.3%
	50	9	.1%	.2%
	60	6	.0%	.1%
	70	16	.1%	.1%
	75	1	.0%	.0%
	80	20	.1%	.2%
	90	38	.2%	.3%
RESERVED CODES:				
REFUSAL.....	997	207	1.2%	(MISS)
MISSING.....	998	2079	11.8%	(MISS)
LEGITIMATE SKIP.....	999	277	1.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

II. STUDENT CHARACTERISTICS

Question 26

Tape Pos. 196-198
Format: I3

F1C26 THE AVERAGE DAILY ATTENDANCE RATE

What is the average daily attendance rate for students in your school this year? (Include both excused absences and unexcused absences in figuring this rate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	40	1	.0%	.0%
	43	43	.2%	.3%
	45	17	.1%	.1%
	65	20	.1%	.1%
	70	21	.1%	.2%
	71	8	.0%	.0%
	73	4	.0%	.1%
	74	4	.0%	.1%
	75	47	.3%	.3%
	76	11	.1%	.1%
	77	5	.0%	.1%
	78	18	.1%	.2%
	79	25	.1%	.1%
	80	122	.7%	1.2%
	81	14	.1%	.1%
	82	64	.4%	.3%
	83	35	.2%	.3%
	84	55	.3%	.4%
	85	334	1.9%	2.5%
	86	41	.2%	.4%
	87	120	.7%	1.1%
	88	218	1.2%	1.5%
	89	350	2.0%	2.5%
	90	1135	6.4%	8.5%
	91	450	2.5%	3.4%
	92	1512	8.6%	11.0%
	93	1514	8.6%	11.2%
	94	2177	12.3%	15.4%
	95	2782	15.8%	18.8%
	96	1485	8.4%	9.4%
	97	982	5.6%	5.2%
	98	754	4.3%	3.8%
	99	164	.9%	.8%
	100	35	.2%	.3%
RESERVED CODES:				
MISSING.....	998	3096	17.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 27

What percentage of your current tenth grade students are in the following groups? (If none, enter '000'. Percentages should sum to 100%.)

Question 27A

Tape Pos. 199-201
Format: I3

F1C27A = % OF AMERICAN INDIAN TENTH GRADERS

American Indian

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 27B — Tape Pos. 202-204, Format: I3

F1C27B = % OF ALASKAN NATIVE TENTH GRADERS

Alaskan Native

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 27C — Tape Pos. 205-207, Format: I3

F1C27C = % ASIAN/PACIFIC ISLANDER 10TH GRADERS

Asian or Pacific Islander

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 27D — Tape Pos. 208-210, Format: I3

F1C27D = PERCENT OF HISPANIC 10TH GRADERS

Hispanic

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 27E — Tape Pos. 211-213, Format: I3

F1C27E = % OF BLACK (NON HISPANIC) 10TH GRADERS

Black, not of Hispanic origin

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 27F — Tape Pos. 214-216, Format: I3

F1C27F % OF WHITE (NON HISPANIC) 10TH GRADERS

White, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-25%.....	1	2251	12.7%	14.4%
26-50%.....	2	1612	9.1%	9.7%
51-75%.....	3	2793	15.8%	15.6%
76-90%.....	4	3658	20.7%	19.0%
91-100%.....	5	6823	38.6%	41.2%
RESERVED CODES:				
REFUSAL.....	997	22	.1%	(MISS)
MISSING.....	998	504	2.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 28 — Tape Pos. 217-217, Format: I1

F1C28 % OF STUDENTS IN SINGLE PARENT HOMES

What percentage of your tenth grade students would you estimate lives in a single parent home? (Please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	60	.3%	.7%
1%-24%.....	1	6489	36.7%	42.0%
25%-49%.....	2	7265	41.1%	47.5%
50%-74%.....	3	1076	6.1%	8.5%
75%-99%.....	4	107	.6%	1.2%
100%.....	5	12	.1%	.1%
RESERVED CODES:				
MISSING.....	8	2654	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 29 — Tape Pos. 218-219, Format: I2

F1C29 % 10TH GR LANGUAGE MINORITY, LEP STUDNTS

What percentage of the tenth grade students is either Language Minority, or LEP/NEP?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE.....	0	5460	30.9%	32.7%
LESS THAN 10%.....	1	8952	50.7%	51.0%
10-19%.....	2	1450	8.2%	7.5%
20-29%.....	3	515	2.9%	3.9%
30-39%.....	4	565	3.2%	2.5%
40+ %.....	5	440	2.5%	2.5%
RESERVED CODES:				
MISSING.....	98	281	1.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

A Language Minority student is a fully English-proficient student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction offered in English.

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

Question 30

What percentage of the total student body in your school receives the following special services? (Please provide your best estimate.)

Question 30A — Tape Pos. 220-222, Format: I3

F1C30A % STUDNTS RECV FREE, REDUCED-PRICE LUNCH

Free or reduced-price school lunch program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%.....	0	2187	12.4%	10.6%
1 - 10%.....	1	5644	32.0%	36.3%
11 - 50%.....	2	7057	40.0%	43.1%
51 -100%.....	3	1566	8.9%	10.0%
RESERVED CODES:				
MISSING.....	998	1209	6.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 30B — Tape Pos. 223-225, Format: I3

F1C30B % OF STUDENTS RECEIVE REMEDIAL READING

Remedial reading

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	3710	21.0%	20.0%
	1	864	4.9%	5.1%
	2	908	5.1%	5.6%
	3	698	4.0%	4.2%
	4	810	4.6%	5.0%
	5	2283	12.9%	13.4%
	6	331	1.9%	1.9%
	7	390	2.2%	2.2%
	8	530	3.0%	3.1%
	9	216	1.2%	1.3%
	10	2283	12.9%	13.5%
	11	121	.7%	.7%
	12	392	2.2%	2.6%
	13	108	.6%	1.1%
	14	22	.1%	.1%
	15	651	3.7%	4.2%
	16	186	1.1%	.9%
	17	10	.1%	.2%
	18	61	.3%	.3%
	20	846	4.8%	5.0%
	21	10	.1%	.2%
	22	2	.0%	.0%
	23	56	.3%	.3%
	24	23	.1%	.1%
	25	498	2.8%	4.0%
	26	9	.1%	.0%
	28	39	.2%	.1%
	30	225	1.3%	1.6%
	33	51	.3%	.3%
	35	40	.2%	.4%
	36	20	.1%	.2%
	38	17	.1%	.1%
	40	90	.5%	.8%
	43	38	.2%	.2%
	45	51	.3%	.2%
	48	18	.1%	.1%
	50	83	.5%	.5%
	55	5	.0%	.0%
	60	2	.0%	.0%
	65	6	.0%	.0%
	70	1	.0%	.0%
	78	17	.1%	.1%
	80	12	.1%	.1%
	82	2	.0%	.1%
	100	5	.0%	.1%
RESERVED CODES:				
MISSING.....	998	923	5.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30C — Tape Pos. 226-228, Format: I3

F1C30C % OF STUDENTS RECEIVE REMEDIAL MATH

Remedial math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	3869	21.9%	21.5%
	1	820	4.6%	5.0%
	2	1095	6.2%	6.6%
	3	753	4.3%	4.7%
	4	517	2.9%	3.3%
	5	1831	10.4%	11.3%
	6	382	2.2%	2.2%
	7	411	2.3%	2.2%
	8	689	3.9%	4.1%
	9	201	1.1%	1.7%
	10	2180	12.3%	12.9%
	11	176	1.0%	1.0%
	12	292	1.7%	1.3%
	13	75	.4%	.5%
	14	73	.4%	.4%
	15	659	3.7%	4.2%
	16	61	.3%	.6%
	17	4	.0%	.1%
	18	70	.4%	.5%
	19	49	.3%	.2%
	20	979	5.5%	6.6%
	21	34	.2%	.4%
	22	36	.2%	.2%
	24	13	.1%	.1%
	25	408	2.3%	3.1%
	27	27	.2%	.2%
	29	13	.1%	.1%
	30	173	1.0%	1.0%
	31	33	.2%	.2%
	32	3	.0%	.0%
	33	9	.1%	.2%
	35	170	1.0%	1.3%
	37	26	.1%	.1%
	38	17	.1%	.1%
	40	137	.8%	1.1%
	41	17	.1%	.1%
	42	28	.2%	.1%
	45	14	.1%	.1%
	48	18	.1%	.1%
	50	114	.6%	.6%
	55	3	.0%	.0%
	60	1	.0%	.0%
	65	1	.0%	.0%
	70	2	.0%	.0%
	78	17	.1%	.1%
	80	4	.0%	.1%
	82	2	.0%	.1%
	100	5	.0%	.1%
RESERVED CODES:				
MISSING.....	998	1152	6.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30D — Tape Pos. 229-231, Format: I3

F1C30D % RECEIVES ALTERNATIVE SCHOOL PROGRAM

Alternative school program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	7015	39.7%	47.5%
	1	2349	13.3%	17.3%
	2	1467	8.3%	10.5%
	3	587	3.3%	3.8%
	4	228	1.3%	1.8%
	5	1151	6.5%	8.3%
	6	76	.4%	.5%
	7	142	.8%	1.0%
	8	202	1.1%	1.5%
	9	2	.0%	.1%
	10	565	3.2%	4.5%
	11	16	.1%	.0%
	12	72	.4%	.5%
	15	122	.7%	1.0%
	17	12	.1%	.1%
	20	94	.5%	.8%
	30	22	.1%	.1%
	35	20	.1%	.1%
	40	11	.1%	.1%
	100	21	.1%	.6%
RESERVED CODES:				
MISSING.....	998	3489	19.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30E — Tape Pos. 232-234, Format: I3

F1C30E % RECEIVES PROGRAM FOR PREGNANT GIRLS

Special programs for pregnant girls and/or teenage mothers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	8535	48.3%	60.1%
	1	3364	19.0%	22.7%
	2	958	5.4%	6.4%
	3	367	2.1%	2.4%
	4	148	.8%	1.0%
	5	603	3.4%	5.0%
	6	28	.2%	.2%
	7	28	.2%	.2%
	8	52	.3%	.3%
	9	12	.1%	.1%
	10	141	.8%	1.2%
	11	18	.1%	.3%
	20	6	.0%	.1%
	25	19	.1%	.1%
	34	1	.0%	.0%
RESERVED CODES:				
MISSING.....	998	3383	19.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30F — Tape Pos. 235-237, Format: I3

F1C30F % RECEIVES BILINGUAL EDUCATION SERVICES

Bilingual education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	11059	62.6%	80.2%
	1	794	4.5%	5.5%
	2	382	2.2%	2.3%
	3	239	1.4%	1.4%
	4	88	.5%	.6%
	5	270	1.5%	1.9%
	6	48	.3%	.2%
	7	17	.1%	.1%
	8	95	.5%	.5%
	9	15	.1%	.2%
	10	302	1.7%	1.9%
	11	23	.1%	.2%
	12	95	.5%	.6%
	14	42	.2%	.3%
	15	116	.7%	.9%
	16	13	.1%	.1%
	17	25	.1%	.1%
	20	49	.3%	.4%
	22	4	.0%	.1%
	23	15	.1%	.1%
	25	58	.3%	.5%
	28	26	.1%	.2%
	30	34	.2%	.4%
	31	25	.1%	.2%
	35	61	.3%	.4%
	40	36	.2%	.3%
	42	15	.1%	.1%
	48	18	.1%	.1%
	52	4	.0%	.0%
	80	4	.0%	.1%
	95	15	.1%	.1%
	100	43	.2%	.3%
RESERVED CODES:				
MISSING.....	998	3633	20.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30G — Tape Pos. 238-240, Format: I3

F1C30G % RECEIVES ENGLISH AS A SECOND LANGUAGE

English as a Second Language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	8398	47.5%	58.3%
	1	2550	14.4%	17.7%
	2	769	4.4%	5.6%
	3	424	2.4%	2.8%
	4	235	1.3%	1.7%
	5	374	2.1%	2.8%
	6	64	.4%	.5%
	7	109	.6%	.6%
	8	171	1.0%	1.5%
	9	76	.4%	.7%
	10	338	1.9%	2.1%
	11	20	.1%	.2%
	12	58	.3%	.3%
	13	30	.2%	.2%
	14	52	.3%	.4%
	15	88	.5%	.7%
	17	43	.2%	.2%
	18	61	.3%	.7%
	20	109	.6%	.6%
	21	19	.1%	.1%
	22	3	.0%	.1%
	23	10	.1%	.1%
	25	76	.4%	.7%
	30	107	.6%	.6%
	34	3	.0%	.0%
	35	48	.3%	.2%
	40	18	.1%	.1%
	45	17	.1%	.1%
	50	32	.2%	.2%
	80	4	.0%	.1%
	95	15	.1%	.1%
RESERVED CODES:				
MISSING.....	998	3342	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30H — Tape Pos. 241-243, Format: I3

F1C30H % RECEIVES SPECIAL EDUCATION SERVICES

Special Education (students with IEP)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	1974	11.2%	9.4%
	1	404	2.3%	2.6%
	2	491	2.8%	3.5%
	3	557	3.2%	4.4%
	4	735	4.2%	4.9%
	5	1500	8.5%	11.5%
	6	923	5.2%	6.5%
	7	954	5.4%	6.8%
	8	1345	7.6%	9.0%
	9	478	2.7%	3.4%
	10	2104	11.9%	15.5%
	11	263	1.5%	1.8%
	12	628	3.6%	4.6%
	13	119	.7%	1.0%
	14	195	1.1%	1.5%
	15	798	4.5%	6.3%
	16	114	.6%	.7%
	17	92	.5%	.7%
	18	153	.9%	1.0%
	19	18	.1%	.1%
	20	254	1.4%	1.8%
	21	30	.2%	.3%
	23	1	.0%	.0%
	25	55	.3%	.4%
	26	13	.1%	.1%
	27	5	.0%	.1%
	29	32	.2%	.2%
	30	71	.4%	.4%
	35	47	.3%	.5%
	36	21	.1%	.1%
	38	3	.0%	.1%
	64	25	.1%	.2%
	67	34	.2%	.5%
	75	4	.0%	.0%
	100	1	.0%	.0%
RESERVED CODES:				
MISSING.....	998	3222	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30I

Tape Pos. 244-246
Format: I3

F1C30I % RECEIVES COLLGE BD. ADV PLACEMNT CRSES

College Board Advanced Placement courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	3699	20.9%	26.8%
	1	665	3.8%	4.5%
	2	889	5.0%	6.0%
	3	577	3.3%	3.8%
	4	411	2.3%	2.9%
	5	1267	7.2%	8.7%
	6	390	2.2%	3.1%
	7	488	2.8%	3.6%
	8	642	3.6%	4.4%
	9	180	1.0%	1.2%
	10	1406	8.0%	11.1%
	11	110	.6%	.6%
	12	295	1.7%	1.9%
	13	264	1.5%	1.7%
	14	71	.4%	.5%
	15	792	4.5%	5.0%
	16	58	.3%	.5%
	17	46	.3%	.4%
	18	146	.8%	1.0%
	19	2	.0%	.0%
	20	673	3.8%	5.3%
	21	18	.1%	.1%
	22	4	.0%	.1%
	23	16	.1%	.2%
	24	38	.2%	.3%
	25	416	2.4%	1.8%
	27	36	.2%	.1%
	28	2	.0%	.1%
	29	1	.0%	.0%
	30	179	1.0%	.8%
	32	14	.1%	.2%
	33	20	.1%	.1%
	35	19	.1%	.1%
	37	37	.2%	.2%
	40	161	.9%	1.2%
	42	2	.0%	.0%
	45	1	.0%	.0%
	47	3	.0%	.0%
	48	3	.0%	.1%
	50	73	.4%	.2%
	55	35	.2%	.2%
	60	33	.2%	.2%
	65	21	.1%	.2%
	70	23	.1%	.2%
	71	21	.1%	.1%
	75	14	.1%	.0%
	80	32	.2%	.0%
	90	28	.2%	.1%
	93	32	.2%	.2%
	96	2	.0%	.0%
RESERVED CODES: MISSING.....	998	3308	18.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30J

Tape Pos. 247-249
Format: I3

F1C30J % RECEIVES JOB TRAINING SERVICES

Job training

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	5695	32.2%	37.9%
	1	1100	6.2%	8.5%
	2	710	4.0%	5.2%
	3	625	3.5%	4.8%
	4	295	1.7%	2.8%
	5	1507	8.5%	11.1%
	6	162	.9%	1.1%
	7	189	1.1%	1.3%
	8	312	1.8%	2.5%
	9	140	.8%	1.1%
	10	1124	6.4%	8.2%
	11	89	.5%	.6%
	12	122	.7%	.9%
	13	19	.1%	.2%
	14	42	.2%	.4%
	15	396	2.2%	3.4%
	16	4	.0%	.0%
	18	86	.5%	.5%
	20	480	2.7%	3.9%
	21	16	.1%	.0%
	23	39	.2%	.3%
	24	20	.1%	.1%
	25	190	1.1%	1.2%
	26	32	.2%	.2%
	27	25	.1%	.1%
	29	16	.1%	.1%
	30	166	.9%	1.4%
	31	16	.1%	.2%
	35	17	.1%	.1%
	38	33	.2%	.2%
	40	60	.3%	.4%
	45	15	.1%	.1%
	80	4	.0%	.1%
	85	3	.0%	.1%
	100	61	.3%	.9%
RESERVED CODES: MISSING.....	998	3853	21.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 30K

Tape Pos. 250-252
Format: I3

F1C30K % RCVS OFF-CAMPUS WORK EXPERIENCE CREDIT

Off-campus work experience for credit

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	4489	25.4%	28.3%
	1	1431	8.1%	10.3%
	2	1198	6.8%	8.9%
	3	627	3.5%	4.5%
	4	600	3.4%	4.8%
	5	1688	9.6%	12.4%
	6	209	1.2%	1.5%
	7	362	2.0%	2.5%
	8	361	2.0%	3.3%
	9	156	.9%	.9%
	10	1519	8.6%	10.9%
	11	88	.5%	.5%
	12	227	1.3%	1.6%
	13	21	.1%	.2%
	14	49	.3%	.3%
	15	299	1.7%	2.2%
	17	30	.2%	.2%
	18	21	.1%	.1%
	20	426	2.4%	3.1%
	21	32	.2%	.2%
	22	16	.1%	.1%
	23	14	.1%	.1%
	24	21	.1%	.1%
	25	209	1.2%	1.4%
	26	25	.1%	.2%
	30	59	.3%	.3%
	32	18	.1%	.1%
	40	44	.2%	.3%
	65	11	.1%	.1%
	74	2	.0%	.0%
	75	18	.1%	.1%
	85	3	.0%	.1%
	100	24	.1%	.5%
RESERVED CODES: MISSING.....	998	3371	19.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 31

Tape Pos. 253-255
Format: I3

F1C31 % STUDENTS BUSED IN FOR RACIAL BALANCE

During this year, approximately what percentage of your high school students is bused in for racial balance? (Please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	13802	78.1%	91.5%
	1	63	.4%	.3%
	2	70	.4%	.6%
	3	27	.2%	.2%
	5	125	.7%	.6%
	6	51	.3%	.3%
	7	1	.0%	.0%
	10	110	.6%	.8%
	11	18	.1%	.1%
	12	4	.0%	.1%
	14	18	.1%	.2%
	15	74	.4%	.4%
	16	2	.0%	.0%
	17	8	.0%	.0%
	18	30	.2%	.2%
	20	153	.9%	1.5%
	23	34	.2%	.2%
	25	91	.5%	.7%
	27	1	.0%	.0%
	28	9	.1%	.0%
	29	18	.1%	.1%
	30	62	.4%	.5%
	32	14	.1%	.0%
	33	4	.0%	.1%
	35	32	.2%	.3%
	40	20	.1%	.1%
	45	1	.0%	.0%
	54	8	.0%	.0%
	55	18	.1%	.1%
	58	16	.1%	.1%
	60	48	.3%	.4%
	70	1	.0%	.0%
	75	17	.1%	.1%
	90	6	.0%	.0%
	98	12	.1%	.1%
	100	20	.1%	.2%
RESERVED CODES:				
MISSING.....	998	2675	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 32

Tape Pos. 256-258
Format: I3

F1C32 % 10TH GRADERS DROPOUT BEFORE GRADUATION

What percentage of students at your school who enter the tenth grade drops out before graduation? Do not include students who transfer to other schools. (Please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	2612	14.8%	11.6%
	1	1849	10.5%	11.6%
	2	1673	9.5%	10.6%
	3	1501	8.5%	8.8%
	4	1108	6.3%	6.5%
	5	1709	9.7%	11.2%
	6	463	2.6%	3.3%
	7	516	2.9%	3.3%
	8	712	4.0%	4.5%
	9	234	1.3%	1.4%
	10	1385	7.8%	9.1%
	11	55	.3%	.4%
	12	278	1.6%	1.8%
	13	118	.7%	.5%
	14	117	.7%	.8%
	15	517	2.9%	3.3%
	16	59	.3%	.3%
	17	34	.2%	.2%
	18	108	.6%	.7%
	20	546	3.1%	3.0%
	21	18	.1%	.2%
	22	42	.2%	.3%
	23	38	.2%	.3%
	24	12	.1%	.1%
	25	311	1.8%	2.2%
	26	4	.0%	.1%
	27	1	.0%	.0%
	29	8	.0%	.0%
	30	192	1.1%	1.4%
	32	20	.1%	.1%
	33	54	.3%	.3%
	34	15	.1%	.0%
	35	31	.2%	.2%
	40	92	.5%	.5%
	42	19	.1%	.1%
	43	23	.1%	.1%
	44	15	.1%	.1%
	45	8	.0%	.2%
	48	16	.1%	.1%
	50	84	.5%	.6%
	57	3	.0%	.0%
	60	27	.2%	.1%
	79	14	.1%	.1%
	80	24	.1%	.2%
	100	32	.2%	.2%
RESERVED CODES:				
MISSING.....	998	966	5.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 33 — Tape Pos. 259-261, Format: I3

F1C33 % OF 88-89 GRADUATES IN A 4-YEAR COLLEGE

What percentage of the 1988-1989 graduating class from your school is now enrolled in a regular four-year college or university? (If you do not know the exact percentage, please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	64	.4%	.5%
	2	14	.1%	.1%
	3	25	.1%	.2%
	4	33	.2%	.2%
	5	107	.6%	.9%
	7	20	.1%	.1%
	8	84	.5%	.5%
	10	318	1.8%	2.6%
	11	14	.1%	.1%
	12	83	.5%	.6%
	13	43	.2%	.3%
	14	46	.3%	.3%
	15	282	1.6%	1.9%
	16	47	.3%	.3%
	17	19	.1%	.2%
	18	96	.5%	.8%
	19	32	.2%	.2%
	20	920	5.2%	6.7%
	21	22	.1%	.2%
	22	146	.8%	.9%
	23	62	.4%	.5%
	24	94	.5%	.7%
	25	956	5.4%	6.2%
	26	48	.3%	.3%
	27	65	.4%	.4%
	28	147	.8%	.9%
	29	52	.3%	.4%
	30	1045	5.9%	7.0%
	31	26	.1%	.3%
	32	101	.6%	.7%
	33	93	.5%	.5%
	34	89	.5%	.5%
	35	871	4.9%	6.3%
	36	57	.3%	.4%
	37	105	.6%	.8%
	38	157	.9%	1.2%
	39	113	.6%	.7%
	40	1052	6.0%	7.7%
	41	107	.6%	.7%
	42	179	1.0%	1.2%
	43	58	.3%	.4%
	44	25	.1%	.2%
	45	445	2.5%	3.2%
	46	22	.1%	.7%
	47	222	1.3%	1.7%
	48	136	.8%	1.2%
	49	121	.7%	1.0%
	50	643	3.6%	5.1%
	51	90	.5%	.5%
	52	145	.8%	.8%
	53	59	.3%	.3%
	54	111	.6%	.8%
	55	382	2.2%	2.7%
	56	40	.2%	.4%
	57	87	.5%	.8%
	58	144	.8%	.9%
	59	56	.3%	.3%
	60	540	3.1%	4.0%
	61	67	.4%	.5%
	62	95	.5%	.9%
	63	59	.3%	.4%
	64	26	.1%	.1%
	65	245	1.4%	2.2%
	66	21	.1%	.1%
	67	53	.3%	.5%
	68	129	.7%	.8%
	69	34	.2%	.1%
	70	193	1.1%	1.4%
	71	18	.1%	.1%
	72	35	.2%	.3%
	73	28	.2%	.2%
	74	54	.3%	.4%
	75	174	1.0%	1.2%
	76	17	.1%	.1%
	77	43	.2%	.3%
	78	44	.2%	.5%
	79	27	.2%	.1%
	80	190	1.1%	1.3%
	81	80	.5%	.3%
	82	8	.0%	.2%
	83	81	.5%	.5%
	85	255	1.4%	1.9%
	86	56	.3%	.3%
	87	35	.2%	.3%
	88	6	.0%	.0%
	89	6	.0%	.1%
	90	198	1.1%	1.3%
	91	19	.1%	.1%
	92	49	.3%	.2%
	93	17	.1%	.0%
	94	22	.1%	.1%
	95	150	.8%	.8%
	96	39	.2%	.2%
	97	25	.1%	.1%
	98	266	1.5%	.7%
	99	276	1.6%	.6%
	100	445	2.5%	1.1%
RESERVED CODES: MISSING.....	998	2918	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 34 — Tape Pos. 262-264, Format: I3

F1C34 % 88-89 GRADS IN 2-YR COLL/VOC TRAINING

What percentage of the 1988-1989 graduating class from your school went on to a two-year college or some vocational training (for example, technical or business school, vocational school, or beauty school)? Do not include military service. (Please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	751	4.3%	1.8%
	1	258	1.5%	1.0%
	2	257	1.5%	1.1%
	3	195	1.1%	1.2%
	4	208	1.2%	1.0%
	5	549	3.1%	3.6%
	6	172	1.0%	1.1%
	7	60	.3%	.5%
	8	186	1.1%	1.4%
	9	99	.6%	.8%
	10	1633	9.2%	12.3%
	11	160	.9%	1.0%
	12	485	2.7%	3.0%
	13	176	1.0%	1.4%
	14	45	.3%	.5%
	15	1587	9.0%	10.7%
	16	171	1.0%	1.0%
	17	56	.3%	.4%
	18	177	1.0%	1.3%
	19	62	.4%	.6%
	20	1839	10.4%	14.6%
	21	91	.5%	.7%
	22	119	.7%	.7%
	23	122	.7%	.8%
	24	75	.4%	.6%
	25	924	5.2%	6.8%
	26	131	.7%	.7%
	27	23	.1%	.2%
	28	138	.8%	.7%
	29	103	.6%	.6%
	30	936	5.3%	7.1%
	31	222	1.3%	1.4%
	32	168	1.0%	1.1%
	33	157	.9%	.8%
	34	26	.1%	.2%
	35	454	2.6%	3.7%
	36	101	.6%	.7%
	37	102	.6%	.6%
	38	60	.3%	.5%
	39	68	.4%	.4%
	40	512	2.9%	3.9%
	41	61	.3%	.5%
	42	45	.3%	.2%
	43	19	.1%	.1%
	44	17	.1%	.2%
	45	147	.8%	.9%
	46	61	.3%	.4%
	47	51	.3%	.3%
	48	37	.2%	.2%
	49	13	.1%	.1%
	50	191	1.1%	1.6%
	55	123	.7%	.7%
	56	13	.1%	.1%
	60	34	.2%	.3%
	61	4	.0%	.3%
	65	69	.4%	.4%
	69	6	.0%	.0%
	70	53	.3%	.4%
	74	22	.1%	.2%
	75	20	.1%	.3%
	80	27	.2%	.2%
	85	1	.0%	.0%
	92	1	.0%	.0%
	100	19	.1%	.0%
RESERVED CODES: MISSING.....	998	2971	16.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

III. TEACHING STAFF CHARACTERISTICS

Question 35 — Tape Pos. 265-267, Format: I3

F1C35 NUMBER OF FULL-TIME REGULAR TEACHERS

How many full-time regular teachers work in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 -25	1	1257	7.1%	8.1%
26 -50	2	4148	23.5%	22.6%
51 - 75	3	5048	28.6%	29.4%
76 - 99	4	2788	15.8%	17.6%
100 - 125	5	2136	12.1%	11.5%
126 +	6	1913	10.8%	10.9%
RESERVED CODES:				
MISSING	998	373	2.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 36 — Tape Pos. 268-268, Format: I1

F1C36 HOW OFTEN SCHOOL HAS SCHOOL-WIDE MEETNGS

How often does your school have school-wide staff meetings?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	61	.3%	.4%
1-4 TIMES PER SCHOOL YEAR	2	3189	18.1%	19.8%
5-9 TIMES PER SCHOOL YEAR	3	4055	23.0%	27.7%
MONTHLY DURING THE SCHOOL YEAR	4	7692	43.5%	52.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	62	.4%	(MISS)
MISSING	8	2604	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 37 — Tape Pos. 269-269, Format: I1

F1C37 IS FACULTY DEPARTMENTALIZED?

Is your faculty departmentalized (or divided into subject areas)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14352	81.3%	93.8%
NO	2	874	4.9%	6.2%
RESERVED CODES:				
MISSING	8	2437	13.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 37A — Tape Pos. 270-272, Format: I3

F1C37A NUMBER OF DEPARTMENTS OR SUBJECT AREAS

If yes, how many departments/subject areas are there?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	2	.0%	.0%
	1	0	.0%	.0%
	4	110	.6%	.7%
	5	190	1.1%	1.8%
	6	666	3.8%	4.9%
	7	1009	5.7%	6.5%
	8	1326	7.5%	10.8%
	9	1348	7.6%	11.0%
	10	1716	9.7%	14.4%
	11	1116	6.3%	9.1%
	12	1587	9.0%	12.8%
	13	1196	6.8%	9.5%
	14	927	5.2%	7.2%
	15	579	3.3%	4.5%
	16	372	2.1%	3.0%
	17	101	.6%	.7%
	18	170	1.0%	1.3%
	19	56	.3%	.4%
	20	24	.1%	.4%
	21	28	.2%	.3%
	22	23	.1%	.2%
	23	18	.1%	.2%
	24	4	.0%	.0%
	36	27	.2%	.1%
RESERVED CODES:				
MISSING	998	4194	23.7%	(MISS)
LEGITIMATE SKIP	999	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 38 — Tape Pos. 273-273, Format: I1

F1C38 SCHOOL DESIGNATE A CHAIR FOR EACH DEPT.

Does your school formally designate a chair for each department/subject area?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12824	72.6%	87.9%
NO	2	1481	8.4%	12.1%
RESERVED CODES:				
MISSING	8	2484	14.1%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 39 — Tape Pos. 274-274, Format: I1

F1C39 HOW ARE DEPARTMENT CHAIRS SELECTED

How are department/subject area chairs selected?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPOINTED BY THE PRINCIPAL	1	9007	51.0%	69.0%
ROTATION SYSTEM	2	127	.7%	1.5%
ELECTED BY DEPARTMENT FACULTY	3	1650	9.3%	13.4%
OTHER	4	1666	9.4%	16.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	339	1.9%	(MISS)
MISSING	8	2519	14.3%	(MISS)
LEGITIMATE SKIP	9	2355	13.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 40

artment/subject area chairs receive any of the
ing? (CIRCLE ALL THAT APPLY)

Question 40A — Tape Pos. 275-275, Format: I1

F1C40A DEPARTMENT CHAIRS RECEIVE EXTRA PAY

Extra pay

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9235	52.3%	82.7%
DOES NOT APPLY	2	1966	11.1%	17.3%
RESERVED CODES:				
MISSING	8	4107	23.3%	(MISS)
LEGITIMATE SKIP	9	2355	13.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 40B — Tape Pos. 276-276, Format: I1

F1C40B DEPT CHAIRS HAVE A REDUCED TEACHING LOAD

Reduction in teaching workload

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6641	37.6%	60.4%
DOES NOT APPLY	2	4560	25.8%	39.6%
RESERVED CODES:				
MISSING	8	4107	23.3%	(MISS)
LEGITIMATE SKIP	9	2355	13.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 40C — Tape Pos. 277-277, Format: I1

F1C40C DEPARTMNT CHAIRS RECEIVE OTHR INCENTIVES

Other incentives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1698	9.6%	17.3%
DOES NOT APPLY	2	9503	53.8%	82.7%
RESERVED CODES:				
MISSING	8	4107	23.3%	(MISS)
LEGITIMATE SKIP	9	2355	13.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41

How many full-time faculty menmbers are in each of the department/subject areas in your school? (Please give your best estimate.)

Question 41A — Tape Pos. 278-278, Format: I1

F1C41A NUMBER OF FULL-TIME MATH FACULTY MEMBERS

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	8	.0%	.4%
0-5	2	3906	22.1%	24.5%
6-10	3	7344	41.6%	43.9%
11-15	4	3410	19.3%	20.6%
OVER 15	5	1801	10.2%	10.6%
RESERVED CODES:				
MISSING	8	320	1.8%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41B — Tape Pos. 279-279, Format: I1

F1C41B NUMBER OF FULL-TIME SCIENCE FACULTY

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	8	.0%	.4%
0-5	2	4944	28.0%	30.5%
6-10	3	7235	41.0%	44.2%
11-15	4	2802	15.9%	16.5%
OVER 15	5	1469	8.3%	8.5%
RESERVED CODES:				
MISSING	8	331	1.9%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41C — Tape Pos. 280-280, Format: I1

F1C41C NUMBER OF FULL-TIME HUMANITIES FACULTY

Humanities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	4387	24.8%	37.6%
0-5	2	5179	29.3%	46.0%
6-10	3	1513	8.6%	12.7%
11-15	4	269	1.5%	2.1%
OVER 15	5	245	1.4%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	55	.3%	(MISS)
MISSING	8	5141	29.1%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41D — Tape Pos. 281-281, Format: I1

F1C41D NUMBER OF FULL-TIME ENGLISH FACULTY

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	30	.2%	.6%
0-5	2	2513	14.2%	17.9%
6-10	3	4494	25.4%	31.1%
11-15	4	3889	22.0%	28.8%
OVER 15	5	3143	17.8%	21.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41E — Tape Pos. 282-282, Format: I1

F1C41E # OF FULL-TIME FOREIGN LANGUAGE FACULTY

Foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	151	.9%	1.8%
0-5	2	9053	51.3%	66.4%
6-10	3	3842	21.8%	25.3%
11-15	4	705	4.0%	5.0%
OVER 15	5	276	1.6%	1.4%
RESERVED CODES:				
MISSING	8	2762	15.6%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41F — Tape Pos. 283-283, Format: I1

F1C41F # OF FULL-TIME SOCIAL SCIENCES FACULTY

Social Science/Social Studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	500	2.8%	2.2%
0-5	2	4814	27.3%	35.7%
6-10	3	5029	28.5%	37.2%
11-15	4	2189	12.4%	16.4%
OVER 15	5	1292	7.3%	8.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	2943	16.7%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41G — Tape Pos. 284-284, Format: I1

F1C41G NUMBER OF FULL-TIME HISTORY FACULTY

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	3557	20.1%	32.9%
0-5	2	4847	27.4%	42.2%
6-10	3	1958	11.1%	15.6%
11-15	4	842	4.8%	7.1%
OVER 15	5	262	1.5%	2.2%
RESERVED CODES:				
MISSING	8	5323	30.1%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41H — Tape Pos. 285-285, Format: I1

F1C41H NUMBR OF FULL-TIME VOCATIONAL ED FACULTY

Vocational education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	2097	11.9%	13.1%
0-5	2	4857	27.5%	37.3%
6-10	3	3169	17.9%	26.1%
11-15	4	1743	9.9%	13.1%
OVER 15	5	1445	8.2%	10.4%
RESERVED CODES:				
MISSING	8	3478	19.7%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41I — Tape Pos. 286-286, Format: I1

F1C41I NUMBER OF FULL-TIME PHYSICAL ED FACULTY

Physical education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	128	.7%	1.3%
0-5	2	9114	51.6%	65.6%
6-10	3	3616	20.5%	25.7%
11-15	4	873	4.9%	5.9%
OVER 15	5	248	1.4%	1.5%
RESERVED CODES:				
MISSING	8	2810	15.9%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41J — Tape Pos. 287-287, Format: I1

F1C41J # FULL-TIME GUIDANCE COUNSELING FACULTY

Guidance counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	237	1.3%	2.0%
0-5	2	10593	60.0%	74.9%
6-10	3	2985	16.9%	20.2%
11-15	4	317	1.8%	2.6%
OVER 15	5	29	.2%	.3%
RESERVED CODES:				
MISSING	8	2628	14.9%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 41K — Tape Pos. 288-288, Format: I1

F1C41K NUMBER OF FULL-TIME SPECIAL ED FACULTY

Special education

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question 41L — Tape Pos. 289-289, Format: I1

F1C41L NO. OF OTHER FULL-TIME FACULTY MEMBERS

Other full-time faculty members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	1580	8.9%	18.8%
0-5	2	3196	18.1%	43.9%
6-10	3	1526	8.6%	21.5%
11-15	4	686	3.9%	7.9%
OVER 15	5	666	3.8%	8.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	9118	51.6%	(MISS)
LEGITIMATE SKIP	9	874	4.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 42

What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll?

Question 42A — Tape Pos. 290-294, Format: I5

F1C42A LOWEST SALARY PAID TO FULL-TIME TEACHERS

Lowest salary paid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 14999	1	715	4.0%	4.7%
15000 - 17499	2	2011	11.4%	14.6%
17500 - 19999	3	4735	26.8%	33.0%
20000 - 22499	4	4028	22.8%	26.6%
22500 - 24999	5	1668	9.4%	12.9%
25000 +	6	999	5.7%	8.3%
RESERVED CODES:				
MISSING	99998	3507	19.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 42B — Tape Pos. 295-299, Format: I5

F1C42B HIGHEST SALARY PAID TO FULL-TIME TEACHRS

Highest salary paid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 24999	1	641	3.6%	4.4%
25000 - 29999	2	1249	7.1%	9.2%
30000 - 34999	3	2991	16.9%	21.3%
35000 - 39999	4	3319	18.8%	24.3%
40000 - 44999	5	2683	15.2%	18.0%
45000 - 49999	6	1426	8.1%	10.6%
50000 +	7	1671	9.5%	12.2%
RESERVED CODES:				
MISSING	99998	3683	20.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 43

How many of your full-time regular teaching staff are members of the following groups? (Please give your best estimate.)

Question 43A — Tape Pos. 300-302, Format: I3

F1C43A # AMERICAN INDIAN/ALASKAN NATIVE TEACHRS

American Indian/Alaskan Native

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	13051	73.9%	90.6%
1 +	2	1431	8.1%	9.4%
RESERVED CODES:				
REFUSAL	997	60	.3%	(MISS)
MISSING	998	3121	17.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 43B — Tape Pos. 303-305, Format: I3

F1C43B # OF ASIAN OR PACIFIC ISLANDER TEACHERS

Asian or Pacific Islander

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	11412	64.6%	79.4%
1	2	1875	10.6%	12.9%
2 - 3	3	739	4.2%	4.3%
4 +	4	554	3.1%	3.4%
RESERVED CODES:				
REFUSAL	997	34	.2%	(MISS)
MISSING	998	3049	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 43C — Tape Pos. 306-308, Format: I3

F1C43C # OF HISPANIC TEACHERS

Hispanic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	8480	48.0%	60.9%
1	2	2214	12.5%	15.2%
2	3	1006	5.7%	6.7%
3 - 5	4	1444	8.2%	8.6%
6 - 10	5	579	3.3%	4.2%
11 +	6	777	4.4%	4.4%
RESERVED CODES:				
REFUSAL	997	34	.2%	(MISS)
MISSING	998	3129	17.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 43D — Tape Pos. 309-311, Format: I3

F1C43D # OF BLACK (NON HISPANIC) TEACHERS

Black, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	6830	38.7%	47.0%
1	2	1967	11.1%	12.8%
2	3	1157	6.6%	7.0%
3 - 5	4	1524	8.6%	9.2%
6 - 10	5	1297	7.3%	9.8%
11 - 25	6	1057	6.0%	8.6%
26 +	7	677	3.8%	5.5%
RESERVED CODES:				
REFUSAL	997	34	.2%	(MISS)
MISSING	998	3120	17.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 43E — Tape Pos. 312-314, Format: I3

F1C43E # WHITE (NON HISPANIC) TEACHERS

White, not of Hispanic origin

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 10	1	265	1.5%	2.7%
11 - 20	2	742	4.2%	5.3%
21 - 30	3	1363	7.7%	10.2%
31 - 40	4	1759	10.0%	11.6%
41 - 50	5	1620	9.2%	10.5%
51 - 60	6	1992	11.3%	14.3%
61 - 75	7	2195	12.4%	15.3%
76 - 100	8	2307	13.1%	15.6%
101 - 125	9	1299	7.4%	8.6%
126 +	10	820	4.6%	6.0%
RESERVED CODES:				
REFUSAL	997	34	.2%	(MISS)
MISSING	998	3267	18.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 44

How many members of your full-time regular teaching staff have the following degrees? The sum of a., b., c., d., and e. should equal the total number of full-time teaching staff at your school.

Question 44A — Tape Pos. 315-317, Format: I3

F1C44A # FT TEACHERS WITH LESS THAN A BA/BS

Less than Bachelors degree (some college)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	12323	69.8%	90.4%
1 - 2	2	821	4.6%	5.3%
3 +	3	493	2.8%	4.2%
RESERVED CODES:				
MISSING	998	4026	22.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 44B — Tape Pos. 318-320, Format: I3

F1C44B # OF FT TEACHERS WITH A BACHELORS DEGREE

Bachelors

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 5	1	709	4.0%	6.6%
6 - 10	2	1122	6.4%	9.1%
11 - 15	3	1669	9.4%	11.3%
16 - 20	4	1896	10.7%	13.2%
21 - 30	5	2902	16.4%	21.0%
31 - 45	6	2280	12.9%	17.2%
46 - 60	7	1798	10.2%	13.4%
61 +	8	1151	6.5%	8.2%
RESERVED CODES:				
MISSING	998	4136	23.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 44C — Tape Pos. 321-323, Format: I3

F1C44C # OF FT TEACHERS WITH A MASTERS DEGREE

Masters

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 5	1	827	4.7%	7.3%
6 - 10	2	1066	6.0%	8.1%
11 - 15	3	1464	8.3%	10.9%
16 - 20	4	1252	7.1%	9.1%
21 - 30	5	2170	12.3%	14.8%
31 - 45	6	2442	13.8%	18.4%
46 - 60	7	1876	10.6%	13.8%
61 - 90	8	1644	9.3%	11.8%
91 +	9	793	4.5%	5.7%
RESERVED CODES:				
MISSING	998	4129	23.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 44D — Tape Pos. 324-326, Format: I3

F1C44D # OF FT TEACHERS WITH ED.D./PH.D. DEGREE

Ed.D. or Ph.D.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	6931	39.2%	52.7%
1	2	2551	14.4%	19.1%
2	3	1618	9.2%	11.8%
3 - 5	4	1570	8.9%	11.5%
6 +	5	845	4.8%	4.9%
RESERVED CODES:				
MISSING	998	4148	23.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 44E — Tape Pos. 327-329, Format: I3

F1C44E # TEACHERS WHOSE DEGREE R DOESN'T KNOW

Don't know their degree

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	1	11785	66.7%	93.9%
1 +	2	526	3.0%	6.1%
RESERVED CODES:				
MISSING	998	5352	30.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 45 — Tape Pos. 330-332, Format: I3

F1C45 # OF TEACHERS ASSIGNED TO ESL CLASSES

How many teachers are assigned to teach one or more English language classes to persons from non-English language backgrounds (for example, ESL classes) in your school? (Please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	9285	52.6%	62.5%
	1	3104	17.6%	20.9%
	2	731	4.1%	4.7%
	3	575	3.3%	4.0%
	4	262	1.5%	1.7%
	5	256	1.4%	1.6%
	6	62	.4%	.9%
	7	159	.9%	.9%
	8	83	.5%	.6%
	9	27	.2%	.1%
	10	34	.2%	.2%
	11	10	.1%	.1%
	12	55	.3%	.3%
	13	65	.4%	.2%
	14	20	.1%	.1%
	15	47	.3%	.2%
	19	15	.1%	.1%
	20	36	.2%	.2%
	21	46	.3%	.2%
	25	6	.0%	.1%
	26	4	.0%	.0%
	27	19	.1%	.1%
	30	4	.0%	.1%
	40	6	.0%	.1%
RESERVED CODES:				
MISSING	998	2752	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 46 — Tape Pos. 333-335, Format: I3

F1C46 # OF CERTIFIED BILINGUAL OR ESL TEACHERS

How many of the teachers assigned to teach bilingual or ESL classes are certified in these areas?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	10025	56.8%	69.0%
	1	2804	15.9%	18.5%
	2	656	3.7%	4.7%
	3	427	2.4%	3.3%
	4	161	.9%	1.0%
	5	158	.9%	1.0%
	6	39	.2%	.5%
	7	89	.5%	.5%
	8	21	.1%	.1%
	9	96	.5%	.3%
	10	13	.1%	.1%
	11	13	.1%	.1%
	12	17	.1%	.1%
	13	17	.1%	.1%
	15	48	.3%	.3%
	16	4	.0%	.0%
	18	4	.0%	.1%
	19	15	.1%	.1%
	22	2	.0%	.1%
	23	19	.1%	.1%
	28	4	.0%	.1%
	40	6	.0%	.1%
RESERVED CODES:				
MISSING	998	3025	17.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 47

How important are written student evaluations in assessing the following areas?

Question 47A — Tape Pos. 336-336, Format: I1

F1C47A IMP OF STU EVAL OF TEACHER PERFORMANCE

Teacher performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT USE	1	10983	62.2%	74.8%
NOT IMPORTANT AT ALL	2	466	2.6%	2.7%
SOMEWHAT IMPORTANT	3	2509	14.2%	16.0%
VERY IMPORTANT	4	884	5.0%	6.5%
RESERVED CODES:				
MISSING	8	2821	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 47B — Tape Pos. 337-337, Format: I1

F1C47B IMP OF STU EVALUATION OF COURSE CONTENT

Course content

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT USE	1	8594	48.7%	59.0%
NOT IMPORTANT AT ALL	2	439	2.5%	3.0%
SOMEWHAT IMPORTANT	3	4424	25.0%	28.6%
VERY IMPORTANT	4	1321	7.5%	9.4%
RESERVED CODES:				
MISSING	8	2885	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 47C — Tape Pos. 338-338, Format: I1

F1C47C IMP OF STU SATISFACTION WITH COURSES

Student overall satisfaction with courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DO NOT USE	1	7492	42.4%	50.9%
NOT IMPORTANT AT ALL	2	463	2.6%	2.7%
SOMEWHAT IMPORTANT	3	4910	27.8%	33.2%
VERY IMPORTANT	4	1903	10.8%	13.1%
RESERVED CODES:				
MISSING	8	2895	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 48 — Tape Pos. 339-341, Format: I3

F1C48 MIN PER DAY ALLOWED FT TCHRS FOR PREP.

How many minutes of preparation or planning do you provide for your full-time teachers during the school day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	139	.8%	.6%
	1	18	.1%	.1%
	30	19	.1%	.1%
	35	2	.0%	.0%
	38	10	.1%	.0%
	40	617	3.5%	4.0%
	41	161	.9%	1.6%
	42	326	1.8%	2.3%
	43	218	1.2%	1.5%
	44	212	1.2%	1.5%
	45	973	5.5%	7.0%
	46	193	1.1%	1.1%
	47	308	1.7%	2.0%
	48	332	1.9%	2.9%
	49	49	.3%	.3%
	50	2795	15.8%	18.6%
	51	48	.3%	.3%
	52	279	1.6%	2.7%
	53	172	1.0%	1.1%
	54	291	1.6%	2.2%
	55	3642	20.6%	25.1%
	56	81	.5%	.9%
	57	60	.3%	.3%
	58	24	.1%	.1%
	59	56	.3%	.3%
	60	1197	6.8%	7.2%
	62	12	.1%	.1%
	63	24	.1%	.1%
	65	63	.4%	.4%
	67	22	.1%	.2%
	70	51	.3%	.4%
	71	21	.1%	.2%
	72	16	.1%	.1%
	75	128	.7%	1.0%
	76	27	.2%	.2%
	78	40	.2%	.2%
	80	360	2.0%	2.2%
	81	23	.1%	.1%
	82	14	.1%	.1%
	84	81	.5%	.5%
	85	69	.4%	.3%
	86	74	.4%	.3%
	88	66	.4%	.5%
	90	452	2.6%	2.0%
	92	6	.0%	.1%
	94	60	.3%	.2%
	95	29	.2%	.2%
	96	10	.1%	.2%
	100	414	2.3%	2.4%
	102	44	.2%	.3%
	104	22	.1%	.1%
	105	48	.3%	.3%
	106	21	.1%	.1%
	108	54	.3%	.3%
	110	128	.7%	1.1%
	115	25	.1%	.2%
	116	2	.0%	.0%
	120	140	.8%	.3%
	125	1	.0%	.0%
	130	6	.0%	.0%
	132	24	.1%	.2%
	134	1	.0%	.0%
	135	69	.4%	.4%
	150	3	.0%	.4%
	180	51	.3%	.1%
	200	22	.1%	.1%
RESERVED CODES:				
MISSING	998	2718	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 49 — Tape Pos. 342-342, Format: I1

F1C49 HRS/MONTH TCHRS SPEND W/OUT REMUNERATION

Approximately how many hours per month do you expect the average teacher to spend, without remuneration, in such activities as attending parent club meetings, chaperoning school functions, selling tickets, advising student clubs, etc.?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	4678	26.5%	33.4%
1-5 HOURS	1	7891	44.7%	54.0%
6-10 HOURS	2	1688	9.6%	10.1%
11-20 HOURS	3	342	1.9%	1.9%
21-30 HOURS	4	47	.3%	.2%
OVER 30 HOURS	5	137	.8%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	28	.2%	(MISS)
REFUSAL	7	18	.1%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 50 — Tape Pos. 343-345, Format: I3

F1C50 NUMBER TEACHERS WHO LEFT AT END OF 88-89

How many of your full-time high school teachers left at the end of 1988-1989 school year for reasons other than death or retirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	3081	17.4%	22.0%
	1	2509	14.2%	18.8%
	2	2873	16.3%	19.5%
	3	1748	9.9%	10.9%
	4	1104	6.3%	6.7%
	5	1090	6.2%	6.7%
	6	551	3.1%	3.5%
	7	515	2.9%	3.6%
	8	308	1.7%	1.7%
	9	202	1.1%	1.5%
	10	191	1.1%	1.5%
	11	52	.3%	.4%
	12	183	1.0%	1.4%
	13	96	.5%	.6%
	15	54	.3%	.2%
	16	61	.3%	.3%
	17	3	.0%	.1%
	18	2	.0%	.1%
	19	16	.1%	.1%
	20	15	.1%	.1%
	22	1	.0%	.0%
	23	2	.0%	.1%
	25	24	.1%	.1%
	26	13	.1%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE	996	11	.1%	(MISS)
MISSING	998	2958	16.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 51 — Tape Pos. 346-346, Format: I1

F1C51 HAVE TEACHERS GONE ON STRIKE PAST 4 YRS

Have the teachers in your school gone on strike in the past four years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	923	5.2%	7.2%
NO	2	14130	80.0%	92.8%
RESERVED CODES:				
MISSING	8	2610	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 51A — Tape Pos. 347-349, Format: I3

F1C51A TOTL NUMBER DAYS TEACHERS WERE ON STRIKE

IF answered "YES," what was the total number of days teachers were on strike in the past four years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY	2	164	.9%	14.0%
2 - 7 DAYS	3	314	1.8%	36.2%
8 - 14 DAYS	4	205	1.2%	21.1%
15+ DAYS	5	166	.9%	28.8%
RESERVED CODES:				
MISSING	998	2684	15.2%	(MISS)
LEGITIMATE SKIP	999	14130	80.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 52 — Tape Pos. 350-350, Format: I1

F1C52 RECOGNITION FOR OUTSTANDING TEACHERS

Does your school have a recognition program for outstanding teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8679	49.1%	57.9%
NO	2	6256	35.4%	42.1%
RESERVED CODES:				
MISSING	8	2728	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53

Which of the following kinds of rewards are given to "exceptional" or "good" teachers in your school? (CIRCLE ALL THAT APPLY)

Question 53A — Tape Pos. 351-351, Format: I1

F1C53A NO REWARDS GIVEN TO EXCEPTIONAL TEACHERS

No rewards are given

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4317	24.4%	31.0%
DOES NOT APPLY	2	10265	58.1%	69.0%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53B — Tape Pos. 352-352, Format: I1

F1C53B GIVEN SPECIAL AWARDS FOR TEACHING

Given special awards for teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6203	35.1%	42.3%
DOES NOT APPLY	2	8379	47.4%	57.7%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53C — Tape Pos. 353-353, Format: I1

F1C53C ASSIGNED TO TEACH THE BETTER STUDENTS

Assigned to teach the better students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1499	8.5%	10.2%
DOES NOT APPLY	2	13083	74.1%	89.8%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53D — Tape Pos. 354-354, Format: I1

F1C53D ALLOWED TO CHOOSE THE CLASSES THEY TEACH

Allowed to choose the classes they teach

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	916	5.2%	5.9%
DOES NOT APPLY	2	13666	77.4%	94.1%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53E — Tape Pos. 355-355, Format: I1

F1C53E GIVEN A LIGHTER TEACHING LOAD

Given a lighter teaching load

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	220	1.2%	1.4%
DOES NOT APPLY	2	14362	81.3%	98.6%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53F — Tape Pos. 356-356, Format: I1

F1C53F RELIEVED OF ADMIN OR DISCIPLINARY DUTIES

Relieved of administrative or disciplinary duties

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	233	1.3%	1.6%
DOES NOT APPLY	2	14349	81.2%	98.4%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53G — Tape Pos. 357-357, Format: I1

F1C53G GIVEN PRIORITY ON REQUESTS FOR MATERIALS

Given priority on requests for materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	681	3.9%	4.7%
DOES NOT APPLY	2	13901	78.7%	95.3%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53H — Tape Pos. 358-358, Format: I1

F1C53H TIME OFF TO ATTEND PROFESSIONAL WRKSHOPS

Given time off to attend professsional workshops

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4740	26.8%	31.8%
DOES NOT APPLY	2	9842	55.7%	68.2%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53I — Tape Pos. 359-359, Format: I1

F1C53I EXTRA PAY FOR EXTRA RESPONSIBILITIES

Given extra pay for extra responsibilities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3868	21.9%	24.5%
DOES NOT APPLY	2	10714	60.7%	75.5%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 53J — Tape Pos. 360-360, Format: I1

F1C53J OTHR REWARD GIVEN TO EXCEPTIONAL TEACHRS

Other kind of reward given to "exceptional" or "good" teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2920	16.5%	19.9%
DOES NOT APPLY	2	11662	66.0%	80.1%
RESERVED CODES:				
MISSING	8	3081	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

IV. SCHOOL ADMISSION POLICIES AND PRACTICES

Question 54

Which of the following best describes admission practices for students in your school?

Question 54A — Tape Pos. 361-361, Format: I1

F1C54A ADMISSION BY PARTICULAR GEOGRAPHIC AREA

Students in a particular geographic area (or district) attend this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1257	7.1%	7.6%
EXCEPTIONAL CASES ONLY	1	41	.2%	.2%
SOME ONLY	2	2044	11.6%	12.9%
ALL CASES	3	10607	60.1%	79.3%
RESERVED CODES:				
REFUSAL	7	21	.1%	(MISS)
MISSING	8	3693	20.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 54B — Tape Pos. 362-362, Format: I1

F1C54B ASSIGND BY AREA BUT TRANSFRS ARE ALLOWED

Students in a particular geographic area (or district) are generally assigned to this school, but transfers are allowed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	4240	24.0%	31.3%
EXCEPTIONAL CASES ONLY	1	3153	17.9%	26.6%
SOME ONLY	2	2462	13.9%	22.0%
ALL CASES	3	2554	14.5%	20.0%
RESERVED CODES:				
REFUSAL	7	49	.3%	(MISS)
MISSING	8	5205	29.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 54C — Tape Pos. 363-363, Format: I1

F1C54C ASSIGND TO ACHIEVE RACIAL,ETHNIC BALANCE

Students are assigned from particular areas to achieve desired racial or ethnic compositon in the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	10107	57.2%	85.1%
EXCEPTIONAL CASES ONLY	1	317	1.8%	3.1%
SOME ONLY	2	800	4.5%	7.6%
ALL CASES	3	449	2.5%	4.2%
RESERVED CODES:				
REFUSAL	7	50	.3%	(MISS)
MISSING	8	5940	33.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 54D — Tape Pos. 364-364, Format: I1

F1C54D ADMITTANCE BASED ON TESTS,AUDITIONS,ETC.

Students are admitted to this school based on achievement entrance tests, auditions, or other criteria

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	9325	52.8%	81.5%
EXCEPTIONAL CASES ONLY	1	210	1.2%	2.3%
SOME ONLY	2	567	3.2%	5.3%
ALL CASES	3	1867	10.6%	10.8%
RESERVED CODES:				
REFUSAL	7	28	.2%	(MISS)
MISSING	8	5666	32.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 54E — Tape Pos. 365-365, Format: I1

F1C54E ADMITTANCE BY LOTTERY,RANDOM SELECTION

Students are admitted to this school based on a lottery or random selection

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	11261	63.8%	96.3%
EXCEPTIONAL CASES ONLY	1	74	.4%	.4%
SOME ONLY	2	201	1.1%	2.2%
ALL CASES	3	73	.4%	1.0%
RESERVED CODES:				
REFUSAL	7	28	.2%	(MISS)
MISSING	8	6026	34.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 54F — Tape Pos. 366-366, Format: I1

F1C54F ADMITTANCE ON 1ST-COME 1ST-SERVE BASIS

Admittance is determined on a first-come first-serve basis

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	10551	59.7%	91.3%
EXCEPTIONAL CASES ONLY	1	121	.7%	1.3%
SOME ONLY	2	391	2.2%	3.0%
ALL CASES	3	545	3.1%	4.4%
RESERVED CODES:				
REFUSAL	7	28	.2%	(MISS)
MISSING	8	6027	34.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 54G — Tape Pos. 367-367, Format: I1

F1C54G OTHER PRACTICES OF ADMISSION

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	4370	24.7%	86.3%
EXCEPTIONAL CASES ONLY	1	189	1.1%	4.0%
SOME ONLY	2	295	1.7%	6.2%
ALL CASES	3	250	1.4%	3.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	19	.1%	(MISS)
REFUSAL	7	147	.8%	(MISS)
MISSING	8	12393	70.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 55 — Tape Pos. 368-368, Format: I1

F1C55 SCH HAS ADMISSION/APPLICATION PROCEDURE

Does your school have formal admission/application procedures?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4722	26.7%	28.7%
NO	2	10247	58.0%	71.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	2672	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 56

How many students in grades 9-12 applied for admission and how many were accepted to your school for the current school year?

Question 56A1 — Tape Pos. 369-371, Format: I3

F1C56A1 NUMBER OF 9TH GRADE STUDENTS WHO APPLIED

Number 9th grade students who applied for admission

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	1020	5.8%	27.2%
51 - 150	2	769	4.4%	16.8%
151 - 300	3	686	3.9%	24.3%
301 +	4	976	5.5%	31.7%
RESERVED CODES:				
MISSING	998	3965	22.4%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56B1 — Tape Pos. 372-374, Format: I3

F1C56B1 NUMBER OF 9TH GRADE STUDENTS ACCEPTED

Number of 9th grade students accepted

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	1512	8.6%	32.1%
51 - 150	2	557	3.2%	16.3%
151 - 300	3	747	4.2%	26.2%
301 +	4	801	4.5%	25.5%
RESERVED CODES:				
MISSING	998	3799	21.5%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56A2 — Tape Pos. 375-377, Format: I3

F1C56A2 NUMBR OF 10TH GRADE STUDENTS WHO APPLIED

Number of 10th grade students who applied for admission

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	1751	9.9%	38.8%
51 - 150	2	485	2.7%	18.3%
151 - 300	3	530	3.0%	20.7%
301 +	4	661	3.7%	22.3%
RESERVED CODES:				
MISSING	998	3989	22.6%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56B2 — Tape Pos. 378-380, Format: I3

F1C56B2 NUMBER OF 10TH GRADE STUDENTS ACCEPTED

Number of 10th grade students accepted

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	1954	11.1%	45.2%
51 - 150	2	466	2.6%	15.4%
151 - 300	3	515	2.9%	20.0%
301 +	4	641	3.6%	19.4%
RESERVED CODES:				
MISSING	998	3840	21.7%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56A3 — Tape Pos. 381-383, Format: I3

F1C56A3 NMBR OF 11TH GRADE STUDENTS WHO APPLIED

Number of 11th grade students who applied for admission

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	1946	11.0%	49.9%
51 - 150	2	509	2.9%	18.9%
151 - 300	3	398	2.3%	14.1%
301 +	4	509	2.9%	17.1%
RESERVED CODES:				
MISSING	998	4054	23.0%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56B3 — Tape Pos. 384-386, Format: I3

F1C56B3 NUMBER OF 11TH GRADE STUDENTS ACCEPTED

Number of 11th grade students accepted

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	2097	11.9%	53.6%
51 - 150	2	453	2.6%	15.3%
151 - 300	3	393	2.2%	13.6%
301 +	4	550	3.1%	17.5%
RESERVED CODES:				
MISSING	998	3923	22.2%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56A4 — Tape Pos. 387-389, Format: I3

F1C56A4 NUMBR OF 12TH GRADE STUDENTS WHO APPLIED

Number of 12th grade students who applied for admission

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	2028	11.5%	54.8%
51 - 150	2	430	2.4%	15.0%
151 - 300	3	443	2.5%	14.8%
301 +	4	436	2.5%	15.4%
RESERVED CODES:				
MISSING	998	4079	23.1%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 56B4 — Tape Pos. 390-392, Format: I3

F1C56B4 NUMBER OF 12TH GRADE STUDENTS ACCEPTED

Number of 12th grade students accepted

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 50	1	2107	11.9%	54.8%
51 - 150	2	418	2.4%	14.8%
151 - 300	3	467	2.6%	15.6%
301 +	4	463	2.6%	14.8%
RESERVED CODES:				
MISSING	998	3961	22.4%	(MISS)
LEGITIMATE SKIP	999	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 57

How often are the following criteria used in considering admission of students to your school?

Question 57A — Tape Pos. 393-393, Format: I1

F1C57A STUDENT ADMISSION BY APTITUDE TEST

Performance on standarized achievement or aptitude test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	2152	12.2%	55.0%
SELDOM	1	114	.6%	3.7%
SOMETIMES	2	256	1.4%	8.1%
USUALLY	3	404	2.3%	9.9%
ALWAYS	4	1502	8.5%	23.3%
RESERVED CODES:				
MISSING	8	2988	16.9%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57B — Tape Pos. 394-394, Format: I1

F1C57B STUDENT ADMISSION BY WRITTEN TEST

Performance on written admission test

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	2633	14.9%	69.8%
SELDOM	1	174	1.0%	3.9%
SOMETIMES	2	254	1.4%	4.4%
USUALLY	3	282	1.6%	5.8%
ALWAYS	4	1010	5.7%	16.2%
RESERVED CODES:				
MISSING	8	3063	17.3%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57C — Tape Pos. 395-395, Format: I1

F1C57C STUDENT ADMISSION BY ACADEMIC RECORD

Academic record

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1557	8.8%	39.8%
SELDOM	1	85	.5%	2.0%
SOMETIMES	2	385	2.2%	10.4%
USUALLY	3	375	2.1%	9.8%
ALWAYS	4	2057	11.6%	38.0%
RESERVED CODES:				
MISSING	8	2957	16.7%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57D — Tape Pos. 396-396, Format: I1

F1C57D STUDENT ADMISSION BY ARTISTIC ABILITIES

Artistic abilities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	3199	18.1%	84.4%
SELDOM	1	218	1.2%	4.7%
SOMETIMES	2	716	4.1%	8.4%
USUALLY	3	51	.3%	.8%
ALWAYS	4	169	1.0%	1.8%
RESERVED CODES:				
MISSING	8	3063	17.3%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57E — Tape Pos. 397-397, Format: I1

F1C57E STUDENT ADMISSION BY ATHLETIC ABILITIES

Athletic abilities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	3246	18.4%	84.8%
SELDOM	1	334	1.9%	5.5%
SOMETIMES	2	609	3.4%	6.5%
USUALLY	3	30	.2%	.5%
ALWAYS	4	174	1.0%	2.7%
RESERVED CODES:				
MISSING	8	3023	17.1%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57F — Tape Pos. 398-398, Format: I1

F1C57F STUDENT ADMISSION BY INTERVW WITH PARENT

Personal interview with parent/guardian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1785	10.1%	44.4%
SELDOM	1	338	1.9%	9.1%
SOMETIMES	2	748	4.2%	18.5%
USUALLY	3	385	2.2%	8.0%
ALWAYS	4	1178	6.7%	20.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	2967	16.8%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57G — Tape Pos. 399-399, Format: I1

F1C57G STUDENT ADMISSION BY INTERVW WITH STUDNT

Personal interview with student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1597	9.0%	40.9%
SELDOM	1	362	2.0%	10.5%
SOMETIMES	2	626	3.5%	18.8%
USUALLY	3	460	2.6%	8.7%
ALWAYS	4	1382	7.8%	21.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	2984	16.9%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57H — Tape Pos. 400-400, Format: I1

F1C57H STUDNT ADMISSN BY PRINCIPAL RECOMMENDATN

Recommendation of a former principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1594	9.0%	42.2%
SELDOM	1	485	2.7%	11.3%
SOMETIMES	2	1008	5.7%	23.0%
USUALLY	3	553	3.1%	10.2%
ALWAYS	4	809	4.6%	13.2%
RESERVED CODES:				
MISSING	8	2967	16.8%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57I — Tape Pos. 401-401, Format: I1

F1C57I STUDENT ADMISSION BY TEACHR RECOMMENDATN

Recommendation of a former teacher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1881	10.6%	49.6%
SELDOM	1	432	2.4%	10.5%
SOMETIMES	2	808	4.6%	20.6%
USUALLY	3	456	2.6%	7.3%
ALWAYS	4	851	4.8%	12.0%
RESERVED CODES:				
MISSING	8	2988	16.9%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57J — Tape Pos. 402-402, Format: I1

F1C57J ADMISSN BY RECOMM FROM NON-FAMILY FRIEND

Recommendation from a non-family friend (e.g., pastor, rabbi, other)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	2114	12.0%	54.5%
SELDOM	1	970	5.5%	19.9%
SOMETIMES	2	845	4.8%	18.1%
USUALLY	3	233	1.3%	3.8%
ALWAYS	4	237	1.3%	3.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	14	.1%	(MISS)
MISSING	8	3003	17.0%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57K — Tape Pos. 403-403, Format: I1

F1C57K STUDENT ADMISSION BY STUDENT PREFERENCE

Student preference

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1711	9.7%	40.0%
SELDOM	1	357	2.0%	8.3%
SOMETIMES	2	780	4.4%	18.8%
USUALLY	3	694	3.9%	14.5%
ALWAYS	4	794	4.5%	18.3%
RESERVED CODES:				
MISSING	8	3080	17.4%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57L — Tape Pos. 404-404, Format: I1

F1C57L STUDENT ADMISSION BY PARENTAL PREFERENCE

Parental preference

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	1717	9.7%	40.9%
SELDOM	1	396	2.2%	9.8%
SOMETIMES	2	783	4.4%	16.9%
USUALLY	3	616	3.5%	15.1%
ALWAYS	4	839	4.8%	17.4%
RESERVED CODES:				
MISSING	8	3065	17.4%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 57M — Tape Pos. 405-405, Format: I1

F1C57M STUDENT ADMISSN BY ABILTY TO PAY TUITION

Student/parent ability to pay school's tuition

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	2816	15.9%	66.7%
SELDOM	1	500	2.8%	11.9%
SOMETIMES	2	256	1.4%	5.7%
USUALLY	3	504	2.9%	9.5%
ALWAYS	4	360	2.0%	6.3%
RESERVED CODES:				
MISSING	8	2980	16.9%	(MISS)
LEGITIMATE SKIP	9	10247	58.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 58

What is the maximum yearly tuition to attend your school?

Question 58A

Tape Pos. 406-406
Format: I1

F1C58A TUITION PAYMENT DOES NOT APPLY

Does not apply

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9742	55.2%	71.7%
NO	2	4839	27.4%	28.3%
RESERVED CODES:				
MISSING	8	3082	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 58B

Tape Pos. 407-411
Format: I5

F1C58B WHAT IS THE MAXIUM YEARLY TUITION

Maximum tuition

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 - 1500	1	742	4.2%	20.0%
1501 - 3000	2	1388	7.9%	35.1%
3001 - 5000	3	1173	6.6%	29.3%
5001 +	4	1247	7.1%	15.5%
RESERVED CODES:				
MISSING	99998	3371	19.1%	(MISS)
LEGITIMATE SKIP	99999	9742	55.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297.

Question 59

Tape Pos. 412-413
Format: I2

F1C59 PERCENT OF STUDNTS PAYING MAXIMUM TUTION

What percentage of your students pays the maximum yearly tuition?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	744	4.2%	16.6%
1%-24%	2	2163	12.2%	53.9%
25%-49%	3	113	.6%	2.9%
50-74%	4	341	1.9%	4.4%
75-99%	5	1288	7.3%	20.0%
100%	6	115	.7%	2.2%
RESERVED CODES:				
MISSING	98	3157	17.9%	(MISS)
LEGITIMATE SKIP	99	9742	55.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 60

What percentage of the students in your school receives scholarships or other forms of financial aid?

Question 60A

Tape Pos. 414-414
Format: I1

F1C60A NO PROVISION FOR FINANCIAL AID

Not applicable (no provision for financial aid)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2580	14.6%	62.3%
NO	2	2222	12.6%	37.7%
RESERVED CODES:				
MISSING	8	3119	17.7%	(MISS)
LEGITIMATE SKIP	9	9742	55.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 60B

Tape Pos. 415-417
Format: I3

F1C60B % OF STUDENTS RECEIVING FINANCIAL AID

Students receiving financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	67	.4%	2.2%
	2	4	.0%	.6%
	3	63	.4%	4.3%
	4	8	.0%	.8%
	5	76	.4%	3.9%
	6	28	.2%	1.8%
	7	78	.4%	3.9%
	8	116	.7%	5.1%
	9	7	.0%	.6%
	10	177	1.0%	6.7%
	12	76	.4%	4.7%
	13	71	.4%	1.8%
	15	133	.8%	6.0%
	16	13	.1%	.8%
	17	41	.2%	.8%
	18	60	.3%	3.3%
	19	22	.1%	.1%
	20	185	1.0%	8.9%
	21	27	.2%	.6%
	22	81	.5%	2.3%
	23	32	.2%	.8%
	24	79	.4%	2.6%
	25	269	1.5%	14.0%
	26	13	.1%	.3%
	27	43	.2%	1.2%
	28	1	.0%	.4%
	29	1	.0%	.1%
	30	66	.4%	2.2%
	31	2	.0%	.4%
	32	3	.0%	.6%
	33	41	.2%	1.2%
	34	33	.2%	.9%
	35	4	.0%	.8%
	36	16	.1%	.8%
	38	1	.0%	.3%
	40	39	.2%	2.4%
	50	62	.4%	3.6%
	60	17	.1%	.7%
	70	15	.1%	.1%
	75	18	.1%	.9%
	77	36	.2%	.2%
	80	20	.1%	.5%
	85	1	.0%	.8%
	89	14	.1%	.2%
	93	6	.0%	3.2%
	100	57	.3%	1.6%
RESERVED CODES:				
MISSING	998	3119	17.7%	(MISS)
LEGITIMATE SKIP	999	12322	69.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

V. GRADING AND/OR TESTING STRUCTURE

Question 61

Does your school use homogeneous grouping (according to ability or achievement) for placement of tenth grade students in the following classes?

Question 61A — Tape Pos. 418-418, Format: I1

F1C61A GROUPING ON ABILITY FOR ENGLISH 10TH GR.

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12636	71.5%	73.9%
NO	2	4144	23.5%	22.0%
DOES NOT APPLY	3	641	3.6%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	21	.1%	(MISS)
MISSING	8	221	1.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 61B — Tape Pos. 419-419, Format: I1

F1C61B GROUPING ON ABILITY FOR MATH 10TH GR.

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13049	73.9%	74.4%
NO	2	3622	20.5%	21.1%
DOES NOT APPLY	3	692	3.9%	4.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	52	.3%	(MISS)
MISSING	8	248	1.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 61C — Tape Pos. 420-420, Format: I1

F1C61C GROUPING ON ABILITY FOR SOC STUDIES

Social Studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8339	47.2%	48.7%
NO	2	7842	44.4%	44.8%
DOES NOT APPLY	3	1100	6.2%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	20	.1%	(MISS)
MISSING	8	362	2.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 61D — Tape Pos. 421-421, Format: I1

F1C61D GROUPING ON ABILITY FOR SCIENCE 10TH GR.

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11260	63.7%	65.0%
NO	2	5309	30.1%	30.5%
DOES NOT APPLY	3	753	4.3%	4.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	20	.1%	(MISS)
MISSING	8	321	1.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62

Indicate the degree of influence the following have in assigning and/or selecting high school courses/programs for tenth grade students in your school.

Question 62A — Tape Pos. 422-422, Format: I1

F1C62A TEACHERS INFLUENCE ON ASSIGNING COURSES

Teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	647	3.7%	4.7%
A LITTLE	1	2694	15.3%	18.9%
MODERATE	2	5793	32.8%	38.8%
A LOT	3	5861	33.2%	37.6%
RESERVED CODES:				
MISSING	8	2668	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62B — Tape Pos. 423-423, Format: I1

F1C62B DEPT. HEADS INFLUENCE ASSIGNING COURSES

Department Heads

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	3486	19.7%	26.0%
A LITTLE	1	3880	22.0%	27.2%
MODERATE	2	3907	22.1%	25.7%
A LOT	3	3117	17.6%	21.1%
RESERVED CODES:				
MISSING	8	3273	18.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62C — Tape Pos. 424-424, Format: I1

F1C62C COUNSELORS INFLUENCE ASSIGNING COURSES

Counselors

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	389	2.2%	2.8%
A LITTLE	1	1260	7.1%	8.1%
MODERATE	2	5252	29.7%	33.4%
A LOT	3	8120	46.0%	55.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	20	.1%	(MISS)
MISSING	8	2632	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62D — Tape Pos. 425-425, Format: I1

F1C62D COACHES INFLUENCE ON ASSIGNING COURSES

Coaches

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	8048	45.6%	55.8%
A LITTLE	1	4703	26.6%	32.3%
MODERATE	2	1566	8.9%	10.1%
A LOT	3	220	1.2%	1.7%
RESERVED CODES:				
MISSING	8	3126	17.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62E — Tape Pos. 426-426, Format: I1

F1C62E PARENTS INFLUENCE ON ASSIGNING COURSES

Parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	564	3.2%	4.2%
A LITTLE	1	2397	13.6%	14.3%
MODERATE	2	4330	24.5%	28.9%
A LOT	3	7667	43.4%	52.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	30	.2%	(MISS)
MISSING	8	2675	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62F — Tape Pos. 427-427, Format: I1

F1C62F STU DESIRES INFLUENCE ASSIGNING COURSES

Student preferences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	287	1.6%	2.4%
A LITTLE	1	1178	6.7%	7.3%
MODERATE	2	3671	20.8%	23.1%
A LOT	3	9963	56.4%	67.2%
RESERVED CODES:				
MISSING	8	2564	14.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62G — Tape Pos. 428-428, Format: I1

F1C62G STU GRADES INFLUENCE ASSIGNING COURSES

Student grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	941	5.3%	5.5%
A LITTLE	1	1610	9.1%	11.1%
MODERATE	2	5304	30.0%	36.0%
A LOT	3	7111	40.3%	47.3%
RESERVED CODES:				
MISSING	8	2697	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 62H — Tape Pos. 429-429, Format: I1

F1C62H TEST SCORES INFLUENCE ASSIGNING COURSES

Student test scores

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	1490	8.4%	8.7%
A LITTLE	1	3214	18.2%	22.2%
MODERATE	2	5650	32.0%	38.5%
A LOT	3	4498	25.5%	30.6%
RESERVED CODES:				
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 63

How often do students move among classes for different ability levels and curricular programs in your school?

Question 63A — Tape Pos. 430-430, Format: I1

F1C63A MOVE AMONG CLASSES FOR ABILITY LEVEL

Ability level classes (e.g. remedial, gifted, honors)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT APPLICABLE	0	1232	7.0%	7.4%
NEVER	1	52	.3%	.4%
RARELY	2	1758	10.0%	12.1%
SOMETIMES	3	8376	47.4%	56.0%
FREQUENTLY	4	3362	19.0%	24.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	2866	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 63B — Tape Pos. 431-431, Format: I1

F1C63B MOVE AMONG CLASSES FOR CURRICULAR PROGRM

Curricular programs (e.g., regular, vocational, college prep)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT APPLICABLE	0	2312	13.1%	12.3%
NEVER	1	166	.9%	1.0%
RARELY	2	1536	8.7%	10.2%
SOMETIMES	3	7193	40.7%	50.3%
FREQUENTLY	4	3526	20.0%	26.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	2913	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 64 — Tape Pos. 432-432, Format: I1

F1C64 HOW OFTN TEST RESULTS PROVIDED TO FAMILY

How often are standarized test results (for example, state testing program tests) provided to the parents/guardians of students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT APPLICABLE	0	271	1.5%	1.8%
NEVER	1	51	.3%	.4%
SELDOM	2	377	2.1%	3.1%
SOMETIMES	3	1364	7.7%	8.3%
USUALLY	4	3164	17.9%	20.6%
ALWAYS	5	9874	55.9%	65.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2558	14.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 65 — Tape Pos. 433-433, Format: I1

F1C65 SENIORS MUST PASS A TEST FOR HS DIPLOMA

Are students required to pass a minimum competency (proficiency) test in order to receive a High School Diploma?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7734	43.8%	52.3%
NO	2	7414	42.0%	47.7%
RESERVED CODES:				
MISSING	8	2515	14.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 66

In which grades are minimum competency or profiency tests given to students? (Do not include retesting of students.) (CIRCLE ALL THAT APPLY)

Question 66A — Tape Pos. 434-434, Format: I1

F1C66A MIMIMUM COMPETENCY TEST NOT GIVEN

Such tests are not given

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	7626	43.2%	100.0%
RESERVED CODES:				
MISSING	8	2623	14.9%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 66B — Tape Pos. 435-435, Format: I1

F1C66B MINIMUM COMPETENCY TEST GIVEN IN GRADE 9

Grade 9

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5189	29.4%	66.3%
DOES NOT APPLY	2	2437	13.8%	33.7%
RESERVED CODES:				
MISSING	8	2623	14.9%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 66C — Tape Pos. 436-436, Format: I1

F1C66C MINIMUM COMPETENCY TEST GIVEN IN GRD 10

Grade 10

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4330	24.5%	57.2%
DOES NOT APPLY	2	3296	18.7%	42.8%
RESERVED CODES:				
MISSING	8	2623	14.9%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 66D — Tape Pos. 437-437, Format: I1

F1C66D MINIMUM COMPETENCY TEST GIVEN IN GRD 11

Grade 11

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4735	26.8%	60.6%
DOES NOT APPLY	2	2891	16.4%	39.4%
RESERVED CODES:				
MISSING	8	2623	14.9%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 66E — Tape Pos. 438-438, Format: I1

F1C66E MINIMUM COMPETENCY TESTS GIVEN IN GRD 12

Grade 12

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2718	15.4%	36.1%
DOES NOT APPLY	2	4908	27.8%	63.9%
RESERVED CODES:				
MISSING	8	2623	14.9%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 67 — Tape Pos. 439-439, Format: I1

F1C67 STUDNT & FAMILY NOTIFIED OF TEST RESULTS

How often are students and their parents/guardians notified of the competency test results?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	42	.2%	.7%
SELDOM	1	79	.4%	1.3%
SOMETIMES	2	70	.4%	.7%
USUALLY	3	640	3.6%	7.4%
ALWAYS	4	6840	38.7%	90.0%
RESERVED CODES:				
MISSING	8	2578	14.6%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 68 — Tape Pos. 440-440, Format: I1

F1C68 REMEDIAL PROG FOR STUS WHO FAIL THE TEST

Does the school have a specific remedial program for students who fail the competency tests?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6948	39.3%	90.5%
NO	2	702	4.0%	9.5%
RESERVED CODES:				
MISSING	8	2599	14.7%	(MISS)
LEGITIMATE SKIP	9	7414	42.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69 — Tape Pos. 441-441, Format: I1

F1C69 GRADING SYSTEM USED IN R'S HIGH SCHOOL

What type of grading system is used in your high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LETTER GRADE	1	8263	46.8%	63.2%
GRADE-POINT	2	1055	6.0%	8.3%
NUMERICAL SCALE	3	3943	22.3%	28.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	725	4.1%	(MISS)
MISSING	8	3677	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69A

Imagine your school's grading system will be changed to a 5-letter grade system, in which "A" is the highest possible grade and "F" is the lowest possible grade. Please provide numerical estimates used in your present grading system for the following letter grades.

Question 69AA1 — Tape Pos. 442-443, Format: I2

F1C69AA1 LOWEST ESTIMATE FOR LETTER GRADE A

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	4	62	.4%	.4%
	15	9	.1%	.0%
	27	20	.1%	.1%
	39	9	.1%	.0%
	76	14	.1%	.0%
	85	19	.1%	.0%
	86	1	.0%	.1%
	87	9	.1%	.1%
	88	74	.4%	.4%
	90	7616	43.1%	49.8%
	91	357	2.0%	2.4%
	92	855	4.8%	6.7%
	93	2641	15.0%	18.3%
	94	1757	9.9%	13.9%
	95	970	5.5%	7.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	23	.1%	(MISS)
REFUSAL	97	9	.1%	(MISS)
MISSING	98	3218	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AA2 — Tape Pos. 444-446, Format: I3

F1C69AA2 HIGHEST ESTIMATE FOR LETTER GRADE A

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	4	18	.1%	.1%
	5	27	.2%	.2%
	20	9	.1%	.0%
	29	20	.1%	.1%
	90	0	.0%	.0%
	97	34	.2%	.5%
	99	54	.3%	.5%
	100	14256	80.7%	98.6%
RESERVED CODES:				
MISSING	998	3245	18.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AB1 — Tape Pos. 447-448, Format: I2

F1C69AB1 LOWEST ESTIMATE FOR LETTER GRADE B

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	3	62	.4%	.4%
	12	9	.1%	.0%
	25	20	.1%	.1%
	30	9	.1%	.0%
	51	14	.1%	.0%
	70	1	.0%	.1%
	74	3	.0%	.0%
	75	105	.6%	.5%
	76	18	.1%	.1%
	78	38	.2%	.2%
	79	52	.3%	.3%
	80	7485	42.4%	49.1%
	81	333	1.9%	2.3%
	82	146	.8%	.8%
	83	666	3.8%	5.4%
	84	439	2.5%	3.1%
	85	2792	15.8%	20.6%
	86	1051	6.0%	8.0%
	87	446	2.5%	3.5%
	88	581	3.3%	4.1%
	89	120	.7%	.9%
	90	44	.2%	.4%
RESERVED CODES:				
MISSING	98	3229	18.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AB2 — Tape Pos. 449-450, Format: I2

F1C69AB2 HIGHEST ESTIMATE FOR LETTER GRADE B

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	4	54	.3%	.3%
	14	9	.1%	.0%
	27	20	.1%	.1%
	75	14	.1%	.0%
	80	18	.1%	.1%
	84	19	.1%	.0%
	85	43	.2%	.7%
	86	3	.0%	.0%
	87	74	.4%	.4%
	89	7099	40.2%	46.5%
	90	875	5.0%	5.7%
	91	800	4.5%	6.1%
	92	2608	14.8%	18.0%
	93	1761	10.0%	14.0%
	94	988	5.6%	7.7%
	95	23	.1%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	96	9	.1%	(MISS)
MISSING.....	98	3246	18.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AC1 — Tape Pos. 451-452, Format: I2

F1C69AC1 LOWEST ESTIMATE FOR LETTER GRADE C

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	2	62	.4%	.4%
	8	9	.1%	.0%
	20	9	.1%	.0%
	23	20	.1%	.1%
	25	14	.1%	.1%
	26	14	.1%	.0%
	50	18	.1%	.1%
	51	1	.0%	.1%
	60	121	.7%	.5%
	61	41	.2%	.3%
	65	117	.7%	.6%
	66	40	.2%	.3%
	67	1	.0%	.0%
	68	69	.4%	.4%
	69	19	.1%	.1%
	70	6675	37.8%	44.0%
	71	288	1.6%	2.0%
	72	149	.8%	1.1%
	73	252	1.4%	1.4%
	74	486	2.8%	3.9%
	75	2165	12.3%	15.1%
	76	839	4.8%	7.1%
	77	1613	9.1%	11.5%
	78	740	4.2%	5.1%
	79	94	.5%	.8%
	80	324	1.8%	2.8%
	81	114	.6%	.8%
	82	73	.4%	.6%
	83	36	.2%	.3%
	85	8	.0%	.1%
RESERVED CODES:				
REFUSAL.....	97	1	.0%	(MISS)
MISSING.....	98	3251	18.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AC2 — Tape Pos. 453-454, Format: I2

F1C69AC2 HIGHEST ESTIMATE FOR LETTER GRADE C

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	3	54	.3%	.3%
	11	9	.1%	.0%
	24	20	.1%	.1%
	50	14	.1%	.0%
	64	18	.1%	.1%
	69	1	.0%	.1%
	73	3	.0%	.0%
	74	105	.6%	.5%
	75	36	.2%	.6%
	76	18	.1%	.1%
	77	38	.2%	.2%
	78	52	.3%	.3%
	79	7006	39.7%	46.1%
	80	825	4.7%	5.3%
	81	147	.8%	.9%
	82	666	3.8%	5.4%
	83	457	2.6%	3.2%
	84	2718	15.4%	19.7%
	85	1052	6.0%	8.3%
	86	429	2.4%	3.3%
	87	580	3.3%	4.0%
	88	102	.6%	.8%
	89	44	.2%	.4%
RESERVED CODES:				
REFUSAL.....	97	1	.0%	(MISS)
MISSING.....	98	3268	18.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AD1 — Tape Pos. 455-456, Format: I2

F1C69AD1 LOWEST ESTIMATE FOR LETTER GRADE D

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	18	.1%	.1%
	1	76	.4%	.5%
	5	9	.1%	.0%
	10	9	.1%	.0%
	11	14	.1%	.1%
	12	20	.1%	.1%
	40	66	.4%	.3%
	45	6	.0%	.1%
	50	130	.7%	.9%
	51	60	.3%	.4%
	55	58	.3%	.4%
	57	20	.1%	.1%
	58	38	.2%	.2%
	59	18	.1%	.1%
	60	5537	31.3%	37.3%
	61	125	.7%	.9%
	62	59	.3%	.6%
	63	102	.6%	.9%
	64	98	.6%	.6%
	65	2439	13.8%	17.8%
	66	111	.6%	.8%
	67	46	.3%	.4%
	68	169	1.0%	1.0%
	69	193	1.1%	1.2%
	70	4254	24.1%	31.8%
	71	17	.1%	.1%
	72	1	.0%	.0%
	73	25	.1%	.2%
	74	73	.4%	.6%
	75	239	1.4%	1.8%
	76	34	.2%	.4%
	77	16	.1%	.1%
	78	19	.1%	.1%
	80	8	.0%	.1%
RESERVED CODES:				
REFUSAL.....	97	1	.0%	(MISS)
MISSING.....	98	3555	20.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AD2 — Tape Pos. 457-458, Format: I2

F1C69AD2 HIGHEST ESTIMATE FOR LETTER GRADE D

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	2	54	.3%	.3%
	7	9	.1%	.0%
	13	20	.1%	.1%
	24	14	.1%	.1%
	25	14	.1%	.0%
	49	18	.1%	.1%
	50	1	.0%	.1%
	59	99	.6%	.4%
	60	83	.5%	.6%
	64	104	.6%	.5%
	65	87	.5%	.9%
	66	1	.0%	.0%
	67	69	.4%	.4%
	68	19	.1%	.1%
	69	5924	33.5%	40.4%
	70	791	4.5%	5.3%
	71	115	.7%	.6%
	72	252	1.4%	1.4%
	73	486	2.8%	4.0%
	74	2101	11.9%	15.1%
	75	831	4.7%	7.1%
	76	1650	9.3%	12.0%
	77	721	4.1%	5.1%
	78	72	.4%	.7%
	79	324	1.8%	2.8%
	80	114	.6%	.8%
	81	73	.4%	.6%
	82	36	.2%	.3%
	84	8	.0%	.1%
RESERVED CODES:				
REFUSAL.....	97	1	.0%	(MISS)
MISSING.....	98	3572	20.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AF1 — Tape Pos. 459-460, Format: I2

F1C69AF1 LOWEST ESTIMATE FOR LETTER GRADE F

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	13199	74.7%	94.4%
	1	10	.1%	.1%
	6	20	.1%	.1%
	40	34	.2%	.2%
	50	413	2.3%	3.0%
	51	20	.1%	.1%
	55	82	.5%	.4%
	60	149	.8%	.7%
	63	16	.1%	.1%
	65	10	.1%	.1%
	68	25	.1%	.2%
	70	18	.1%	.3%
	72	35	.2%	.2%
	75	8	.0%	.1%
RESERVED CODES:				
REFUSAL.....	97	1	.0%	(MISS)
MISSING.....	98	3623	20.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69AF2 — Tape Pos. 461-462, Format: I2

F1C69AF2 HIGHEST ESTIMATE FOR LETTER GRADE F

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	48	.3%	.6%
	1	54	.3%	.3%
	4	9	.1%	.0%
	7	20	.1%	.1%
	10	14	.1%	.1%
	39	66	.4%	.3%
	44	6	.0%	.1%
	49	125	.7%	.8%
	50	187	1.1%	1.2%
	54	66	.4%	.4%
	55	11	.1%	.2%
	56	20	.1%	.1%
	57	38	.2%	.2%
	58	18	.1%	.1%
	59	4882	27.6%	33.7%
	60	518	2.9%	3.7%
	62	102	.6%	.9%
	63	81	.5%	.4%
	64	2355	13.3%	17.3%
	65	171	1.0%	1.2%
	66	46	.3%	.4%
	67	128	.7%	.7%
	68	229	1.3%	1.5%
	69	4341	24.6%	31.7%
	70	107	.6%	.8%
	71	1	.0%	.0%
	72	25	.1%	.2%
	73	51	.3%	.4%
	74	221	1.3%	1.8%
	75	52	.3%	.5%
	76	16	.1%	.1%
	77	19	.1%	.1%
	79	8	.0%	.1%
RESERVED CODES:				
REFUSAL.....	97	1	.0%	(MISS)
MISSING.....	98	3627	20.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 69B — Tape Pos. 463-463, Format: I1

F1C69B LOWEST PASSING GRADE IN R'S SCHOOL

What is the lowest passing letter grade in your high school? Using the scale in Question 69A, determine the letter grade that would correspond to your school's present lowest passing grade.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
B	2	1	.0%	.1%
C	3	535	3.0%	2.7%
D	4	13288	75.2%	88.8%
F	5	1046	5.9%	8.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
MISSING.....	8	2792	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

VI. SCHOOL PROGRAMS

Question 70

How much coursework is required in each of the following subjects to meet high school graduation requirements? (CIRCLE ONE ON EACH LINE)

Question 70A

Tape Pos. 464-465
Format: I2

F1C70A GRADUATION REQUIREMENTS FOR ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TWO YEARS	4	69	.4%	.3%
THREE YEARS	5	1439	8.1%	10.0%
FOUR YEARS	6	13616	77.1%	89.7%
RESERVED CODES:				
MISSING	98	2539	14.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70B

Tape Pos. 466-467
Format: I2

F1C70B GRADUATION REQUIREMENTS FOR MATHEMATICS

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	18	.1%	.1%
LESS THAN A YEAR	2	151	.9%	.9%
ONE YEAR	3	226	1.3%	1.8%
TWO YEARS	4	7459	42.2%	51.5%
THREE YEARS	5	6748	38.2%	43.1%
FOUR YEARS	6	475	2.7%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	23	.1%	(MISS)
REFUSAL	97	9	.1%	(MISS)
MISSING	98	2554	14.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70C

Tape Pos. 468-469
Format: I2

F1C70C GRADUATION REQUIREMENTS FOR SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	1	.0%	.0%
NONE	1	18	.1%	.1%
LESS THAN A YEAR	2	233	1.3%	1.5%
ONE YEAR	3	909	5.1%	6.1%
TWO YEARS	4	10235	57.9%	67.3%
THREE YEARS	5	3502	19.8%	23.5%
FOUR YEARS	6	214	1.2%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	30	.2%	(MISS)
MISSING	98	2521	14.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70D

Tape Pos. 470-471
Format: I2

F1C70D GRADUATION REQUIREMENTS FOR HISTORY

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	148	.8%	1.0%
NONE	1	179	1.0%	1.1%
LESS THAN A YEAR	2	165	.9%	1.1%
ONE YEAR	3	3575	20.2%	25.5%
TWO YEARS	4	4815	27.3%	30.3%
THREE YEARS	5	4399	24.9%	30.3%
FOUR YEARS	6	1511	8.6%	10.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	66	.4%	(MISS)
MISSING	98	2805	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70E

Tape Pos. 472-473
Format: I2

F1C70E GRADUATION REQ. FOR OTHER SOCIAL STUDIES

Other Social Studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	778	4.4%	5.9%
NONE	1	3250	18.4%	24.4%
LESS THAN A YEAR	2	982	5.6%	7.6%
ONE YEAR	3	3671	20.8%	29.3%
TWO YEARS	4	2813	15.9%	22.9%
THREE YEARS	5	825	4.7%	6.6%
FOUR YEARS	6	450	2.5%	3.2%
RESERVED CODES:				
REFUSAL	97	1	.0%	(MISS)
MISSING	98	4893	27.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70F

Tape Pos. 474-475
Format: I2

F1C70F GRADUATION REQUIREMENTS FOR COMPUTER ED.

Computer Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	894	5.1%	6.4%
NONE	1	7982	45.2%	58.3%
LESS THAN A YEAR	2	3879	22.0%	26.7%
ONE YEAR	3	1296	7.3%	7.8%
TWO YEARS	4	59	.3%	.6%
THREE YEARS	5	0	.0%	.0%
FOUR YEARS	6	26	.1%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	3526	20.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70G — Tape Pos. 476-477, Format: I2

F1C70G GRADUATION REQUIREMENTS FOR FOREIGN LANG

Foreign Language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	773	4.4%	5.5%
NONE	1	9263	52.4%	69.5%
LESS THAN A YEAR	2	245	1.4%	2.0%
ONE YEAR	3	1086	6.1%	7.6%
TWO YEARS	4	1808	10.2%	11.2%
THREE YEARS	5	878	5.0%	3.5%
FOUR YEARS	6	102	.6%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	60	.3%	(MISS)
MISSING	98	3448	19.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70H — Tape Pos. 478-479, Format: I2

F1C70H GRADUATION REQUIREMENTS FOR ART

Art

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	769	4.4%	6.5%
NONE	1	6375	36.1%	47.5%
LESS THAN A YEAR	2	2812	15.9%	20.9%
ONE YEAR	3	3761	21.3%	23.7%
TWO YEARS	4	246	1.4%	1.0%
THREE YEARS	5	54	.3%	.1%
FOUR YEARS	6	30	.2%	.2%
RESERVED CODES:				
MISSING	98	3616	20.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70I — Tape Pos. 480-481, Format: I2

F1C70I GRADUATION REQUIREMENTS FOR MUSIC

Music

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	713	4.0%	6.5%
NONE	1	7262	41.1%	53.4%
LESS THAN A YEAR	2	2789	15.8%	20.6%
ONE YEAR	3	2791	15.8%	18.5%
TWO YEARS	4	160	.9%	.7%
THREE YEARS	5	25	.1%	.1%
FOUR YEARS	6	30	.2%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	3892	22.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70J — Tape Pos. 482-483, Format: I2

F1C70J GRADUATION REQUIREMENTS FOR PHYSICAL ED.

Physical Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	52	.3%	.3%
NONE	1	469	2.7%	2.7%
LESS THAN A YEAR	2	1438	8.1%	9.8%
ONE YEAR	3	4647	26.3%	34.3%
TWO YEARS	4	4364	24.7%	27.2%
THREE YEARS	5	738	4.2%	4.5%
FOUR YEARS	6	3337	18.9%	21.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	57	.3%	(MISS)
MISSING	98	2561	14.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70K — Tape Pos. 484-485, Format: I2

F1C70K GRADUATION REQUIREMENTS FOR HEALTH

Health

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	837	4.7%	4.5%
NONE	1	1908	10.8%	11.9%
LESS THAN A YEAR	2	8897	50.4%	60.1%
ONE YEAR	3	2120	12.0%	15.5%
TWO YEARS	4	666	3.8%	4.5%
THREE YEARS	5	27	.2%	.1%
FOUR YEARS	6	356	2.0%	3.4%
RESERVED CODES:				
REFUSAL	97	8	.0%	(MISS)
MISSING	98	2844	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70L — Tape Pos. 486-487, Format: I2

F1C70L GRADUATION REQUIREMENTS FOR FAMILY LIFE

Family life and Sex Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	2937	16.6%	20.5%
NONE	1	6506	36.8%	47.6%
LESS THAN A YEAR	2	3604	20.4%	24.6%
ONE YEAR	3	771	4.4%	5.2%
TWO YEARS	4	111	.6%	.8%
THREE YEARS	5	0	.0%	.0%
FOUR YEARS	6	145	.8%	1.3%
RESERVED CODES:				
MISSING	98	3589	20.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70M — Tape Pos. 488-489, Format: I2

F1C70M GRADUATN REQUIREMNTS FOR MORAL/ETHICS ED

Moral/Ethics Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	5830	33.0%	42.1%
NONE	1	6849	38.8%	50.2%
LESS THAN A YEAR	2	564	3.2%	3.1%
ONE YEAR	3	268	1.5%	1.7%
TWO YEARS	4	104	.6%	.4%
THREE YEARS	5	30	.2%	.0%
FOUR YEARS	6	292	1.7%	2.6%
RESERVED CODES:				
MISSING	98	3726	21.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70N — Tape Pos. 490-491, Format: I2

F1C70N GRADUATION REQUIREMENTS FOR RELIGIOUS ED

Religious Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	6407	36.3%	45.4%
NONE	1	6333	35.9%	45.9%
LESS THAN A YEAR	2	39	.2%	.0%
ONE YEAR	3	88	.5%	.2%
TWO YEARS	4	116	.7%	.5%
THREE YEARS	5	104	.6%	.6%
FOUR YEARS	6	911	5.2%	7.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	71	.4%	(MISS)
MISSING	98	3594	20.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 70O — Tape Pos. 492-493, Format: I2

F1C70O GRADUATION REQUIREMENTS FOR OTHR COURSES

Graduation requirements for other courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
COURSE NOT OFFERED	0	1779	10.1%	20.5%
NONE	1	2583	14.6%	31.9%
LESS THAN A YEAR	2	677	3.8%	8.2%
ONE YEAR	3	1126	6.4%	13.8%
TWO YEARS	4	594	3.4%	8.5%
THREE YEARS	5	283	1.6%	3.4%
FOUR YEARS	6	1089	6.2%	13.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	83	.5%	(MISS)
REFUSAL	97	175	1.0%	(MISS)
MISSING	98	9274	52.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71

Are the following activities available to tenth grade students in your school? (CIRCLE ONE ON EACH LINE)

Question 71A — Tape Pos. 494-494, Format: I1

F1C71A ACADMC HONOR SOCIETIES AVAILABLE 10TH GR

Academic honor societies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10239	58.0%	69.9%
NO	2	4534	25.7%	30.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	2875	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71B — Tape Pos. 495-495, Format: I1

F1C71B BAND/ORCHESTRA AVAILABLE IN 10TH GRADE

Band/Orchestra

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14316	81.1%	95.1%
NO	2	799	4.5%	4.9%
RESERVED CODES:				
MISSING	8	2548	14.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71C — Tape Pos. 496-496, Format: I1

F1C71C CHORUS OR CHOIR AVAILABLE IN 10TH GRADE

Chorus or choir

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14330	81.1%	93.8%
NO	2	717	4.1%	6.2%
RESERVED CODES:				
MISSING	8	2616	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71D — Tape Pos. 497-497, Format: I1

F1C71D COMPUTER CLUB(S) AVAILABLE IN 10TH GRADE

Computer club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8906	50.4%	61.6%
NO	2	5582	31.6%	38.4%
RESERVED CODES:				
MISSING	8	3175	18.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71E — Tape Pos. 498-498, Format: I1

F1C71E DRAMA CLUB(S) AVAILABLE IN 10TH GRADE

Drama club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13133	74.4%	86.1%
NO	2	1814	10.3%	13.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.1%	(MISS)
MISSING	8	2705	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71F — Tape Pos. 499-499, Format: I1

F1C71F SERVICE CLUBS/PROJECTS AVAILABLE 10TH GR

Service club(s) or projects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13343	75.5%	89.2%
NO	2	1489	8.4%	10.8%
RESERVED CODES:				
MISSING	8	2831	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71G — Tape Pos. 500-500, Format: I1

F1C71G MATHEMATICS CLUB(S) AVAILABLE IN 10TH GR

Mathematics club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9296	52.6%	64.2%
NO	2	5298	30.0%	35.8%
RESERVED CODES:				
MISSING	8	3069	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71H — Tape Pos. 501-501, Format: I1

F1C71H SCIENCE CLUB(S) AVAILABLE IN 10TH GRADE

Science club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10292	58.3%	70.8%
NO	2	4476	25.3%	29.2%
RESERVED CODES:				
MISSING	8	2895	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71I — Tape Pos. 502-502, Format: I1

F1C71I HISTORY CLUB(S) AVAILABLE IN 10TH GRADE

History club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5880	33.3%	40.9%
NO	2	8239	46.6%	59.1%
RESERVED CODES:				
MISSING	8	3544	20.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71J — Tape Pos. 503-503, Format: I1

F1C71J FOREIGN LANG CLUBS AVAILABLE IN 10TH GRD

Foreign language club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12420	70.3%	82.7%
NO	2	2490	14.1%	17.3%
RESERVED CODES:				
MISSING	8	2753	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71K — Tape Pos. 504-504, Format: I1

F1C71K OTHER SUBJECT CLUBS AVAILABLE IN 10TH GR

Other subject matter club(s) (e.g., art)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11430	64.7%	80.3%
NO	2	2827	16.0%	19.7%
RESERVED CODES:				
MISSING	8	3406	19.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71L — Tape Pos. 505-505, Format: I1

F1C71L SCIENCE FAIRS AVAILABLE IN 10TH GRADE

Science fairs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10275	58.2%	71.7%
NO	2	4376	24.8%	28.3%
RESERVED CODES:				
MISSING	8	3012	17.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71M — Tape Pos. 506-506, Format: I1

F1C71M STUDENT COUNCIL AVAILABLE IN 10TH GRADE

Student council(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14829	84.0%	98.3%
NO	2	253	1.4%	1.7%
RESERVED CODES:				
MISSING	8	2581	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71N Tape Pos. 507-507 Format: I1

F1C71N STUDENT NEWSPAPER AVAILABLE IN 10TH GRD.

Student newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13239	75.0%	88.5%
NO	2	1666	9.4%	11.5%
RESERVED CODES:				
MISSING	8	2758	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71O Tape Pos. 508-508 Format: I1

F1C71O STUDENT YEARBOOK AVAILABLE IN 10TH GRADE

Student yearbook

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13908	78.7%	91.9%
NO	2	1129	6.4%	8.1%
RESERVED CODES:				
MISSING	8	2626	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71P Tape Pos. 509-509 Format: I1

F1C71P ORCHESTRA AVAILABLE TO 10TH GR. STUDNTS

Orchestra

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8381	47.4%	57.8%
NO	2	6110	34.6%	42.2%
RESERVED CODES:				
MISSING	8	3172	18.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71Q Tape Pos. 510-510 Format: I1

F1C71Q RELIGIOUS ORGANIZATNS AVAILABLE 10TH GR.

Religious organizations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3360	19.0%	23.2%
NO	2	10479	59.3%	76.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	3817	21.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71R Tape Pos. 511-511 Format: I1

F1C71R DEBATE/SPEECH TEAMS AVAILABLE IN 10TH GR

Debate or speech teams

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10388	58.8%	68.3%
NO	2	4279	24.2%	31.7%
RESERVED CODES:				
MISSING	8	2996	17.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71S Tape Pos. 512-512 Format: I1

F1C71S INTERSCHOLASTIC SPORTS AVAILABLE 10TH GR

Interscholastic sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14701	83.2%	96.8%
NO	2	324	1.8%	3.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	15	.1%	(MISS)
MISSING	8	2623	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71T Tape Pos. 513-513 Format: I1

F1C71T INTRAMURAL SPORTS AVAILABLE IN 10TH GRD.

Intramural sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8033	45.5%	55.3%
NO	2	6290	35.6%	44.7%
RESERVED CODES:				
MISSING	8	3340	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71U Tape Pos. 514-514 Format: I1

F1C71U VOCATIONAL EDUC. CLUBS AVAILABLE 10TH GR

Vocational education club(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10244	58.0%	73.2%
NO	2	4505	25.5%	26.8%
RESERVED CODES:				
MISSING	8	2914	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71V — Tape Pos. 515-515, Format: I1

F1C71V CHEERLEADING AVAILABLE IN 10TH GRADE

Cheerleading and related activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14205	80.4%	95.9%
NO	2	897	5.1%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	2559	14.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 71W — Tape Pos. 516-516, Format: I1

F1C71W INTERNATIONAL CLUBS AVAILABLE IN 10TH GR

International clubs or activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9080	51.4%	60.3%
NO	2	5429	30.7%	39.7%
RESERVED CODES:				
MISSING	8	3154	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 72 — Tape Pos. 517-517, Format: I1

F1C72 SPORTS,CLUB PARTICIPATN REQUIRE MIN GPA

Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as organized team sports or theatrical productions?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12542	71.0%	85.5%
NO	2	2236	12.7%	11.9%
DOES NOT APPLY	3	297	1.7%	2.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	24	.1%	(MISS)
MISSING	8	2564	14.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73

Please indicate whether the following programs have NEVER BEEN USED in your school, have been used at your school in the PAST 3 years, are part of your CURRENT program, or may be added in the FUTURE. (CIRCLE ALL THAT APPLY)

Question 73A1 — Tape Pos. 518-518, Format: I1

F1C73A1 NEVER USED ACADEMIC COURSEWORK PROGRAM

Never used commom academic coursework for all students in the same curricular program/track

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2535	14.4%	18.1%
DOES NOT APPLY	2	12245	69.3%	81.9%
RESERVED CODES:				
MISSING	8	2883	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73A2 — Tape Pos. 519-519, Format: I1

F1C73A2 USED ACADEMIC COURSEWORK IN PAST 3 YEARS

Used common academic coursework for all students in the same curricular program/track in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2129	12.1%	14.0%
DOES NOT APPLY	2	12651	71.6%	86.0%
RESERVED CODES:				
MISSING	8	2883	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73A3 — Tape Pos. 520-520, Format: I1

F1C73A3 CURRENTLY USING ACADEMIC COURSEWORK PROG

Currently using common academic coursework for all students in the same curricular program/track

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11307	64.0%	75.0%
DOES NOT APPLY	2	3473	19.7%	25.0%
RESERVED CODES:				
MISSING	8	2883	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73A4 — Tape Pos. 521-521, Format: I1

F1C73A4 PLAN TO USE ACADEMIC COURSEWORK PROGRAM

Plan to use common academic coursework for all students in the same curricular program/track in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1297	7.3%	7.8%
DOES NOT APPLY	2	13483	76.3%	92.2%
RESERVED CODES:				
MISSING	8	2883	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73B1 — Tape Pos. 522-522, Format: I1

F1C73B1 NEVER USED ENG INDEPENDENT STUDY PROJECT

Never used independent study projects for all students in English or social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8523	48.3%	59.0%
DOES NOT APPLY	2	6365	36.0%	41.0%
RESERVED CODES:				
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73B2 — Tape Pos. 523-523, Format: I1

F1C73B2 USED ENG INDEP STUDY PROJ IN PAST 3 YRS

Used independent study projects for all students in English or social studies in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2480	14.0%	15.2%
DOES NOT APPLY	2	12408	70.2%	84.8%
RESERVED CODES:				
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73B3 — Tape Pos. 524-524, Format: I1

F1C73B3 CURRNTLY USING ENG INDEPENDNT STUDY PROJ

Currently using independent study projects for all students in English or social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4238	24.0%	26.9%
DOES NOT APPLY	2	10650	60.3%	73.1%
RESERVED CODES:				
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73B4 — Tape Pos. 525-525, Format: I1

F1C73B4 PLAN TO USE ENG INDEPENDENT STUDY PROJ

Plan to use independent study projects for all students in English or social studies in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1147	6.5%	6.6%
DOES NOT APPLY	2	13741	77.8%	93.4%
RESERVED CODES:				
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73C1 — Tape Pos. 526-526, Format: I1

F1C73C1 NEVER USED MATH/SCI INDEP STUDY PROJ

Never used independent study projects for all students in math or science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8883	50.3%	61.3%
DOES NOT APPLY	2	5922	33.5%	38.7%
RESERVED CODES:				
MISSING	8	2858	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73C2 — Tape Pos. 527-527, Format: I1

F1C73C2 USED MATH/SCI INDEP STUDY IN PAST 3 YRS

Used independent study projects for all students in math or science in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2416	13.7%	15.0%
DOES NOT APPLY	2	12389	70.1%	85.0%
RESERVED CODES:				
MISSING	8	2858	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73C3 — Tape Pos. 528-528, Format: I1

F1C73C3 CURRENTLY USE MATH/SCI INDEP STUDY PROJ

Currently using independent study projects for all students in math or science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3638	20.6%	23.3%
DOES NOT APPLY	2	11167	63.2%	76.7%
RESERVED CODES:				
MISSING	8	2858	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73C4 — Tape Pos. 529-529, Format: I1

F1C73C4 PLAN TO USE MATH/SCI INDEP STUDY PROJ

Plan to use independent study projects for all students in math or science in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1158	6.6%	7.6%
DOES NOT APPLY	2	13647	77.3%	92.4%
RESERVED CODES:				
MISSING	8	2858	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73D1 — Tape Pos. 530-530, Format: I1

F1C73D1 NEVER USED DEPARTMENT CHAIR

Never used departments organized with their own chairpersons or heads

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1845	10.4%	13.4%
DOES NOT APPLY	2	13122	74.3%	86.6%
RESERVED CODES:				
MISSING	8	2696	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73D2 — Tape Pos. 531-531, Format: I1

F1C73D2 USED DEPARTMENT CHAIR IN PAST 3 YRS

Used departments organized with their own chairpersons or heads in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2240	12.7%	13.9%
DOES NOT APPLY	2	12727	72.1%	86.1%
RESERVED CODES:				
MISSING	8	2696	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73D3 — Tape Pos. 532-532, Format: I1

F1C73D3 CURRENTLY USING DEPARTMENT CHAIR

Currently using departments organized with their own chairpersons or heads

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12178	68.9%	80.7%
DOES NOT APPLY	2	2789	15.8%	19.3%
RESERVED CODES:				
MISSING	8	2696	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73D4 — Tape Pos. 533-533, Format: I1

F1C73D4 PLAN TO USE DEPARTMENT CHAIR

Plan to use departments organized with their own chairpersons or heads in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1633	9.2%	10.5%
DOES NOT APPLY	2	13334	75.5%	89.5%
RESERVED CODES:				
MISSING	8	2696	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73E1 — Tape Pos. 534-534, Format: I1

F1C73E1 NEVER USED INTERDISCIPLINARY TEAM

Never used interdisciplinary teams of teachers who share the same students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7386	41.8%	51.4%
DOES NOT APPLY	2	7375	41.8%	48.6%
RESERVED CODES:				
MISSING	8	2902	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73E2 — Tape Pos. 535-535, Format: I1

F1C73E2 USED INTERDISCIPLINARY TEAM IN PAST 3YRS

Used interdisciplinary teams of teachers who share the same students in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1768	10.0%	11.9%
DOES NOT APPLY	2	12993	73.6%	88.1%
RESERVED CODES:				
MISSING	8	2902	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73E3 — Tape Pos. 536-536, Format: I1

F1C73E3 CURRENTLY USING INTERDISCIPLINARY TEAM

Currently using interdisciplinary teams of teachers who share the same students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4298	24.3%	28.3%
DOES NOT APPLY	2	10463	59.2%	71.7%
RESERVED CODES:				
MISSING	8	2902	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73E4 — Tape Pos. 537-537, Format: I1

F1C73E4 PLAN TO USE INTERDISCIPLINARY TEAM

Plan to use interdisciplinary teams of teachers who share the same students in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2439	13.8%	16.0%
DOES NOT APPLY	2	12322	69.8%	84.0%
RESERVED CODES:				
MISSING	8	2902	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73F1 — Tape Pos. 538-538, Format: I1

F1C73F1 NEVER USED COMMON PLANNING PERIOD

Never used common planning period for members of the same departments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	9582	54.2%	64.1%
DOES NOT APPLY.....	2	5393	30.5%	35.9%
RESERVED CODES:				
MISSING.....	8	2688	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73F2 — Tape Pos. 539-539, Format: I1

F1C73F2 USED COMMON PLANNING PERIOD IN PAST 3YRS

Used common planning period for members of the same departments in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2051	11.6%	14.1%
DOES NOT APPLY.....	2	12924	73.2%	85.9%
RESERVED CODES:				
MISSING.....	8	2688	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73F3 — Tape Pos. 540-540, Format: I1

F1C73F3 CURRENTLY USING COMMON PLANNING PERIOD

Currently using common planning period for members of the same departments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2658	15.0%	16.8%
DOES NOT APPLY.....	2	12317	69.7%	83.2%
RESERVED CODES:				
MISSING.....	8	2688	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73F4 — Tape Pos. 541-541, Format: I1

F1C73F4 PLAN TO USE COMMON PLANNING PERIOD

Plan to use common planning period for members of the same departments in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1421	8.0%	10.0%
DOES NOT APPLY.....	2	13554	76.7%	90.0%
RESERVED CODES:				
MISSING.....	8	2688	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73G1 — Tape Pos. 542-542, Format: I1

F1C73G1 NEVER USED SAME HOMEROOM TCHR ALL H.S YR

Never assigned students to the same homeroom or advisory teachers for all years in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	8940	50.6%	59.8%
DOES NOT APPLY.....	2	5977	33.8%	40.2%
RESERVED CODES:				
MISSING.....	8	2746	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73G2 — Tape Pos. 543-543, Format: I1

F1C73G2 USED SAME HOMEROOM TEACHER IN PAST 3 YRS

Students were assigned to the same homeroom or advisory teachers for all years in high school in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1462	8.3%	8.9%
DOES NOT APPLY.....	2	13455	76.2%	91.1%
RESERVED CODES:				
MISSING.....	8	2746	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73G3 — Tape Pos. 544-544, Format: I1

F1C73G3 CURRENTLY USING SAME HOMEROOM TEACHER

Students are currently assigned to the same homeroom or advisory teachers for all years in high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	4588	26.0%	30.8%
DOES NOT APPLY.....	2	10329	58.5%	69.2%
RESERVED CODES:				
MISSING.....	8	2746	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73G4 — Tape Pos. 545-545, Format: I1

F1C73G4 PLAN TO USE SAME HOMEROOM TEACHER

Plan to assign students to the same homeroom or advisory teachers for all years in high school in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1246	7.1%	8.4%
DOES NOT APPLY.....	2	13671	77.4%	91.6%
RESERVED CODES:				
MISSING.....	8	2746	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73H1 — Tape Pos. 546-546, Format: I1

F1C73H1 NEVER USED COOPERATIVE LEARNING

Never used classes organized for cooperative learning where students earn group rewards for mastery of academic skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8927	50.5%	62.1%
DOES NOT APPLY	2	5891	33.4%	37.9%
RESERVED CODES:				
MISSING	8	2845	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73H2 — Tape Pos. 547-547, Format: I1

F1C73H2 USED COOPERATIVE LEARNING IN PAST 3 YRS

Used classes organized for cooperative learning where students earned group rewards for mastery of academic skills in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1400	7.9%	9.2%
DOES NOT APPLY	2	13418	76.0%	90.8%
RESERVED CODES:				
MISSING	8	2845	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73H3 — Tape Pos. 548-548, Format: I1

F1C73H3 CURRENTLY USING COOPERATIVE LEARNING

Currently using classes organized for cooperative learning where students earn group rewards for mastery of academic skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3719	21.1%	23.9%
DOES NOT APPLY	2	11099	62.8%	76.1%
RESERVED CODES:				
MISSING	8	2845	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73H4 — Tape Pos. 549-549, Format: I1

F1C73H4 PLAN TO USE COOPERATIVE LEARNING

Plan to use classes organized for cooperative learning where students earn group rewards for mastery of academic skills in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1657	9.4%	10.9%
DOES NOT APPLY	2	13161	74.5%	89.1%
RESERVED CODES:				
MISSING	8	2845	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73I1 — Tape Pos. 550-550, Format: I1

F1C73I1 NEVER USED MORE THAN ONE CURRICULAR PROG

Never assigned students from more than one curricular program/track to the same academic classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3912	22.1%	24.7%
DOES NOT APPLY	2	10909	61.8%	75.3%
RESERVED CODES:				
MISSING	8	2842	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73I2 — Tape Pos. 551-551, Format: I1

F1C73I2 USED MORE THAN ONE CURRIC PRG PAST 3 YRS

Students from more than one curricular program/track were assigned to the same academic classes in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2298	13.0%	15.6%
DOES NOT APPLY	2	12523	70.9%	84.4%
RESERVED CODES:				
MISSING	8	2842	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73I3 — Tape Pos. 552-552, Format: I1

F1C73I3 CURRENTLY USING MORE THAN ONE CURRIC PRG

Currently students from more than one curricular program/track are assigned to the same academic classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9448	53.5%	65.1%
DOES NOT APPLY	2	5373	30.4%	34.9%
RESERVED CODES:				
MISSING	8	2842	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73I4 — Tape Pos. 553-553, Format: I1

F1C73I4 PLAN TO USE MORE THAN ONE CURRIC PROG

Plan to assign students from more than one curricular program/track to the same academic classes in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1306	7.4%	9.1%
DOES NOT APPLY	2	13515	76.5%	90.9%
RESERVED CODES:				
MISSING	8	2842	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73J1 — Tape Pos. 554-554, Format: I1

F1C73J1 NEVER USED FLEXIBLE TIME FOR CLASSES

Never used flexible time for class periods

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12111	68.6%	82.4%
DOES NOT APPLY	2	2634	14.9%	17.6%
RESERVED CODES:				
MISSING	8	2918	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73J2 — Tape Pos. 555-555, Format: I1

F1C73J2 USED FLEXIBLE TIME FOR CLASSES PAST 3YRS

Used flexible time for class periods in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	733	4.1%	4.8%
DOES NOT APPLY	2	14012	79.3%	95.2%
RESERVED CODES:				
MISSING	8	2918	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73J3 — Tape Pos. 556-556, Format: I1

F1C73J3 CURRENTLY USES FLEX TIME FOR CLASSES

Currently using flexible time for class periods

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1498	8.5%	9.4%
DOES NOT APPLY	2	13247	75.0%	90.6%
RESERVED CODES:				
MISSING	8	2918	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73J4 — Tape Pos. 557-557, Format: I1

F1C73J4 PLAN TO USE FLEXIBLE TIME FOR CLASSES

Plan to use flexible time for class periods in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	949	5.4%	6.6%
DOES NOT APPLY	2	13796	78.1%	93.4%
RESERVED CODES:				
MISSING	8	2918	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73K1 — Tape Pos. 558-558, Format: I1

F1C73K1 NEVER USED PARENTS TO WORK AS VOLUNTEERS

Parents were never formally recruited and trained to work as school volunteers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7875	44.6%	53.1%
DOES NOT APPLY	2	7050	39.9%	46.9%
RESERVED CODES:				
MISSING	8	2738	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73K2 — Tape Pos. 559-559, Format: I1

F1C73K2 USED PARENTS AS VOLUNTEERS IN PAST 3YRS

Parents were formally recruited and trained to work as school volunteers in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2454	13.9%	16.1%
DOES NOT APPLY	2	12471	70.6%	83.9%
RESERVED CODES:				
MISSING	8	2738	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73K3 — Tape Pos. 560-560, Format: I1

F1C73K3 CURRENTLY USING PARENTS AS VOLUNTEERS

Currently parents are formally recruited and trained to work as school volunteers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4581	25.9%	29.1%
DOES NOT APPLY	2	10344	58.6%	70.9%
RESERVED CODES:				
MISSING	8	2738	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73K4 — Tape Pos. 561-561, Format: I1

F1C73K4 SCHL PLANS TO USE PARENTS AS VOLUNTEERS

Plan to have parents formally recruited and trained to work as school volunteers in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1645	9.3%	11.4%
DOES NOT APPLY	2	13280	75.2%	88.6%
RESERVED CODES:				
MISSING	8	2738	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73L1 — Tape Pos. 562-562, Format: I1

F1C73L1 NEVER USED STUDENT WORKSHOP FOR PARENTS

Workshops offered to parents on adolescent problems, drug/alcohol abuse prevention have never been used

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2553	14.5%	18.0%
DOES NOT APPLY	2	12415	70.3%	82.0%
RESERVED CODES:				
MISSING	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73L2 — Tape Pos. 563-563, Format: I1

F1C73L2 WORKSHOP OFFERED TO PARENTS IN PST 3 YRS

Used workshops offered to parents on adolescent problems, drug/alcohol abuse prevention in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4560	25.8%	29.0%
DOES NOT APPLY	2	10408	58.9%	71.0%
RESERVED CODES:				
MISSING	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73L3 — Tape Pos. 564-564, Format: I1

F1C73L3 CURRENTLY USING PARENT WORKSHOPS

Currently using workshops offered to parents on adolescent problems, drug/alcohol abuse prevention

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7833	44.3%	52.1%
DOES NOT APPLY	2	7135	40.4%	47.9%
RESERVED CODES:				
MISSING	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73L4 — Tape Pos. 565-565, Format: I1

F1C73L4 SCHOOL PLANS TO USE PARENT WORKSHOPS

Plan to use workshops offered to parents on adolescent problems, drug/alcohol abuse prevention in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2648	15.0%	17.5%
DOES NOT APPLY	2	12320	69.8%	82.5%
RESERVED CODES:				
MISSING	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73M1 — Tape Pos. 566-566, Format: I1

F1C73M1 NEVER USED TCHRS SENDING INFO TO PARENTS

Teachers sending information to parents on how to help their adolescents study have never been used

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3209	18.2%	22.0%
DOES NOT APPLY	2	11647	65.9%	78.0%
RESERVED CODES:				
MISSING	8	2807	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73M2 — Tape Pos. 567-567, Format: I1

F1C73M2 TEACHERS SEND INFO TO PARENTS PAST 3 YRS

Teachers frequently sent information to parents on how to help their adolescents study in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3928	22.2%	24.1%
DOES NOT APPLY	2	10928	61.9%	75.9%
RESERVED CODES:				
MISSING	8	2807	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73M3 — Tape Pos. 568-568, Format: I1

F1C73M3 CURRENTLY TEACHERS SEND INFO TO PARENTS

Currently teachers send information to parents on how to help their adolescents study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7906	44.8%	54.1%
DOES NOT APPLY	2	6950	39.3%	45.9%
RESERVED CODES:				
MISSING	8	2807	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73M4 — Tape Pos. 569-569, Format: I1

F1C73M4 PLAN TO HAVE TCHR SEND INFO TO PARENTS

Plan to have teachers frequently send information to parents on how to help their adolescents study in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1846	10.5%	12.3%
DOES NOT APPLY	2	13010	73.7%	87.7%
RESERVED CODES:				
MISSING	8	2807	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73N1 — Tape Pos. 570-570, Format: I1

F1C73N1 NEVER USED P.T.A. OR P.T.O. PROGRAMS

Never used P.T.A. or P.T.O. with elected officers and active committees

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	4168	23.6%	28.9%
DOES NOT APPLY.....	2	10596	60.0%	71.1%
RESERVED CODES:				
MISSING.....	8	2899	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73N2 — Tape Pos. 571-571, Format: I1

F1C73N2 P.T.A. OR P.T.O. PROGRAMS IN PAST 3 YRS

Used P.T.A. OR P.T.O. with elected officers and active committees in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2200	12.5%	15.1%
DOES NOT APPLY.....	2	12564	71.1%	84.9%
RESERVED CODES:				
MISSING.....	8	2899	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73N3 — Tape Pos. 572-572, Format: I1

F1C73N3 CURRENTLY USING P.T.A. OR P.T.O. PROGRAM

Currently using P.T.A. OR P.T.O. with elected officers and active committees

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	9159	51.9%	60.9%
DOES NOT APPLY.....	2	5605	31.7%	39.1%
RESERVED CODES:				
MISSING.....	8	2899	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73N4 — Tape Pos. 573-573, Format: I1

F1C73N4 PLAN TO USE P.T.A. OR P.T.O PROGRAM

Plan to use P.T.A. or P.T.O. with elected officers and active committees in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1565	8.9%	10.2%
DOES NOT APPLY.....	2	13199	74.7%	89.8%
RESERVED CODES:				
MISSING.....	8	2899	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7301 — Tape Pos. 574-574, Format: I1

F1C7301 NEVER USED PARENT-TEACHER CONFERENCE

Never used parent-teacher conferences every semester

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	3710	21.0%	24.3%
DOES NOT APPLY.....	2	11181	63.3%	75.7%
RESERVED CODES:				
MISSING.....	8	2772	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7302 — Tape Pos. 575-575, Format: I1

F1C7302 USED PARENT-TEACHER CONFERENCE PAST 3YRS

Used parent-teacher conferences every semester in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2080	11.8%	14.1%
DOES NOT APPLY.....	2	12811	72.5%	85.9%
RESERVED CODES:				
MISSING.....	8	2772	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7303 — Tape Pos. 576-576, Format: I1

F1C7303 CURRENTLY USING PARENT/TEACHR CONFERENCE

Currently using parent-teacher conferences every semester

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	9886	56.0%	66.7%
DOES NOT APPLY.....	2	5005	28.3%	33.3%
RESERVED CODES:				
MISSING.....	8	2772	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7304 — Tape Pos. 577-577, Format: I1

F1C7304 PLAN TO USE PARENT-TEACHER CONFERENCES

Plan to use parent-teacher conferences every semester in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1528	8.7%	9.9%
DOES NOT APPLY.....	2	13363	75.7%	90.1%
RESERVED CODES:				
MISSING.....	8	2772	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73P1 — Tape Pos. 578-578, Format: I1

F1C73P1 NEVER USED TEACHING STRATEGIES

Never used staff development in adolescent characteristics and specific teaching strategies for secondary school students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1358	7.7%	10.3%
DOES NOT APPLY.....	2	13596	77.0%	89.7%
RESERVED CODES:				
MISSING.....	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73P2 — Tape Pos. 579-579, Format: I1

F1C73P2 USED TEACHING STRATEGIES PAST 3 YEARS

Used staff development in adolescent characteristics and specific teaching strategies for secondary school students in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	4534	25.7%	29.0%
DOES NOT APPLY.....	2	10420	59.0%	71.0%
RESERVED CODES:				
MISSING.....	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73P3 — Tape Pos. 580-580, Format: I1

F1C73P3 CURRENTLY USING TEACHING STRATEGIES

Currently using staff development in adolescent characteristics and specific teaching strategies for secondary school students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	9719	55.0%	64.3%
DOES NOT APPLY.....	2	5235	29.6%	35.7%
RESERVED CODES:				
MISSING.....	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73P4 — Tape Pos. 581-581, Format: I1

F1C73P4 PLAN TO USE TEACHING STRATEGIES

Plan to use staff development in adolescent characteristics and specific teaching strategies for secondary school students in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2087	11.8%	14.3%
DOES NOT APPLY.....	2	12867	72.8%	85.7%
RESERVED CODES:				
MISSING.....	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73Q1 — Tape Pos. 582-582, Format: I1

F1C73Q1 NEVER USED ALTERNATIVE SCHOOL PROGRAMS

Never used schools-within-a-school with their own administrative staffs such as alternative or magnet school programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	11677	66.1%	76.4%
DOES NOT APPLY.....	2	3302	18.7%	23.6%
RESERVED CODES:				
MISSING.....	8	2684	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73Q2 — Tape Pos. 583-583, Format: I1

F1C73Q2 USED ALTERNATIVE SCHL PROGRAM PAST 3 YRS

Used schools-within-a-school with their own administrative staffs such as alternative or magnet school programs in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	592	3.4%	4.8%
DOES NOT APPLY.....	2	14387	81.5%	95.2%
RESERVED CODES:				
MISSING.....	8	2684	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73Q3 — Tape Pos. 584-584, Format: I1

F1C73Q3 CURRENTLY USING ALTERNATIVE SCHOOL PROG

Currently using schools-within-a-school with their own administrative staffs such as alternative or magnet school programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2212	12.5%	15.3%
DOES NOT APPLY.....	2	12767	72.3%	84.7%
RESERVED CODES:				
MISSING.....	8	2684	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73Q4 — Tape Pos. 585-585, Format: I1

F1C73Q4 PLAN TO USE ALTERNATIVE SCHOOL PROGRAM

Plan to use schools-within-a-school with their own administrative staffs such as alternative or magnet school programs in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1010	5.7%	7.8%
DOES NOT APPLY.....	2	13969	79.1%	92.2%
RESERVED CODES:				
MISSING.....	8	2684	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73R1 — Tape Pos. 586-586, Format: I1

F1C73R1 NEVER USED CURRICULUM REVISIONS PROGRAM

Curriculum revisions to emphasize critical thinking skills have never been used

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1541	8.7%	10.0%
DOES NOT APPLY	2	13324	75.4%	90.0%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73R2 — Tape Pos. 587-587, Format: I1

F1C73R2 USED CURRICULUM REVISIONS PAST 3 YEARS

Used curriculum revisions to emphasize critical thinking skills in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2891	16.4%	19.2%
DOES NOT APPLY	2	11974	67.8%	80.8%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73R3 — Tape Pos. 588-588, Format: I1

F1C73R3 CURRENTLY USING CURRICULUM REVISION PRGM

Currently using curriculum revisions to emphasize critical thinking skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9360	53.0%	62.3%
DOES NOT APPLY	2	5505	31.2%	37.7%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73R4 — Tape Pos. 589-589, Format: I1

F1C73R4 PLAN TO USE CURRICULAR REVISIONS PROGRAM

Plan to use curriculum revisions to emphasize critical thinking skills in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3205	18.1%	23.3%
DOES NOT APPLY	2	11660	66.0%	76.7%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73S1 — Tape Pos. 590-590, Format: I1

F1C73S1 NEVER INCREASED GRADUATION REQUIREMENTS

Never increased graduation requirements in major academic subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1080	6.1%	6.7%
DOES NOT APPLY	2	13701	77.6%	93.3%
RESERVED CODES:				
MISSING	8	2882	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73S2 — Tape Pos. 591-591, Format: I1

F1C73S2 INCREASED GRADUATION REQUIREMNT PST 3YRS

Increased graduation requirements in major academic subjects in the past 3 years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4768	27.0%	32.9%
DOES NOT APPLY	2	10013	56.7%	67.1%
RESERVED CODES:				
MISSING	8	2882	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73S3 — Tape Pos. 592-592, Format: I1

F1C73S3 CURRENTLY USING INCREASED GRADUATION REQ

Currently using increased graduation requirements in major academic subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8793	49.8%	59.8%
DOES NOT APPLY	2	5988	33.9%	40.2%
RESERVED CODES:				
MISSING	8	2882	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 73S4 — Tape Pos. 593-593, Format: I1

F1C73S4 PLAN TO INCREASE GRADUATION REQUIREMENTS

Plan to increase graduation requirements in major academic subjects in the future

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1815	10.3%	12.0%
DOES NOT APPLY	2	12966	73.4%	88.0%
RESERVED CODES:				
MISSING	8	2882	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74

Please indicate in which grades each of the following subjects are offered by your high school.
(CIRCLE AT LEAST ONE ON EACH LINE)

Question 74A1 — Tape Pos. 594-594, Format: I1

F1C74A1 ENGLISH NOT OFFERED AS A SECOND LANGUAGE

English taught as a second language (either in English or in students' native tongue) not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9216	52.2%	61.8%
DOES NOT APPLY	2	5777	32.7%	38.2%
RESERVED CODES:				
MISSING	8	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74A2 — Tape Pos. 595-595, Format: I1

F1C74A2 ENGLISH TAUGHT AS A 2ND LANG IN 9TH GRD

English taught as a second language (either in English or in students' native tongue) offered in 9th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4839	27.4%	31.4%
DOES NOT APPLY	2	10154	57.5%	68.6%
RESERVED CODES:				
MISSING	8	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74A3 — Tape Pos. 596-596, Format: I1

F1C74A3 ENGLISH TAUGHT AS A 2ND LANG IN 10TH GRD

English taught as a second language (either in English or in students' native tongue) offered in 10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5491	31.1%	36.4%
DOES NOT APPLY	2	9502	53.8%	63.6%
RESERVED CODES:				
MISSING	8	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74A4 — Tape Pos. 597-597, Format: I1

F1C74A4 ENGLISH TAUGHT AS A 2ND LANG IN 11TH GRD

English taught as a second language (either in English or in students' native tongue) offered in 11th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5084	28.8%	34.1%
DOES NOT APPLY	2	9909	56.1%	65.9%
RESERVED CODES:				
MISSING	8	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74A5 — Tape Pos. 598-598, Format: I1

F1C74A5 ENGLISH TAUGHT AS A 2ND LANG IN 12TH GRD

English taught as a second language (either in English or in students' native tongue) offered in 12th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4859	27.5%	33.0%
DOES NOT APPLY	2	10134	57.4%	67.0%
RESERVED CODES:				
MISSING	8	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74B1 — Tape Pos. 599-599, Format: I1

F1C74B1 MOTHER TONGUE NOT OFFERED AS 1ST LANG

Students' mother tongue taught as a first language (other than English) not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13962	79.0%	94.4%
DOES NOT APPLY	2	922	5.2%	5.6%
RESERVED CODES:				
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74B2 — Tape Pos. 600-600, Format: I1

F1C74B2 MOTHER TONGUE TAUGHT AS 1ST LANG 9TH GRD

Students' mother tongue taught as a first language (other than English) offered in 9th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	836	4.7%	5.1%
DOES NOT APPLY	2	14048	79.5%	94.9%
RESERVED CODES:				
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74B3 — Tape Pos. 601-601, Format: I1

F1C74B3 MOTHER TONGUE TAUGHT AS 1ST LANG 10TH GR

Students' mother tongue taught as a first language (other than English) offered in 10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	825	4.7%	5.0%
DOES NOT APPLY	2	14059	79.6%	95.0%
RESERVED CODES:				
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74B4 — Tape Pos. 602-602, Format: I1

F1C74B4 MOTHER TONGUE TAUGHT AS 1ST LANG 11TH GD

Students' mother tongue taught as a first language (other than English) offered in 11th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	753	4.3%	4.4%
DOES NOT APPLY	2	14131	80.0%	95.6%
RESERVED CODES:				
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74B5 — Tape Pos. 603-603, Format: I1

F1C74B5 MOTHER TONGUE TAUGHT AS 1ST LANG 12TH GD

Students' mother tongue taught as a first language (other than English) offered in 12th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	753	4.3%	4.4%
DOES NOT APPLY	2	14131	80.0%	95.6%
RESERVED CODES:				
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74C1 — Tape Pos. 604-604, Format: I1

F1C74C1 CRSES FOR LANG MINORITY STUS NOT OFFERED

Courses for language minority students on their native culture or history not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13569	76.8%	91.7%
DOES NOT APPLY	2	1239	7.0%	8.3%
RESERVED CODES:				
MISSING	8	2855	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74C2 — Tape Pos. 605-605, Format: I1

F1C74C2 CRSES FOR LANG MINORITY STUS OFFERD GR.9

Courses for language minority students on their native culture or history offered in 9th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	932	5.3%	6.0%
DOES NOT APPLY	2	13876	78.6%	94.0%
RESERVED CODES:				
MISSING	8	2855	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74C3 — Tape Pos. 606-606, Format: I1

F1C74C3 CRSES FOR LANG MINORTY STUS OFFERD GR.10

Courses for language minority students on their native culture or history offered in 10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	950	5.4%	6.6%
DOES NOT APPLY	2	13858	78.5%	93.4%
RESERVED CODES:				
MISSING	8	2855	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74C4 — Tape Pos. 607-607, Format: I1

F1C74C4 CRSES FOR LANG MINORTY STUS OFFERD GR.11

Courses for language minority students on their native culture or history offered in 11th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	955	5.4%	6.4%
DOES NOT APPLY	2	13853	78.4%	93.6%
RESERVED CODES:				
MISSING	8	2855	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 74C5 — Tape Pos. 608-608, Format: I1

F1C74C5 CRSES FOR LANG MINORTY STUS OFFERD GR.12

Courses for language minority students on their native culture or history offered in 12th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	884	5.0%	5.7%
DOES NOT APPLY	2	13924	78.8%	94.3%
RESERVED CODES:				
MISSING	8	2855	16.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75

Please mark which math and science courses are offered at your school. Also mark all Advanced Placement courses and those courses which are offered to your students at the college and/or university level. (CIRCLE ALL THAT APPLY)

Question 75A1 — Tape Pos. 609-609 — Format: I1

F1C75A1 LIFE SCIENCE NOT OFFERED AT R'S SCHOOL

Life science not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5559	31.5%	43.2%
DOES NOT APPLY	2	7948	45.0%	56.8%
RESERVED CODES:				
REFUSAL	7	116	.7%	(MISS)
MISSING	8	4040	22.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75A2 — Tape Pos. 610-610 — Format: I1

F1C75A2 LIFE SCIENCE REGULAR COURSE AT R'S SCHL

Life science regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7802	44.2%	55.9%
DOES NOT APPLY	2	5705	32.3%	44.1%
RESERVED CODES:				
REFUSAL	7	116	.7%	(MISS)
MISSING	8	4040	22.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75A3 — Tape Pos. 611-611 — Format: I1

F1C75A3 LIFE SCIENCE AP COURSE AT R'S SCHOOL

Life science advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	803	4.5%	5.4%
DOES NOT APPLY	2	12704	71.9%	94.6%
RESERVED CODES:				
REFUSAL	7	116	.7%	(MISS)
MISSING	8	4040	22.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75A4 — Tape Pos. 612-612 — Format: I1

F1C75A4 LIFE SCIENCE COLLEGE COURSE AT R'S SCHL

Life science college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	343	1.9%	2.3%
DOES NOT APPLY	2	13164	74.5%	97.7%
RESERVED CODES:				
REFUSAL	7	116	.7%	(MISS)
MISSING	8	4040	22.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75B1 — Tape Pos. 613-613 — Format: I1

F1C75B1 EARTH SCIENCE NOT OFFERED AT R'S SCHOOL

Earth science not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4686	26.5%	35.8%
DOES NOT APPLY	2	9320	52.8%	64.2%
RESERVED CODES:				
MISSING	8	3657	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75B2 — Tape Pos. 614-614 — Format: I1

F1C75B2 EARTH SCIENCE REGULAR COURSE AT R'S SCHL

Earth science regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9224	52.2%	63.7%
DOES NOT APPLY	2	4782	27.1%	36.3%
RESERVED CODES:				
MISSING	8	3657	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75B3 — Tape Pos. 615-615 — Format: I1

F1C75B3 EARTH SCIENCE AP COURSE AT R'S SCHOOL

Earth science advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	288	1.6%	2.0%
DOES NOT APPLY	2	13718	77.7%	98.0%
RESERVED CODES:				
MISSING	8	3657	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75B4 — Tape Pos. 616-616 — Format: I1

F1C75B4 EARTH SCIENCE COLLEGE COURSE AT R'S SCHL

Earth science college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	247	1.4%	1.7%
DOES NOT APPLY	2	13759	77.9%	98.3%
RESERVED CODES:				
MISSING	8	3657	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75C1 Tape Pos. 617-617 Format: I1

F1C75C1 PHYSICAL SCIENCE NOT OFFERED AT R'S SCHL

Physical science not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2147	12.2%	16.2%
DOES NOT APPLY	2	12423	70.3%	83.8%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3079	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75C2 Tape Pos. 618-618 Format: I1

F1C75C2 PHYSICAL SCIENCE REGULAR COURSE AT SCHL

Physical science regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12068	68.3%	81.8%
DOES NOT APPLY	2	2502	14.2%	18.2%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3079	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75C3 Tape Pos. 619-619 Format: I1

F1C75C3 PHYSICAL SCIENCE AP COURSE AT R'S SCHOOL

Physical science advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	742	4.2%	4.9%
DOES NOT APPLY	2	13828	78.3%	95.1%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3079	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75C4 Tape Pos. 620-620 Format: I1

F1C75C4 PHYSICAL SCIENCE COLLEGE COURSE AT SCHL

Physical science college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	416	2.4%	3.1%
DOES NOT APPLY	2	14154	80.1%	96.9%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3079	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75D1 Tape Pos. 621-621 Format: I1

F1C75D1 GENERAL SCIENCE GRADE 9 NOT OFFERED

General science grade 9 not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7112	40.3%	50.8%
DOES NOT APPLY	2	6664	37.7%	49.2%
RESERVED CODES:				
MISSING	8	3887	22.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75D2 Tape Pos. 622-622 Format: I1

F1C75D2 GENERAL SCIENCE GRADE 9 REGULAR COURSE

General science grade 9 regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6595	37.3%	48.7%
DOES NOT APPLY	2	7181	40.7%	51.3%
RESERVED CODES:				
MISSING	8	3887	22.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75D3 Tape Pos. 623-623 Format: I1

F1C75D3 GENERAL SCIENCE GRADE 9 AP COURSE AT SCH

General science grade 9 advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	95	.5%	.7%
DOES NOT APPLY	2	13681	77.5%	99.3%
RESERVED CODES:				
MISSING	8	3887	22.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75D4 Tape Pos. 624-624 Format: I1

F1C75D4 GEN SCIENCE GRD 9 COLLEGE COURSE AT SCHL

General science grade 9 college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	111	.6%	.9%
DOES NOT APPLY	2	13665	77.4%	99.1%
RESERVED CODES:				
MISSING	8	3887	22.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75E1 — Tape Pos. 625-625, Format: I1

F1C75E1 GENERAL SCIENCE GRADES 10-12 NOT OFFERED

General science grades 10-12 not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8411	47.6%	63.7%
DOES NOT APPLY	2	4565	25.8%	36.3%
RESERVED CODES:				
REFUSAL	7	9	.1%	(MISS)
MISSING	8	4678	26.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75E2 — Tape Pos. 626-626, Format: I1

F1C75E2 GENERAL SCIENCE GRD 10-12 REGULAR COURSE

General science grades 10-12 regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4539	25.7%	36.0%
DOES NOT APPLY	2	8437	47.8%	64.0%
RESERVED CODES:				
REFUSAL	7	9	.1%	(MISS)
MISSING	8	4678	26.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75E3 — Tape Pos. 627-627, Format: I1

F1C75E3 GEN SCIENCE GRD 10-12 AP COURSE AT SCHL

General science grades 10-12 advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	98	.6%	.9%
DOES NOT APPLY	2	12878	72.9%	99.1%
RESERVED CODES:				
REFUSAL	7	9	.1%	(MISS)
MISSING	8	4678	26.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75E4 — Tape Pos. 628-628, Format: I1

F1C75E4 GEN SCIENCE GR.10-12 COLLG COURSE AT SCH

General science grades 10-12 college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	135	.8%	1.0%
DOES NOT APPLY	2	12841	72.7%	99.0%
RESERVED CODES:				
REFUSAL	7	9	.1%	(MISS)
MISSING	8	4678	26.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75F1 — Tape Pos. 629-629, Format: I1

F1C75F1 BIOLOGY 1ST YR NOT OFFERED AT R'S SCHOOL

Biology 1st year not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	73	.4%	.6%
DOES NOT APPLY	2	15020	85.0%	99.4%
RESERVED CODES:				
MISSING	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75F2 — Tape Pos. 630-630, Format: I1

F1C75F2 BIOLOGY 1ST YR REGULAR COURSE AT R'S SCH

Biology 1st year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14692	83.2%	97.3%
DOES NOT APPLY	2	401	2.3%	2.7%
RESERVED CODES:				
MISSING	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75F3 — Tape Pos. 631-631, Format: I1

F1C75F3 BIOLOGY 1ST YR AP COURSE AT R'S SCHOOL

Biology 1st year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1576	8.9%	10.4%
DOES NOT APPLY	2	13517	76.5%	89.6%
RESERVED CODES:				
MISSING	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75F4 — Tape Pos. 632-632, Format: I1

F1C75F4 BIOLOGY 1ST YR COLLEGE COURSE AT R'S SCH

Biology 1st year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	909	5.1%	6.5%
DOES NOT APPLY	2	14184	80.3%	93.5%
RESERVED CODES:				
MISSING	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75G1 Tape Pos. 633-633 Format: I1

F1C75G1 BIOLOGY 2ND YR NOT OFFERED AT R'S SCHOOL

Biology 2nd year not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	3114	17.6%	23.4%
DOES NOT APPLY.....	2	11041	62.5%	76.6%
RESERVED CODES:				
MISSING.....	8	3508	19.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75G2 Tape Pos. 634-634 Format: I1

F1C75G2 BIOLOGY 2ND YR REGULAR COURSE AT R'S SCH

Biology 2nd year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	6607	37.4%	47.7%
DOES NOT APPLY.....	2	7548	42.7%	52.3%
RESERVED CODES:				
MISSING.....	8	3508	19.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75G3 Tape Pos. 635-635 Format: I1

F1C75G3 BIOLOGY 2ND YR AP COURSE AT R'S SCHOOL

Biology 2nd year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	5449	30.8%	36.1%
DOES NOT APPLY.....	2	8706	49.3%	63.9%
RESERVED CODES:				
MISSING.....	8	3508	19.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75G4 Tape Pos. 636-636 Format: I1

F1C75G4 BIOLOGY 2ND YR COLLEGE COURSE AT R'S SCH

Biology 2nd year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1381	7.8%	9.4%
DOES NOT APPLY.....	2	12774	72.3%	90.6%
RESERVED CODES:				
MISSING.....	8	3508	19.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75H1 Tape Pos. 637-637 Format: I1

F1C75H1 CHEMISTRY 1ST YEAR NOT OFFERED AT SCHOOL

Chemistry 1st year not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	155	.9%	1.7%
DOES NOT APPLY.....	2	14938	84.6%	98.3%
RESERVED CODES:				
MISSING.....	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75H2 Tape Pos. 638-638 Format: I1

F1C75H2 CHEMISTRY 1ST YR REGULAR COURSE AT SCHL

Chemistry 1st year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	14253	80.7%	94.1%
DOES NOT APPLY.....	2	840	4.8%	5.9%
RESERVED CODES:				
MISSING.....	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75H3 Tape Pos. 639-639 Format: I1

F1C75H3 CHEMISTRY 1ST YR AP COURSE AT R'S SCHOOL

Chemistry 1st year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2127	12.0%	13.3%
DOES NOT APPLY.....	2	12966	73.4%	86.7%
RESERVED CODES:				
MISSING.....	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75H4 Tape Pos. 640-640 Format: I1

F1C75H4 CHEMISTRY 1ST YR COLLEGE COURSE AT SCHL

Chemistry 1st year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	993	5.6%	6.6%
DOES NOT APPLY.....	2	14100	79.8%	93.4%
RESERVED CODES:				
MISSING.....	8	2570	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75I1 — Tape Pos. 641-641, Format: I1

F1C75I1 CHEMISTRY 2ND YR NOT OFFERED AT SCHOOL

Chemistry 2nd year not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5302	30.0%	40.0%
DOES NOT APPLY	2	8375	47.4%	60.0%
RESERVED CODES:				
MISSING	8	3986	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75I2 — Tape Pos. 642-642, Format: I1

F1C75I2 CHEMISTRY 2ND YR REGULAR COURSE AT SCHL

Chemistry 2nd year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4283	24.2%	31.6%
DOES NOT APPLY	2	9394	53.2%	68.4%
RESERVED CODES:				
MISSING	8	3986	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75I3 — Tape Pos. 643-643, Format: I1

F1C75I3 CHEMISTRY 2ND YR COURSE AT R'S SCHOOL

Chemistry 2nd year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4829	27.3%	34.1%
DOES NOT APPLY	2	8848	50.1%	65.9%
RESERVED CODES:				
MISSING	8	3986	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75I4 — Tape Pos. 644-644, Format: I1

F1C75I4 CHEMISTRY 2ND YR COLLEGE COURSE AT SCHL

Chemistry 2nd year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1117	6.3%	8.0%
DOES NOT APPLY	2	12560	71.1%	92.0%
RESERVED CODES:				
MISSING	8	3986	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75J1 — Tape Pos. 645-645, Format: I1

F1C75J1 PHYSICS 1ST YR NOT OFFERED AT R'S SCHOOL

Physics 1st year not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	366	2.1%	2.7%
DOES NOT APPLY	2	14763	83.6%	97.3%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	2533	14.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75J2 — Tape Pos. 646-646, Format: I1

F1C75J2 PHYSICS 1ST YR REGULAR COURSE AT R'S SCH

Physics 1st year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13687	77.5%	90.1%
DOES NOT APPLY	2	1442	8.2%	9.9%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	2533	14.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75J3 — Tape Pos. 647-647, Format: I1

F1C75J3 PHYSICS 1ST YR AP COURSE AT R'S SCHOOL

Physics 1st year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2722	15.4%	17.0%
DOES NOT APPLY	2	12407	70.2%	83.0%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	2533	14.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75J4 — Tape Pos. 648-648, Format: I1

F1C75J4 PHYSICS 1ST YR COLLEGE COURSE AT R'S SCH

Physics 1st year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1093	6.2%	7.4%
DOES NOT APPLY	2	14036	79.5%	92.6%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	2533	14.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75K1 — Tape Pos. 649-649, Format: I1

F1C75K1 PHYSICS 2ND YR NOT OFFERED AT R'S SCHOOL

Physics 2nd year not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	8985	50.9%	68.7%
DOES NOT APPLY.....	2	4382	24.8%	31.3%
RESERVED CODES:				
MISSING.....	8	4296	24.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75K2 — Tape Pos. 650-650, Format: I1

F1C75K2 PHYSICS 2ND YR REGULAR COURSE AT R'S SCH

Physics 2nd year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1565	8.9%	11.7%
DOES NOT APPLY.....	2	11802	66.8%	88.3%
RESERVED CODES:				
MISSING.....	8	4296	24.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75K3 — Tape Pos. 651-651, Format: I1

F1C75K3 PHYSICS 2ND YEAR AP COURSE AT R'S SCHOOL

Physics 2nd year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	3006	17.0%	21.0%
DOES NOT APPLY.....	2	10361	58.7%	79.0%
RESERVED CODES:				
MISSING.....	8	4296	24.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75K4 — Tape Pos. 652-652, Format: I1

F1C75K4 PHYSICS 2ND YR COLLEGE COURSE AT R'S SCH

Physics 2nd year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	611	3.5%	4.7%
DOES NOT APPLY.....	2	12756	72.2%	95.3%
RESERVED CODES:				
MISSING.....	8	4296	24.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75L1 — Tape Pos. 653-653, Format: I1

F1C75L1 ASTRONOMY NOT OFFERED AT R'S SCHOOL

Astronomy not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	11359	64.3%	82.7%
DOES NOT APPLY.....	2	2496	14.1%	17.3%
RESERVED CODES:				
MISSING.....	8	3808	21.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75L2 — Tape Pos. 654-654, Format: I1

F1C75L2 ASTRONOMY REGULAR COURSE AT R'S SCHOOL

Astronomy regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2263	12.8%	15.9%
DOES NOT APPLY.....	2	11592	65.6%	84.1%
RESERVED CODES:				
MISSING.....	8	3808	21.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75L3 — Tape Pos. 655-655, Format: I1

F1C75L3 ASTRONOMY AP COURSE AT R'S SCHOOL

Astronomy advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	67	.4%	.6%
DOES NOT APPLY.....	2	13788	78.1%	99.4%
RESERVED CODES:				
MISSING.....	8	3808	21.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75L4 — Tape Pos. 656-656, Format: I1

F1C75L4 ASTRONOMY COLLEGE COURSE AT R'S SCHOOL

Astronomy college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	214	1.2%	1.5%
DOES NOT APPLY.....	2	13641	77.2%	98.5%
RESERVED CODES:				
MISSING.....	8	3808	21.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75M1 — Tape Pos. 657-657, Format: I1

F1C75M1 ANATOMY NOT OFFERED AT R'S SCHOOL

Anatomy not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9022	51.1%	64.1%
DOES NOT APPLY	2	4983	28.2%	35.9%
RESERVED CODES:				
MISSING	8	3658	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75M2 — Tape Pos. 658-658, Format: I1

F1C75M2 ANATOMY REGULAR COURSES AT R'S SCHOOL

Anatomy regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4284	24.3%	30.1%
DOES NOT APPLY	2	9721	55.0%	69.9%
RESERVED CODES:				
MISSING	8	3658	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75M3 — Tape Pos. 659-659, Format: I1

F1C75M3 ANATOMY AP COURSE AT R'S SCHOOL

Anatomy advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	485	2.7%	3.7%
DOES NOT APPLY	2	13520	76.5%	96.3%
RESERVED CODES:				
MISSING	8	3658	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75M4 — Tape Pos. 660-660, Format: I1

F1C75M4 ANATOMY COLLEGE COURSE AT R'S SCHOOL

Anatomy college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	464	2.6%	3.6%
DOES NOT APPLY	2	13541	76.7%	96.4%
RESERVED CODES:				
MISSING	8	3658	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75N1 — Tape Pos. 661-661, Format: I1

F1C75N1 PHYSIOLOGY NOT OFFERED AT R'S SCHOOL

Physiology not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8146	46.1%	57.1%
DOES NOT APPLY	2	6101	34.5%	42.9%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	3415	19.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75N2 — Tape Pos. 662-662, Format: I1

F1C75N2 PHYSIOLOGY REGULAR COURSE AT R'S SCHOOL

Physiology regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5406	30.6%	37.6%
DOES NOT APPLY	2	8841	50.1%	62.4%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	3415	19.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75N3 — Tape Pos. 663-663, Format: I1

F1C75N3 PHYSIOLOGY AP COURSE AT R'S SCHOOL

Physiology advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	491	2.8%	3.6%
DOES NOT APPLY	2	13756	77.9%	96.4%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	3415	19.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75N4 — Tape Pos. 664-664, Format: I1

F1C75N4 PHYSIOLOGY COLLEGE COURSE AT R'S SCHOOL

Physiology college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	545	3.1%	3.9%
DOES NOT APPLY	2	13702	77.6%	96.1%
RESERVED CODES:				
REFUSAL	7	1	.0%	(MISS)
MISSING	8	3415	19.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7501 — Tape Pos. 665-665, Format: I1

F1C7501 ZOOLOGY NOT OFFERED AT R'S SCHOOL

Zoology not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11965	67.7%	87.7%
DOES NOT APPLY	2	1693	9.6%	12.3%
RESERVED CODES:				
MISSING	8	4005	22.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7502 — Tape Pos. 666-666, Format: I1

F1C7502 ZOOLOGY REGULAR COURSE AT R'S SCHOOL

Zoology regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1534	8.7%	11.2%
DOES NOT APPLY	2	12124	68.6%	88.8%
RESERVED CODES:				
MISSING	8	4005	22.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7503 — Tape Pos. 667-667, Format: I1

F1C7503 ZOOLOGY AP COURSE AT R'S SCHOOL

Zoology advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	26	.1%	.4%
DOES NOT APPLY	2	13632	77.2%	99.6%
RESERVED CODES:				
MISSING	8	4005	22.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 7504 — Tape Pos. 668-668, Format: I1

F1C7504 ZOOLOGY COLLEGE COURSE AT R'S SCHOOL

Zoology college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	176	1.0%	1.0%
DOES NOT APPLY	2	13482	76.3%	99.0%
RESERVED CODES:				
MISSING	8	4005	22.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75P1 — Tape Pos. 669-669, Format: I1

F1C75P1 ECOLOGY NOT OFFERED AT R'S SCHOOL

Ecology, environmental science not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8384	47.5%	60.3%
DOES NOT APPLY	2	5708	32.3%	39.7%
RESERVED CODES:				
MISSING	8	3571	20.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75P2 — Tape Pos. 670-670, Format: I1

F1C75P2 ECOLOGY REGULAR COURSE AT R'S SCHOOL

Ecology, environmental science regular couse offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5655	32.0%	39.2%
DOES NOT APPLY	2	8437	47.8%	60.8%
RESERVED CODES:				
MISSING	8	3571	20.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75P3 — Tape Pos. 671-671, Format: I1

F1C75P3 ECOLOGY AP COURSE AT R'S SCHOOL

Ecology, environmental science advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	27	.2%	.2%
DOES NOT APPLY	2	14065	79.6%	99.8%
RESERVED CODES:				
MISSING	8	3571	20.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75P4 — Tape Pos. 672-672, Format: I1

F1C75P4 ECOLOGY COLLEGE COURSE AT R'S SCHOOL

Ecology, environmental science college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	78	.4%	.5%
DOES NOT APPLY	2	14014	79.3%	99.5%
RESERVED CODES:				
MISSING	8	3571	20.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Q1 — Tape Pos. 673-673, Format: I1

F1C75Q1 OTHER SCIENCE NOT OFFERED AT R'S SCHOOL

Other science course not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6838	38.7%	55.0%
DOES NOT APPLY	2	5354	30.3%	45.0%
RESERVED CODES:				
REFUSAL	7	69	.4%	(MISS)
MISSING	8	5402	30.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Q2 — Tape Pos. 674-674, Format: I1

F1C75Q2 OTHER SCIENCE REGULAR COURSE AT R'S SCHL

Other regular science courses offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4977	28.2%	42.6%
DOES NOT APPLY	2	7215	40.8%	57.4%
RESERVED CODES:				
REFUSAL	7	69	.4%	(MISS)
MISSING	8	5402	30.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Q3 — Tape Pos. 675-675, Format: I1

F1C75Q3 OTHER SCIENCE AP COURSE AT R'S SCHOOL

Other advanced placement (AP) science courses offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	211	1.2%	1.3%
DOES NOT APPLY	2	11981	67.8%	98.7%
RESERVED CODES:				
REFUSAL	7	69	.4%	(MISS)
MISSING	8	5402	30.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Q4 — Tape Pos. 676-676, Format: I1

F1C75Q4 OTHER SCIENCE COLLEGE COURSE AT R'S SCHL

Other college or university level science courses offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	378	2.1%	2.4%
DOES NOT APPLY	2	11814	66.9%	97.6%
RESERVED CODES:				
REFUSAL	7	69	.4%	(MISS)
MISSING	8	5402	30.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75R1 — Tape Pos. 677-677, Format: I1

F1C75R1 GEN MATH GRD 9 NOT OFFERED AT R'S SCHOOL

General mathematics, grade 9 not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3608	20.4%	23.4%
DOES NOT APPLY	2	10990	62.2%	76.6%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3061	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75R2 — Tape Pos. 678-678, Format: I1

F1C75R2 GEN MATH GRD 9 REGULAR COURSE AT R'S SCH

General mathematics, grade 9 regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10999	62.3%	76.6%
DOES NOT APPLY	2	3599	20.4%	23.4%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3061	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75R3 — Tape Pos. 679-679, Format: I1

F1C75R3 GEN MATH GRADE 9 AP COURSE AT R'S SCHOOL

General mathematics grade 9 advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14598	82.6%	100.0%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3061	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75R4 — Tape Pos. 680-680, Format: I1

F1C75R4 GEN MATH GRD 9 COLLEGE COURSE AT R'S SCH

General mathematics, grade 9 college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	48	.3%	.3%
DOES NOT APPLY	2	14550	82.4%	99.7%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3061	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75S1 — Tape Pos. 681-681, Format: I1

F1C75S1 GEN MATH GRADE 10-12 NOT OFFERED AT SCHL

General mathematics, grades 10-12 course not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4064	23.0%	26.3%
DOES NOT APPLY	2	10381	58.8%	73.7%
RESERVED CODES:				
MISSING	8	3218	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75S2 — Tape Pos. 682-682, Format: I1

F1C75S2 GEN MATH GRD 10-12 REGULAR COURSE AT SCH

General mathematics, grades 10-12 regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10359	58.6%	73.5%
DOES NOT APPLY	2	4086	23.1%	26.5%
RESERVED CODES:				
MISSING	8	3218	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75S3 — Tape Pos. 683-683, Format: I1

F1C75S3 GEN MATH GRD 10-12 AP COURSE AT R'S SCHL

General mathematics, grades 10-12 advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	104	.6%	.5%
DOES NOT APPLY	2	14341	81.2%	99.5%
RESERVED CODES:				
MISSING	8	3218	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75S4 — Tape Pos. 684-684, Format: I1

F1C75S4 GEN MATH GRD 10-12 COLLEGE COURSE AT SCH

General mathematics, grades 10-12 college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	82	.5%	.6%
DOES NOT APPLY	2	14363	81.3%	99.4%
RESERVED CODES:				
MISSING	8	3218	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75T1 — Tape Pos. 685-685, Format: I1

F1C75T1 BUSINESS MATH NOT OFFERED AT R'S SCHOOL

Business mathematics not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6137	34.7%	40.5%
DOES NOT APPLY	2	8297	47.0%	59.5%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3225	18.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75T2 — Tape Pos. 686-686, Format: I1

F1C75T2 BUSINESS MATH REGULAR COURSE AT R'S SCHL

Business mathematics regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8240	46.7%	59.2%
DOES NOT APPLY	2	6194	35.1%	40.8%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3225	18.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75T3 — Tape Pos. 687-687, Format: I1

F1C75T3 BUSINESS MATH AP COURSE AT R'S SCHOOL

Business mathematics advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	48	.3%	.3%
DOES NOT APPLY	2	14386	81.4%	99.7%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3225	18.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75T4 — Tape Pos. 688-688, Format: I1

F1C75T4 BUSINESS MATH COLLEGE COURSE AT R'S SCHL

Business mathematics college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	27	.2%	.1%
DOES NOT APPLY	2	14407	81.6%	99.9%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3225	18.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75U1 — Tape Pos. 689-689, Format: I1

F1C75U1 CONSUMER MATH NOT OFFERED AT R'S SCHOOL

Consumer mathematics not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4977	28.2%	31.3%
DOES NOT APPLY	2	9581	54.2%	68.7%
RESERVED CODES:				
MISSING	8	3105	17.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75U2 — Tape Pos. 690-690, Format: I1

F1C75U2 CONSUMER MATH REGULAR COURSE AT R'S SCHL

Consumer mathematics regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9558	54.1%	68.6%
DOES NOT APPLY	2	5000	28.3%	31.4%
RESERVED CODES:				
MISSING	8	3105	17.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75U3 — Tape Pos. 691-691, Format: I1

F1C75U3 CONSUMER MATH AP COURSE AT R'S SCHOOL

Consumer mathematics advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	23	.1%	.1%
DOES NOT APPLY	2	14535	82.3%	99.9%
RESERVED CODES:				
MISSING	8	3105	17.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75U4 — Tape Pos. 692-692, Format: I1

F1C75U4 CONSUMER MATH COLLEGE COURSE AT R'S SCHL

Consumer mathematics college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	23	.1%	.1%
DOES NOT APPLY	2	14535	82.3%	99.9%
RESERVED CODES:				
MISSING	8	3105	17.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75V1 — Tape Pos. 693-693, Format: I1

F1C75V1 REMEDIAL MATH NOT OFFERED AT R'S SCHOOL

Remedial mathematics not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4910	27.8%	30.0%
DOES NOT APPLY	2	9548	54.1%	70.0%
RESERVED CODES:				
MISSING	8	3205	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75V2 — Tape Pos. 694-694, Format: I1

F1C75V2 REMEDIAL MATH REGULAR COURSE AT R'S SCHL

Remedial mathematics regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9548	54.1%	70.0%
DOES NOT APPLY	2	4910	27.8%	30.0%
RESERVED CODES:				
MISSING	8	3205	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75V3 — Tape Pos. 695-695, Format: I1

F1C75V3 REMEDIAL MATH AP COURSE AT R'S SCHOOL

Remedial mathematics advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14458	81.9%	100.0%
RESERVED CODES:				
MISSING	8	3205	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75V4 — Tape Pos. 696-696, Format: I1

F1C75V4 REMEDIAL MATH COLLEGE COURSE AT R'S SCHL

Remedial mathematics college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	23	.1%	.1%
DOES NOT APPLY	2	14435	81.7%	99.9%
RESERVED CODES:				
MISSING	8	3205	18.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75W1 — Tape Pos. 697-697, Format: I1

F1C75W1 PRE-ALGEBRA NOT OFFERED AT R'S SCHOOL

Pre-algebra/Introduction to algebra not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2345	13.3%	17.6%
DOES NOT APPLY	2	12371	70.0%	82.4%
RESERVED CODES:				
MISSING	8	2947	16.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75W2 — Tape Pos. 698-698, Format: I1

F1C75W2 PRE-ALGEBRA REGULAR COURSE AT R'S SCHOOL

Pre-algebra/Introduction to algebra regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12350	69.9%	82.3%
DOES NOT APPLY	2	2366	13.4%	17.7%
RESERVED CODES:				
MISSING	8	2947	16.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75W3 — Tape Pos. 699-699, Format: I1

F1C75W3 PRE-ALGEBRA AP COURSE AT R'S SCHOOL

Pre-algebra/Introduction to algebra advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	45	.3%	.3%
DOES NOT APPLY	2	14671	83.1%	99.7%
RESERVED CODES:				
MISSING	8	2947	16.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75W4 — Tape Pos. 700-700, Format: I1

F1C75W4 PRE-ALGEBRA COLLEGE COURSE AT R'S SCHOOL

Pre-algebra/Introduction to algebra college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	101	.6%	.9%
DOES NOT APPLY	2	14615	82.7%	99.1%
RESERVED CODES:				
MISSING	8	2947	16.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75X1 — Tape Pos. 701-701, Format: I1

F1C75X1 ALGEBRA 1ST YR NOT OFFERED AT R'S SCHOOL

Algebra, 1st year course not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	90	.5%	.7%
DOES NOT APPLY	2	14931	84.5%	99.3%
RESERVED CODES:				
MISSING	8	2642	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75X2 — Tape Pos. 702-702, Format: I1

F1C75X2 ALGEBRA 1ST YR REGULAR COURSE AT R'S SCH

Algebra, 1st year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14701	83.2%	97.7%
DOES NOT APPLY	2	320	1.8%	2.3%
RESERVED CODES:				
MISSING	8	2642	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75X3 — Tape Pos. 703-703, Format: I1

F1C75X3 ALGEBRA 1ST YR AP COURSE AT R'S SCHOOL

Algebra, 1st year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	546	3.1%	3.5%
DOES NOT APPLY	2	14475	82.0%	96.5%
RESERVED CODES:				
MISSING	8	2642	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75X4 — Tape Pos. 704-704, Format: I1

F1C75X4 ALGEBRA 1ST YR COLLEGE COURSE AT R'S SCH

Algebra, 1st year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	544	3.1%	4.1%
DOES NOT APPLY	2	14477	82.0%	95.9%
RESERVED CODES:				
MISSING	8	2642	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Y1 — Tape Pos. 705-705, Format: I1

F1C75Y1 ALGEBRA 2ND YR NOT OFFERED AT R'S SCHOOL

Algebra, 2nd year course not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	380	2.2%	2.6%
DOES NOT APPLY	2	14485	82.0%	97.4%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Y2 — Tape Pos. 706-706, Format: I1

F1C75Y2 ALGEBRA 2ND YR REGULAR COURSE AT R'S SCH

Algebra, 2nd year regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13792	78.1%	92.8%
DOES NOT APPLY	2	1073	6.1%	7.2%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Y3 — Tape Pos. 707-707, Format: I1

F1C75Y3 ALGEBRA 2ND YR AP COURSE AT R'S SCHOOL

Algebra, 2nd year advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	972	5.5%	6.1%
DOES NOT APPLY	2	13893	78.7%	93.9%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Y4 — Tape Pos. 708-708, Format: I1

F1C75Y4 ALGEBRA 2ND YR COLLEGE COURSE AT R'S SCH

Algebra, 2nd year college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	935	5.3%	6.5%
DOES NOT APPLY	2	13930	78.9%	93.5%
RESERVED CODES:				
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Z1 — Tape Pos. 709-709, Format: I1

F1C75Z1 GEOMETRY NOT OFFERED AT R'S SCHOOL

Geometry not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	111	.6%	.9%
DOES NOT APPLY	2	14920	84.5%	99.1%
RESERVED CODES:				
MISSING	8	2632	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Z2 — Tape Pos. 710-710, Format: I1

F1C75Z2 GEOMETRY REGULAR COURSE AT R'S SCHOOL

Geometry regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14585	82.6%	96.7%
DOES NOT APPLY	2	446	2.5%	3.3%
RESERVED CODES:				
MISSING	8	2632	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Z3 — Tape Pos. 711-711, Format: I1

F1C75Z3 GEOMETRY AP COURSE AT R'S SCHOOL

Geometry advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	755	4.3%	4.7%
DOES NOT APPLY	2	14276	80.8%	95.3%
RESERVED CODES:				
MISSING	8	2632	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75Z4 — Tape Pos. 712-712, Format: I1

F1C75Z4 GEOMETRY COLLEGE COURSE AT R'S SCHOOL

Geometry college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	819	4.6%	5.6%
DOES NOT APPLY	2	14212	80.5%	94.4%
RESERVED CODES:				
MISSING	8	2632	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75AA1 — Tape Pos. 713-713, Format: I1

F1C75AA1 TRIGONOMETRY NOT OFFERED AT R'S SCHOOL

Trigonometry not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1534	8.7%	11.5%
DOES NOT APPLY	2	13147	74.4%	88.5%
RESERVED CODES:				
MISSING	8	2982	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75AA2 — Tape Pos. 714-714, Format: I1

F1C75AA2 TRIGONOMETRY REGULAR COURSE AT R'S SCHL

Trigonometry regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12045	68.2%	81.6%
DOES NOT APPLY	2	2636	14.9%	18.4%
RESERVED CODES:				
MISSING	8	2982	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75AA3 — Tape Pos. 715-715, Format: I1

F1C75AA3 TRIGONOMETRY AP COURSE AT R'S SCHOOL

Trigonometry advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	947	5.4%	6.2%
DOES NOT APPLY	2	13734	77.8%	93.8%
RESERVED CODES:				
MISSING	8	2982	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75AA4 — Tape Pos. 716-716, Format: I1

F1C75AA4 TRIGONOMETRY COLLEGE COURSE AT R'S SCHL

Trigonometry college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1021	5.8%	6.9%
DOES NOT APPLY	2	13660	77.3%	93.1%
RESERVED CODES:				
MISSING	8	2982	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75BB1 — Tape Pos. 717-717, Format: I1

F1C75BB1 PROBABILITY/STATISTICS NOT OFFERED

Probability/Statistics not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9505	53.8%	68.6%
DOES NOT APPLY	2	4685	26.5%	31.4%
RESERVED CODES:				
REFUSAL	7	13	.1%	(MISS)
MISSING	8	3460	19.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75BB2 — Tape Pos. 718-718, Format: I1

F1C75BB2 PROBABILITY/STATISTICS REGULAR COURSE

Probability/Statistics regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4202	23.8%	28.4%
DOES NOT APPLY	2	9988	56.5%	71.6%
RESERVED CODES:				
REFUSAL	7	13	.1%	(MISS)
MISSING	8	3460	19.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75BB3 — Tape Pos. 719-719, Format: I1

F1C75BB3 PROBABILITY/STATISTICS AP COURSE

Probability/Statistics advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	304	1.7%	2.0%
DOES NOT APPLY	2	13886	78.6%	98.0%
RESERVED CODES:				
REFUSAL	7	13	.1%	(MISS)
MISSING	8	3460	19.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75BB4 — Tape Pos. 720-720, Format: I1

F1C75BB4 PROBABILITY/STATISTICS COLLEGE COURSE

Probability/Statistics college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	513	2.9%	3.2%
DOES NOT APPLY	2	13677	77.4%	96.8%
RESERVED CODES:				
REFUSAL	7	13	.1%	(MISS)
MISSING	8	3460	19.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75CC1 — Tape Pos. 721-721, Format: I1

F1C75CC1 SENIOR MATH NO CALCULUS NOT OFFERED

Advanced senior mathematics, not including calculus, not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5291	30.0%	37.5%
DOES NOT APPLY	2	9021	51.1%	62.5%
RESERVED CODES:				
REFUSAL	7	16	.1%	(MISS)
MISSING	8	3335	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75CC2 — Tape Pos. 722-722, Format: I1

F1C75CC2 SENIOR MATH NO CALCULUS REGULAR COURSE

Advanced senior mathematics, not including calculus, regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7731	43.8%	53.4%
DOES NOT APPLY	2	6581	37.3%	46.6%
RESERVED CODES:				
REFUSAL	7	16	.1%	(MISS)
MISSING	8	3335	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75CC3 — Tape Pos. 723-723, Format: I1

F1C75CC3 SENIOR MATH NO CALCULUS AP COURSE

Advanced senior mathematics, not including calculus, advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1061	6.0%	8.0%
DOES NOT APPLY	2	13251	75.0%	92.0%
RESERVED CODES:				
REFUSAL	7	16	.1%	(MISS)
MISSING	8	3335	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75CC4 — Tape Pos. 724-724, Format: I1

F1C75CC4 SENIOR MATH NO CALCULUS COLLEGE COURSE

Advanced senior mathematics, not including calculus, college or university level offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	802	4.5%	5.6%
DOES NOT APPLY	2	13510	76.5%	94.4%
RESERVED CODES:				
REFUSAL	7	16	.1%	(MISS)
MISSING	8	3335	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75DD1 — Tape Pos. 725-725, Format: I1

F1C75DD1 SENIOR MATH SOME CALCULUS NOT OFFERED

Advanced senior mathematics, including some calculus, not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4670	26.4%	35.2%
DOES NOT APPLY	2	9421	53.3%	64.8%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3558	20.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75DD2 — Tape Pos. 726-726, Format: I1

F1C75DD2 SENIOR MATH SOME CALCULUS REGULAR COURSE

Advanced senior mathematics, including some calculus, regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7425	42.0%	51.3%
DOES NOT APPLY	2	6666	37.7%	48.7%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3558	20.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75DD3 — Tape Pos. 727-727, Format: I1

F1C75DD3 SENIOR MATH SOME CALCULUS AP COURSE

Advanced senior mathematics, including some calculus, advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1881	10.6%	12.9%
DOES NOT APPLY	2	12210	69.1%	87.1%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3558	20.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75DD4 — Tape Pos. 728-728, Format: I1

F1C75DD4 SENIOR MATH SOME CALCULUS COLLEGE COURSE

Advanced senior mathematics, including some calculus, college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1136	6.4%	8.1%
DOES NOT APPLY	2	12955	73.3%	91.9%
RESERVED CODES:				
REFUSAL	7	14	.1%	(MISS)
MISSING	8	3558	20.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75EE1 Tape Pos. 729-729 Format: I1

F1C75EE1 CALCULUS NOT OFFERED AT R'S SCHOOL

Calculus not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3341	18.9%	25.6%
DOES NOT APPLY	2	10988	62.2%	74.4%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3330	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75EE2 Tape Pos. 730-730 Format: I1

F1C75EE2 CALCULUS REGULAR COURSE AT R'S SCHOOL

Calculus regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6571	37.2%	45.1%
DOES NOT APPLY	2	7758	43.9%	54.9%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3330	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75EE3 Tape Pos. 731-731 Format: I1

F1C75EE3 CALCULUS ADVANCED PLACEMENT COURSE

Calculus advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4793	27.1%	30.3%
DOES NOT APPLY	2	9536	54.0%	69.7%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3330	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75EE4 Tape Pos. 732-732 Format: I1

F1C75EE4 CALCULUS COLLEGE LEVEL COURSE OFFERED

Calculus college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1545	8.7%	11.0%
DOES NOT APPLY	2	12784	72.4%	89.0%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	3330	18.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75FF1 Tape Pos. 733-733 Format: I1

F1C75FF1 AP CALCULUS NOT OFFERED AT R'S SCHOOL

Advanced placement calculus not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5804	32.9%	45.2%
DOES NOT APPLY	2	7747	43.9%	54.8%
RESERVED CODES:				
REFUSAL	7	122	.7%	(MISS)
MISSING	8	3990	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75FF2 Tape Pos. 734-734 Format: I1

F1C75FF2 AP CALCULUS REGULAR COURSE AT R'S SCHL

Advanced placement calculus regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1360	7.7%	9.2%
DOES NOT APPLY	2	12191	69.0%	90.8%
RESERVED CODES:				
REFUSAL	7	122	.7%	(MISS)
MISSING	8	3990	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75FF3 Tape Pos. 735-735 Format: I1

F1C75FF3 AP CALCULUS AP COURSE OFFERED

Advanced placement calculus advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6542	37.0%	46.0%
DOES NOT APPLY	2	7009	39.7%	54.0%
RESERVED CODES:				
REFUSAL	7	122	.7%	(MISS)
MISSING	8	3990	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75FF4 Tape Pos. 736-736 Format: I1

F1C75FF4 AP CALCULUS COLLEGE LEVEL COURSE OFFERED

Advanced placement calculus college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	626	3.5%	4.6%
DOES NOT APPLY	2	12925	73.2%	95.4%
RESERVED CODES:				
REFUSAL	7	122	.7%	(MISS)
MISSING	8	3990	22.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75GG1 — Tape Pos. 737-737, Format: I1

F1C75GG1 OTHER MATH NOT OFFERED AT R'S SCHOOL

Other mathematics courses not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6943	39.3%	60.8%
DOES NOT APPLY	2	4675	26.5%	39.2%
RESERVED CODES:				
REFUSAL	7	104	.6%	(MISS)
MISSING	8	5941	33.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75GG2 — Tape Pos. 738-738, Format: I1

F1C75GG2 OTHER MATH REGULAR COURSE AT R'S SCHOOL

Other mathematics regular courses offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4220	23.9%	35.9%
DOES NOT APPLY	2	7398	41.9%	64.1%
RESERVED CODES:				
REFUSAL	7	104	.6%	(MISS)
MISSING	8	5941	33.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75GG3 — Tape Pos. 739-739, Format: I1

F1C75GG3 OTHER MATH ADVANCD PLACEMNT CRSES OFFERD

Other mathematics advanced placement (AP) courses offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	234	1.3%	1.6%
DOES NOT APPLY	2	11384	64.5%	98.4%
RESERVED CODES:				
REFUSAL	7	104	.6%	(MISS)
MISSING	8	5941	33.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75GG4 — Tape Pos. 740-740, Format: I1

F1C75GG4 OTHER MATH COLLEGE LEVEL COURSES OFFERD

Other mathematics college or university level courses offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	312	1.8%	2.4%
DOES NOT APPLY	2	11306	64.0%	97.6%
RESERVED CODES:				
REFUSAL	7	104	.6%	(MISS)
MISSING	8	5941	33.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75HH1 — Tape Pos. 741-741, Format: I1

F1C75HH1 COMPUTER PROGRAMMING NOT OFFERED

Computer programming not offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1265	7.2%	8.8%
DOES NOT APPLY	2	13602	77.0%	91.2%
RESERVED CODES:				
MISSING	8	2796	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75HH2 — Tape Pos. 742-742, Format: I1

F1C75HH2 COMPUTER PROGRAMMING REGULAR COURSE

Computer programming regular course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13091	74.1%	87.8%
DOES NOT APPLY	2	1776	10.1%	12.2%
RESERVED CODES:				
MISSING	8	2796	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75HH3 — Tape Pos. 743-743, Format: I1

F1C75HH3 COMPUTER PROGRAMMING AP COURSE

Computer programming advanced placement (AP) course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2505	14.2%	15.9%
DOES NOT APPLY	2	12362	70.0%	84.1%
RESERVED CODES:				
MISSING	8	2796	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 75HH4 — Tape Pos. 744-744, Format: I1

F1C75HH4 COMPUTER PROGRAMMING COLLEGE COURSE

Computer programming college or university level course offered

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	557	3.2%	3.6%
DOES NOT APPLY	2	14310	81.0%	96.4%
RESERVED CODES:				
MISSING	8	2796	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 76

Tape Pos. 745-746
Format: I2

F1C76 # OF ADVANCED PLACEMENT COURSES OFFERED

Including mathematics, science, English, history and other subjects areas, what is the total number of Advanced Placement courses offered at your school?
(IF NONE, WRITE '00')

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	4032	22.8%	23.9%
	1	867	4.9%	6.4%
	2	1441	8.2%	8.5%
	3	1373	7.8%	7.8%
	4	1511	8.6%	10.3%
	5	1253	7.1%	7.9%
	6	1184	6.7%	6.0%
	7	707	4.0%	4.3%
	8	691	3.9%	4.0%
	9	530	3.0%	3.1%
	10	815	4.6%	4.9%
	11	367	2.1%	2.0%
	12	574	3.2%	2.8%
	13	322	1.8%	1.6%
	14	380	2.2%	1.7%
	15	213	1.2%	1.0%
	16	189	1.1%	1.0%
	17	81	.5%	.3%
	18	67	.4%	.4%
	19	20	.1%	.1%
	20	176	1.0%	.9%
	21	6	.0%	.1%
	22	10	.1%	.1%
	23	41	.2%	.1%
	24	27	.2%	.0%
	28	11	.1%	.0%
	32	32	.2%	.3%
	37	11	.1%	.0%
	40	20	.1%	.2%
	41	23	.1%	.1%
	50	19	.1%	.1%
	70	3	.0%	.0%
	80	18	.1%	.1%
RESERVED CODES:				
MISSING.....	98	649	3.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 77

Tape Pos. 747-749
Format: I3

F1C77 # OF 10TH GRADE STUDENTS IN AP COURSES

How many students in the tenth grade are enrolled in Advanced Placement courses?
(Please give your best estimate.)

(WRITE IN THE NUMBER; OR MARK ZERO IF NONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	7353	41.6%	67.2%
	1	142	.8%	1.6%
	2	205	1.2%	1.4%
	3	98	.6%	1.2%
	4	41	.2%	.4%
	5	171	1.0%	1.7%
	6	50	.3%	.3%
	7	25	.1%	.3%
	8	39	.2%	.3%
	9	93	.5%	.4%
	10	236	1.3%	2.4%
	11	36	.2%	.1%
	12	44	.2%	.5%
	13	18	.1%	.1%
	14	7	.0%	.1%
	15	58	.3%	.4%
	16	68	.4%	.5%
	17	101	.6%	.9%
	18	46	.3%	.0%
	20	181	1.0%	1.9%
	21	21	.1%	.1%
	22	47	.3%	.3%
	23	1	.0%	.1%
	25	233	1.3%	1.9%
	26	18	.1%	.2%
	27	29	.2%	.2%
	28	17	.1%	.2%
	30	199	1.1%	2.2%
	31	1	.0%	.0%
	32	47	.3%	.5%
	34	61	.3%	.3%
	35	122	.7%	1.2%
	37	28	.2%	.2%
	40	163	.9%	1.6%
	42	22	.1%	.1%
	45	39	.2%	.0%
	46	19	.1%	.2%
	50	105	.6%	1.1%
	52	24	.1%	.2%
	55	30	.2%	.9%
	59	6	.0%	.1%
	60	118	.7%	.7%
	63	33	.2%	.2%
	64	14	.1%	.1%
	65	29	.2%	.2%
	67	33	.2%	.3%
	68	22	.1%	.2%
	70	45	.3%	.3%
	75	49	.3%	.6%
	79	23	.1%	.1%
	80	31	.2%	.3%
	85	31	.2%	.3%
	86	16	.1%	.0%
	90	23	.1%	.2%
	95	35	.2%	.3%
	100	135	.8%	1.3%
	112	2	.0%	.0%
	114	25	.1%	.3%
	120	24	.1%	.2%
	127	18	.1%	.1%
	130	18	.1%	.4%
	140	1	.0%	.1%
	150	31	.2%	.4%
	200	3	.0%	.0%
RESERVED CODES:				
MISSING.....	998	2991	16.9%	(MISS)
LEGITIMATE SKIP.....	999	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 78

Tape Pos. 750-752
Format: I3

F1C78 # OF LANG MINORITY STUDNTS IN AP COURSES

How many Language Minority students are enrolled in Advanced Placement courses? (Please give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	6590	37.3%	62.3%
	1	350	2.0%	2.5%
	2	508	2.9%	4.6%
	3	321	1.8%	2.9%
	4	227	1.3%	2.1%
	5	531	3.0%	4.6%
	6	65	.4%	.5%
	7	56	.3%	.3%
	8	88	.5%	1.0%
	9	30	.2%	.3%
	10	358	2.0%	3.6%
	11	5	.0%	.4%
	12	114	.6%	1.3%
	14	32	.2%	.3%
	15	279	1.6%	3.6%
	16	35	.2%	.3%
	17	24	.1%	.3%
	18	71	.4%	.5%
	20	355	2.0%	2.9%
	21	23	.1%	.1%
	23	9	.1%	.0%
	25	102	.6%	.7%
	27	33	.2%	.2%
	30	56	.3%	.6%
	32	18	.1%	.1%
	35	20	.1%	.1%
	38	4	.0%	.1%
	40	45	.3%	.3%
	45	11	.1%	.2%
	50	74	.4%	.7%
	53	20	.1%	.1%
	58	1	.0%	.0%
	60	61	.3%	.6%
	70	27	.2%	.2%
	75	15	.1%	.1%
	80	37	.2%	.2%
	95	24	.1%	.2%
	100	42	.2%	.4%
	105	25	.1%	.1%
	110	2	.0%	.0%
	125	16	.1%	.1%
	150	22	.1%	.1%
	250	65	.4%	.3%
	300	3	.0%	.0%
	320	9	.1%	.0%
	350	8	.0%	.2%
RESERVED CODES:				
MISSING.....	998	3183	18.0%	(MISS)
LEGITIMATE SKIP.....	999	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

A Language Minority student is a student in whose home a non-English language is typically spoken. This includes students whose English is fluent enough to benefit from instruction offered in English.

Question 79

What criteria are used for admitting students to Advanced Placement courses in your school? (CIRCLE ALL THAT APPLY)

Question 79A

Tape Pos. 753-753
Format: I1

F1C79A TEACHER RECOMMENDS STUDNT FOR AP COURSE

Teacher recommendation

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	10789	61.1%	95.4%
DOES NOT APPLY.....	2	488	2.8%	4.6%
RESERVED CODES:				
MISSING.....	8	2717	15.4%	(MISS)
LEGITIMATE SKIP.....	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79B

Tape Pos. 754-754
Format: I1

F1C79B PARENT REQUESTS AP COURSE FOR STUDENT

Parent request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	7775	44.0%	70.0%
DOES NOT APPLY.....	2	3502	19.8%	30.0%
RESERVED CODES:				
MISSING.....	8	2717	15.4%	(MISS)
LEGITIMATE SKIP.....	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79C

Tape Pos. 755-755
Format: I1

F1C79C STUDENT REQUESTS TO BE IN AP COURSE

Student request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	9756	55.2%	85.6%
DOES NOT APPLY.....	2	1521	8.6%	14.4%
RESERVED CODES:				
MISSING.....	8	2717	15.4%	(MISS)
LEGITIMATE SKIP.....	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79D

Tape Pos. 756-756
Format: I1

F1C79D ACADEMIC RECORD ADMITS STU TO AP COURSE

Student academic record

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	10724	60.7%	95.2%
DOES NOT APPLY.....	2	553	3.1%	4.8%
RESERVED CODES:				
MISSING.....	8	2717	15.4%	(MISS)
LEGITIMATE SKIP.....	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79E — Tape Pos. 757-757, Format: I1

F1C79E TEST SCORES ADMIT STU TO AP COURSE

Standardized test scores

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8033	45.5%	72.7%
DOES NOT APPLY	2	3244	18.4%	27.3%
RESERVED CODES:				
MISSING	8	2717	15.4%	(MISS)
LEGITIMATE SKIP	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79F — Tape Pos. 758-758, Format: I1

F1C79F COURSEWRK AMOUNT ADMITS STU TO AP COURSE

Amount of prior student coursework in that subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8192	46.4%	70.2%
DOES NOT APPLY	2	3085	17.5%	29.8%
RESERVED CODES:				
MISSING	8	2717	15.4%	(MISS)
LEGITIMATE SKIP	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79G — Tape Pos. 759-759, Format: I1

F1C79G COURSEWORK LEVEL ADMITS STU TO AP COURSE

Level of prior student coursework in that subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9188	52.0%	79.2%
DOES NOT APPLY	2	2089	11.8%	20.8%
RESERVED CODES:				
MISSING	8	2717	15.4%	(MISS)
LEGITIMATE SKIP	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 79H — Tape Pos. 760-760, Format: I1

F1C79H OTHER CRITERIA ADMITS STU TO AP COURSE

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	654	3.7%	6.0%
DOES NOT APPLY	2	10623	60.1%	94.0%
RESERVED CODES:				
MISSING	8	2717	15.4%	(MISS)
LEGITIMATE SKIP	9	3669	20.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 80 — Tape Pos. 761-763, Format: I3

F1C80 # OF 10TH GRADERS TAKING 11TH/12TH CRSES

How many of your tenth grade students take upper division (11th & 12th grade) courses? (IF NONE, WRITE '000')

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	4243	24.0%	31.8%
	1	176	1.0%	1.0%
	2	195	1.1%	1.7%
	3	128	.7%	.7%
	4	93	.5%	1.0%
	5	685	3.9%	4.6%
	6	222	1.3%	1.5%
	7	42	.2%	.2%
	8	68	.4%	.6%
	9	30	.2%	.2%
	10	1033	5.8%	7.8%
	11	43	.2%	.5%
	12	105	.6%	.5%
	13	24	.1%	.0%
	14	81	.5%	.4%
	15	529	3.0%	3.8%
	17	25	.1%	.2%
	18	51	.3%	.3%
	19	31	.2%	.4%
	20	563	3.2%	3.9%
	21	58	.3%	.3%
	22	25	.1%	.1%
	23	13	.1%	.1%
	24	2	.0%	.0%
	25	763	4.3%	5.2%
	26	39	.2%	.3%
	27	64	.4%	.5%
	29	20	.1%	.1%
	30	466	2.6%	3.7%
	31	1	.0%	.0%
	34	1	.0%	.1%
	35	200	1.1%	1.7%
	36	1	.0%	.0%
	37	10	.1%	.1%
	38	33	.2%	.2%
	39	1	.0%	.0%
	40	409	2.3%	3.2%
	42	1	.0%	.0%
	43	60	.3%	.4%
	45	54	.3%	.5%
	47	2	.0%	.0%
	48	21	.1%	.2%
	49	39	.2%	.2%
	50	713	4.0%	5.2%
	52	21	.1%	.3%
	53	1	.0%	.0%
	54	59	.3%	.4%
	55	70	.4%	.7%
	57	18	.1%	.1%
	60	204	1.2%	1.7%
	62	17	.1%	.1%
	63	21	.1%	.1%
	65	52	.3%	.3%
	67	13	.1%	.1%
	70	16	.1%	.1%
	72	5	.0%	.1%
	74	20	.1%	.1%
	75	302	1.7%	2.1%
	76	18	.1%	.0%
	80	95	.5%	.7%
	81	35	.2%	.2%
	85	39	.2%	.4%
	86	18	.1%	.1%
	90	73	.4%	.7%
	91	1	.0%	.0%
	95	1	.0%	.0%
	100	349	2.0%	2.4%
	102	4	.0%	.1%
	110	45	.3%	.3%
	114	4	.0%	.1%
	115	25	.1%	.2%
	120	10	.1%	.1%
	121	27	.2%	.0%
	122	26	.1%	.1%
	125	46	.3%	.4%
	126	2	.0%	.0%
	130	1	.0%	.1%
	135	2	.0%	.0%
	137	42	.2%	.2%
	140	25	.1%	.1%
	150	206	1.2%	1.3%
	175	47	.3%	.3%
	180	21	.1%	.1%
	186	22	.1%	.2%
	193	19	.1%	.2%
	200	46	.3%	.5%
	240	26	.1%	.2%
	250	24	.1%	.3%
	300	32	.2%	.3%
	337	4	.0%	.1%
	400	33	.2%	.2%
	425	13	.1%	.1%
	500	3	.0%	.0%
	550	4	.0%	.1%
	600	1	.0%	.0%
	663	20	.1%	.1%

	750	8	.0%	.0%
	800	9	.1%	.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	996	1	.0%	(MISS)
MISSING.....	998	4054	23.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 81

Tape Pos. 764-764
Format: I1

F1C81 SCHL KEEP RECORDS ON STUDNTS WHO DROPOUT

Does your school keep records on the number of students who drop out every year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	14119	79.9%	95.1%
NO.....	2	794	4.5%	4.9%
RESERVED CODES:				
MISSING.....	8	2750	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 82

Tape Pos. 765-765
Format: I1

F1C82 SCHOOL HAS DROPOUT PREVENTION PROGRAM

Does your school have a dropout prevention program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	9890	56.0%	58.4%
NO.....	2	7496	42.4%	41.6%
RESERVED CODES:				
MISSING.....	8	277	1.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 83

Tape Pos. 766-769
Format: I4

F1C83 # OF STUDNTS IN DRPOUT PREVENTION PROGRM

How many tenth-grade students are currently in this dropout prevention program? (Please give your best estimate.)

(WRITE IN THE NUMBER; OR MARK ZERO IF NONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	890	5.0%	11.4%
	1	32	.2%	.4%
	2	220	1.2%	3.7%
	3	144	.8%	1.8%
	4	158	.9%	1.9%
	5	325	1.8%	4.2%
	6	173	1.0%	1.6%
	7	40	.2%	.7%
	8	176	1.0%	2.5%
	9	2	.0%	.2%
	10	687	3.9%	8.4%
	11	43	.2%	.5%
	12	133	.8%	2.2%
	13	27	.2%	.4%
	14	78	.4%	1.0%
	15	417	2.4%	4.7%
	16	13	.1%	.2%
	17	23	.1%	.1%
	18	56	.3%	1.0%
	19	4	.0%	.2%
	20	558	3.2%	8.8%
	22	58	.3%	.8%
	24	8	.0%	.1%
	25	483	2.7%	6.4%
	27	129	.7%	1.5%
	28	55	.3%	.4%
	29	16	.1%	.1%
	30	307	1.7%	5.2%
	31	32	.2%	.5%
	32	35	.2%	.3%
	34	1	.0%	.0%
	35	113	.6%	1.2%
	36	14	.1%	.1%
	37	17	.1%	.1%
	38	12	.1%	.2%
	39	15	.1%	.2%
	40	143	.8%	1.9%
	42	18	.1%	.0%
	44	13	.1%	.1%
	45	74	.4%	1.0%
	48	34	.2%	.4%
	49	20	.1%	.2%
	50	446	2.5%	5.4%
	52	19	.1%	.2%
	53	24	.1%	.2%
	54	18	.1%	.3%
	55	26	.1%	.3%
	56	18	.1%	.2%
	58	25	.1%	.2%
	60	197	1.1%	2.2%
	61	63	.4%	.6%
	69	1	.0%	.1%
	70	89	.5%	.8%
	71	28	.2%	.2%
	72	22	.1%	.5%
	75	115	.7%	1.2%
	76	4	.0%	.1%
	77	17	.1%	.2%
	80	130	.7%	1.3%
	82	12	.1%	.1%
	85	11	.1%	.1%
	88	42	.2%	.5%
	90	13	.1%	.2%
	95	13	.1%	.1%
	100	259	1.5%	3.4%
	110	3	.0%	.0%
	111	7	.0%	.1%
	120	14	.1%	.4%
	125	28	.2%	.4%
	135	8	.0%	.1%
	137	20	.1%	.1%
	150	82	.5%	1.0%
	157	50	.3%	.7%
	170	1	.0%	.1%
	180	9	.1%	.0%
	183	1	.0%	.1%
	200	28	.2%	.5%
	212	4	.0%	.1%
	213	13	.1%	.2%
	219	11	.1%	.1%
	220	23	.1%	.2%
	242	25	.1%	.4%
	250	11	.1%	.4%
	300	4	.0%	.1%
	400	9	.1%	.1%
	401	1	.0%	.0%
	415	17	.1%	.2%
RESERVED CODES:				
MISSING.....	9998	3044	17.2%	(MISS)
LEGITIMATE SKIP.....	9999	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84

On what bases are students recommended for your dropout prevention program? (CIRCLE ALL THAT APPLY)

Question 84A — Tape Pos. 770-770, Format: I1

F1C84A ABSENTEEISM LEADS STU TO DROPOUT PROGRAM

Absentee record

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7716	43.7%	95.7%
DOES NOT APPLY	2	377	2.1%	4.3%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84B — Tape Pos. 771-771, Format: I1

F1C84B POOR ACADEMIC LEADS STU TO DROPOUT PROG

Academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7532	42.6%	93.1%
DOES NOT APPLY	2	561	3.2%	6.9%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84C — Tape Pos. 772-772, Format: I1

F1C84C TEACHER RECOMMENDS STU FOR DROPOUT PROG

Teacher's referral

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6925	39.2%	84.8%
DOES NOT APPLY	2	1168	6.6%	15.2%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84D — Tape Pos. 773-773, Format: I1

F1C84D COUNSELOR RECOMMENDS STU FOR DROPOUT PRG

Counselor's referral

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7519	42.6%	92.7%
DOES NOT APPLY	2	574	3.2%	7.3%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84E — Tape Pos. 774-774, Format: I1

F1C84E PARENT RECOMMENDS STU FOR DROPOUT PROG

Parental request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5868	33.2%	72.4%
DOES NOT APPLY	2	2225	12.6%	27.6%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84F — Tape Pos. 775-775, Format: I1

F1C84F STUDENT REQUEST LEADS TO DROPOUT PROGRAM

Student request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5068	28.7%	62.5%
DOES NOT APPLY	2	3025	17.1%	37.5%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 84G — Tape Pos. 776-776, Format: I1

F1C84G DISCIPLINARY PRBLMS LEAD TO DROPOUT PROG

Disciplinary problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6407	36.3%	79.2%
DOES NOT APPLY	2	1686	9.5%	20.8%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 85

DROPOUT PREVENTION PROGRAMS OPERATE IN A VARIETY OF WAYS TO RETAIN STUDENTS IN SCHOOL. SOME PROGRAMS STRUCTURE OPPORTUNITIES FOR STUDENTS TO EXPERIENCE ACADEMIC SUCCESS BY TAILORING CURRICULA OR PROVIDING ADDITIONAL INSTRUCTION. SOME PROGRAMS CREATE CONDITIONS FOR STUDENTS TO HAVE POSITIVE RELATIONSHIPS WITH PEERS OR ADULTS IN THE SCHOOL. OTHER PROGRAMS ATTEMPT TO MAKE STUDENTS MORE AWARE OF THE IMPORTANCE OF EDUCATION TO THEIR FUTURE. STILL OTHERS ATTEMPT TO HELP STUDENTS DEAL WITH EXTERNAL EVENTS IN THE FAMILY AND COMMUNITY THAT PREVENT THEM FROM DOING WELL IN SCHOOL.

To what extent are the following issues addressed by your school's dropout prevention program(s)? (CIRCLE ONE ON EACH LINE)

Question 85A — Tape Pos. 777-777, Format: I1

F1C85A DO PROG PROVIDES OPPORT FOR ACAD SUCCESS

Providing opportunities for academic success

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	47	.3%	.8%
MINOR EMPHASIS	2	1119	6.3%	15.0%
MAJOR EMPHASIS	3	6779	38.4%	84.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	12	.1%	(MISS)
MISSING	8	2844	16.1%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 85B — Tape Pos. 778-778, Format: I1

F1C85B DO PROG PROVIDES POSITVE SOC RELATNSHIPS

Providing positive social relationships in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	290	1.6%	3.8%
MINOR EMPHASIS	2	2212	12.5%	29.1%
MAJOR EMPHASIS	3	5435	30.8%	67.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	13	.1%	(MISS)
MISSING	8	2851	16.1%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 85C — Tape Pos. 779-779, Format: I1

F1C85C DO PROG STRESSES IMPORTANCE OF EDUCATION

Communicating the relevance of education to future endeavors

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	16	.1%	.3%
MINOR EMPHASIS	2	1858	10.5%	23.6%
MAJOR EMPHASIS	3	6081	34.4%	76.1%
RESERVED CODES:				
MISSING	8	2846	16.1%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 85D — Tape Pos. 780-780, Format: I1

F1C85D DO PROG REDUCES NEGATVE IMPACT OF FAMILY

Reducing the negative impact of family or community

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	489	2.8%	6.3%
MINOR EMPHASIS	2	2958	16.7%	37.1%
MAJOR EMPHASIS	3	4459	25.2%	56.6%
RESERVED CODES:				
MISSING	8	2895	16.4%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 86 — Tape Pos. 781-781, Format: I1

F1C86 FORMAL CLASSES IN DROPOUT PREVENTION PRG

Are formal classes held in your dropout prevention program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4073	23.1%	49.6%
NO	2	3995	22.6%	50.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2732	15.5%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87

When are classes held for your dropout prevention program? (CIRCLE ONE ON EACH LINE)

Question 87A — Tape Pos. 782-782, Format: I1

F1C87A DROPOUT PREVENTION CLASSES HELD MONDAY

Monday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	34	.2%	.5%
REGULAR SCHOOL HOURS	2	3521	19.9%	90.3%
EVENING HOURS	3	315	1.8%	9.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	51	.3%	(MISS)
MISSING	8	2885	16.3%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87B — Tape Pos. 783-783, Format: I1

F1C87B DROPOUT PREVENTION CLASSES HELD TUESDAY

Tuesday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	127	.7%	3.3%
REGULAR SCHOOL HOURS	2	3499	19.8%	88.8%
EVENING HOURS	3	280	1.6%	7.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	96	.5%	(MISS)
MISSING	8	2804	15.9%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87C — Tape Pos. 784-784, Format: I1

F1C87C DROPOUT PREVENTN CLASSES HELD WEDNESDAY

Wednesday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	73	.4%	1.8%
REGULAR SCHOOL HOURS	2	3451	19.5%	89.8%
EVENING HOURS	3	294	1.7%	8.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	89	.5%	(MISS)
MISSING	8	2899	16.4%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87D — Tape Pos. 785-785, Format: I1

F1C87D DROPOUT PREVENTION CLASSES HELD THURSDAY

Thursday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	127	.7%	3.2%
REGULAR SCHOOL HOURS	2	3474	19.7%	88.9%
EVENING HOURS	3	280	1.6%	7.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	96	.5%	(MISS)
MISSING	8	2829	16.0%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87E — Tape Pos. 786-786, Format: I1

F1C87E DROPOUT PREVENTION CLASSES HELD FRIDAY

Friday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	231	1.3%	6.4%
REGULAR SCHOOL HOURS	2	3477	19.7%	92.0%
EVENING HOURS	3	36	.2%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	37	.2%	(MISS)
MISSING	8	3025	17.1%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87F — Tape Pos. 787-787, Format: I1

F1C87F DROPOUT PREVENTION CLASSES HELD SATURDAY

Saturday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	1394	7.9%	83.5%
REGULAR SCHOOL HOURS	2	281	1.6%	15.9%
EVENING HOURS	3	3	.0%	.6%
RESERVED CODES:				
MISSING	8	5128	29.0%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 87G — Tape Pos. 788-788, Format: I1

F1C87G DROPOUT PREVENTION CLASSES HELD SUNDAY

Sunday

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT MEET	1	1397	7.9%	91.6%
REGULAR SCHOOL HOURS	2	125	.7%	7.7%
EVENING HOURS	3	3	.0%	.6%
RESERVED CODES:				
MISSING	8	5281	29.9%	(MISS)
LEGITIMATE SKIP	9	10857	61.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88

Which of the following services does your dropout prevention program offer? (CIRCLE ALL THAT APPLY)

Question 88A — Tape Pos. 789-789, Format: I1

F1C88A DO PROG OFFERS SPECIAL INSTRUCTION

Special instructional programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5148	29.1%	61.9%
DOES NOT APPLY	2	2872	16.3%	38.1%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88B — Tape Pos. 790-790, Format: I1

F1C88B DO PROG OFFERS TUTORING BY TEACHERS

Tutoring by teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6071	34.4%	73.8%
DOES NOT APPLY	2	1949	11.0%	26.2%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88C — Tape Pos. 791-791, Format: I1

F1C88C DO PROG OFFERS PEER TUTORING

Peer tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4632	26.2%	57.9%
DOES NOT APPLY	2	3388	19.2%	42.1%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88D — Tape Pos. 792-792, Format: I1

F1C88D DO PROG OFFERS INCENTIVES FOR ATTENDANCE

Incentives for better attendance or classroom performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4683	26.5%	58.2%
DOES NOT APPLY	2	3337	18.9%	41.8%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88E — Tape Pos. 793-793, Format: I1

F1C88E DO PROG MONITORS ATTENDANCE/PERFORMANCE

Close monitoring of student attendance or classroom performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7285	41.2%	89.9%
DOES NOT APPLY	2	735	4.2%	10.1%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88F — Tape Pos. 794-794, Format: I1

F1C88F DO PROG OFFERS INDIV/GROUP COUNSELING

Individual or group counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7152	40.5%	88.9%
DOES NOT APPLY	2	868	4.9%	11.1%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88G — Tape Pos. 795-795, Format: I1

F1C88G DO PROG OFFERS CAREER COUNSELING

Career counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6226	35.2%	77.6%
DOES NOT APPLY	2	1794	10.2%	22.4%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88H — Tape Pos. 796-796, Format: I1

F1C88H DO PROG OFFERS JOB PLACEMENT ASSISTANCE

Job placement assistance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4446	25.2%	54.7%
DOES NOT APPLY	2	3574	20.2%	45.3%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88I — Tape Pos. 797-797, Format: I1

F1C88I DO PROG OFFERS HEALTH CARE

Health care

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1971	11.2%	21.9%
DOES NOT APPLY	2	6049	34.2%	78.1%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 88J — Tape Pos. 798-798, Format: I1

F1C88J DO PROG OFFERS CHILDCARE

Childcare or nurseries for children of students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1094	6.2%	12.0%
DOES NOT APPLY	2	6926	39.2%	88.0%
RESERVED CODES:				
MISSING	8	2781	15.7%	(MISS)
LEGITIMATE SKIP	9	6862	38.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 89 — Tape Pos. 799-799, Format: I1

F1C89 AWARDED FOR RAISING ACHIEVEMENT LEVELS

Does your state and/or district offer a financial award or recognition to schools for raising student achievement levels?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2495	14.1%	17.1%
NO	2	12188	69.0%	82.9%
RESERVED CODES:				
MISSING	8	2980	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 90

If a person other than the school principal has answered Sections I to VI, please enter the following information:

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

THIS SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY

VII. SCHOOL CLIMATE

Question 91

Using the scale below, how much emphasis does each of the following receive in your school? (CIRCLE ONE ON EACH LINE)

Question 91A — Tape Pos. 800-800, Format: I1

F1C91A STAFF ANALYZING/SOLVING SCHOOL PROBLEMS

Giving the staff responsibility for analyzing and solving school problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	46	.3%	.4%
	2	203	1.1%	1.4%
MINOR EMPHASIS.....	3	2077	11.8%	14.8%
	4	7636	43.2%	50.8%
MAJOR EMPHASIS.....	5	5048	28.6%	32.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	15	.1%	(MISS)
MISSING.....	8	2638	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91B — Tape Pos. 801-801, Format: I1

F1C91B ESTABLISH STABLE STAFF/REDUCE TRANSFERS

Establishing a stable staff by reducing faculty transfers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	1560	8.8%	11.0%
	2	736	4.2%	4.8%
MINOR EMPHASIS.....	3	2029	11.5%	14.0%
	4	5243	29.7%	36.1%
MAJOR EMPHASIS.....	5	5277	29.9%	34.0%
RESERVED CODES:				
MISSING.....	8	2818	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91C — Tape Pos. 802-802, Format: I1

F1C91C CHANGING CURRICULUM/ACADEMIC REQUIREMENT

Changing curriculum (e.g., increasing academic course requirements)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	330	1.9%	2.4%
	2	414	2.3%	3.1%
MINOR EMPHASIS.....	3	2389	13.5%	15.6%
	4	6921	39.2%	46.0%
MAJOR EMPHASIS.....	5	4931	27.9%	32.9%
RESERVED CODES:				
MISSING.....	8	2678	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91D — Tape Pos. 803-803, Format: I1

F1C91D STAFF DEVELOPMENT ACTIVITIES

Staff development activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	105	.6%	.5%
	2	448	2.5%	3.0%
MINOR EMPHASIS.....	3	2292	13.0%	15.4%
	4	6657	37.7%	44.3%
MAJOR EMPHASIS.....	5	5490	31.1%	36.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	2666	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91E — Tape Pos. 804-804, Format: I1

F1C91E PROMOTING PARENTAL SUPPORT/INVOLVEMENT

Promoting parental support and involvement

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	72	.4%	.5%
	2	839	4.8%	5.6%
MINOR EMPHASIS.....	3	2562	14.5%	16.5%
	4	6129	34.7%	41.9%
MAJOR EMPHASIS.....	5	5439	30.8%	35.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	2617	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91F — Tape Pos. 805-805, Format: I1

F1C91F PUBLICIZE/HONOR ACADEMIC ACHIEVEMENT

Publicizing and honoring academic achievement

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	12	.1%	.0%
	2	207	1.2%	2.2%
MINOR EMPHASIS.....	3	916	5.2%	5.1%
	4	5090	28.8%	33.8%
MAJOR EMPHASIS.....	5	8835	50.0%	59.0%
RESERVED CODES:				
MISSING.....	8	2603	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91G — Tape Pos. 806-806, Format: I1

F1C91G PROMOTING EXTRACURRICULAR ACTIVITIES

Promoting student participation in team and extracurricular activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....	1	29	.2%	.3%
	2	245	1.4%	1.2%
MINOR EMPHASIS.....	3	820	4.6%	5.9%
	4	5912	33.5%	42.5%
MAJOR EMPHASIS.....	5	8033	45.5%	50.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1%	(MISS)
MISSING.....	8	2602	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 91H — Tape Pos. 807-807, Format: I1

F1C91H EMPHASIS ON MONITORING STU ACAD PROGRESS

Monitoring student academic progress

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO EMPHASIS.....				
	2	72	.4%	.5%
MINOR EMPHASIS.....	3	649	3.7%	4.1%
	4	5278	29.9%	37.2%
MAJOR EMPHASIS.....	5	9029	51.1%	58.2%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	22	.1%	(MISS)
MISSING.....	8	2613	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 92

Over the past three years, what percentage of the teachers in your school would you consider to have been:
(If none, enter '000'. Percentages should sum to 100%)

Question 92A — Tape Pos. 808-810, Format: I3

F1C92A PERCENTAGE OF POOR TEACHERS AT R'S SCHL

Poor teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	2821	16.0%	19.1%
	1	1591	9.0%	10.6%
	2	1289	7.3%	8.9%
	3	833	4.7%	5.5%
	4	501	2.8%	3.4%
	5	3590	20.3%	24.9%
	6	247	1.4%	1.9%
	7	247	1.4%	1.9%
	8	178	1.0%	1.8%
	9	61	.3%	.5%
	10	2242	12.7%	16.1%
	11	21	.1%	.2%
	12	41	.2%	.2%
	13	21	.1%	.2%
	14	39	.2%	.3%
	15	298	1.7%	1.9%
	16	16	.1%	.0%
	20	309	1.7%	2.0%
	25	67	.4%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	996	22	.1%	(MISS)
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3211	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 92B — Tape Pos. 811-813, Format: I3

F1C92B PERCENTAGE OF FAIR TEACHERS AT R'S SCHL

Fair teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	578	3.3%	4.1%
	1	439	2.5%	2.9%
	2	432	2.4%	2.3%
	3	294	1.7%	1.8%
	4	262	1.5%	1.9%
	5	1687	9.6%	11.2%
	6	189	1.1%	1.3%
	7	233	1.3%	1.3%
	8	565	3.2%	3.6%
	9	242	1.4%	1.3%
	10	2403	13.6%	16.7%
	11	35	.2%	.2%
	12	257	1.5%	1.7%
	13	60	.3%	.7%
	14	176	1.0%	1.2%
	15	1654	9.4%	11.2%
	16	60	.3%	.5%
	17	87	.5%	.8%
	18	101	.6%	.7%
	19	93	.5%	.6%
	20	1702	9.6%	12.1%
	21	76	.4%	.8%
	22	36	.2%	.3%
	23	55	.3%	.6%
	24	44	.2%	.5%
	25	794	4.5%	5.4%
	28	26	.1%	.3%
	29	38	.2%	.2%
	30	824	4.7%	5.8%
	31	49	.3%	.3%
	32	34	.2%	.3%
	33	1	.0%	.0%
	34	36	.2%	.5%
	35	314	1.8%	1.8%
	36	17	.1%	.1%
	38	39	.2%	.1%
	39	4	.0%	.1%
	40	282	1.6%	2.0%
	44	44	.2%	.3%
	45	41	.2%	.3%
	48	22	.1%	.2%
	50	148	.8%	1.2%
	60	20	.1%	.5%
	70	38	.2%	.2%
	80	8	.0%	.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	996	22	.1%	(MISS)
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	3084	17.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 92C

Tape Pos. 814-816
Format: I3

F1C92C PERCENTAGE OF GOOD TEACHERS AT R'S SCHL

Good teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	35	.2%	.2%
	1	1	.0%	.0%
	2	15	.1%	.1%
	3	19	.1%	.2%
	5	177	1.0%	1.0%
	6	18	.1%	.1%
	7	3	.0%	.1%
	8	99	.6%	.7%
	9	84	.5%	.5%
	10	301	1.7%	2.1%
	11	19	.1%	.1%
	12	2	.0%	.0%
	13	26	.1%	.2%
	14	18	.1%	.1%
	15	355	2.0%	2.4%
	17	21	.1%	.2%
	18	7	.0%	.1%
	19	25	.1%	.2%
	20	655	3.7%	3.9%
	23	38	.2%	.2%
	24	42	.2%	.3%
	25	549	3.1%	3.7%
	26	2	.0%	.0%
	27	54	.3%	.3%
	28	4	.0%	.1%
	29	19	.1%	.2%
	30	1214	6.9%	8.1%
	31	17	.1%	.1%
	32	50	.3%	.5%
	33	19	.1%	.2%
	34	10	.1%	.1%
	35	223	1.3%	1.4%
	36	51	.3%	.3%
	37	113	.6%	.7%
	38	61	.3%	.5%
	39	31	.2%	.2%
	40	1496	8.5%	9.8%
	42	94	.5%	.5%
	43	29	.2%	.2%
	44	102	.6%	.8%
	45	501	2.8%	3.3%
	46	107	.6%	.5%
	47	54	.3%	.3%
	48	181	1.0%	.7%
	49	25	.1%	.1%
	50	2442	13.8%	17.4%
	51	67	.4%	.4%
	52	145	.8%	.9%
	53	59	.3%	.3%
	54	69	.4%	.4%
	55	446	2.5%	2.9%
	56	53	.3%	.4%
	57	42	.2%	.4%
	58	47	.3%	.3%
	59	48	.3%	.3%
	60	1503	8.5%	11.0%
	61	48	.3%	.4%
	63	65	.4%	.7%
	64	139	.8%	1.1%
	65	267	1.5%	1.8%
	67	38	.2%	.3%
	68	151	.9%	.8%
	69	23	.1%	.1%
	70	765	4.3%	5.5%
	71	17	.1%	.2%
	72	75	.4%	.5%
	73	74	.4%	.4%
	74	28	.2%	.3%
	75	231	1.3%	1.7%
	76	3	.0%	.1%
	78	49	.3%	.2%
	79	35	.2%	.2%
	80	518	2.9%	3.8%
	82	21	.1%	.1%
	83	18	.1%	.1%
	85	168	1.0%	.9%
	86	25	.1%	.2%
	87	20	.1%	.1%
	89	1	.0%	.0%
	90	23	.1%	.3%
	95	47	.3%	.3%
	100	1	.0%	.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	996	22	.1%	(MISS)
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	2886	16.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 92D

Tape Pos. 817-819
Format: I3

F1C92D PERCENTAGE OF EXCELLENT TEACHERS

Excellent teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	23	.1%	.3%
	2	31	.2%	.2%
	3	45	.3%	.4%
	4	5	.0%	.3%
	5	197	1.1%	1.6%
	6	34	.2%	.2%
	8	106	.6%	.8%
	9	53	.3%	.3%
	10	1444	8.2%	10.4%
	11	53	.3%	.3%
	12	163	.9%	1.1%
	13	24	.1%	.2%
	14	29	.2%	.4%
	15	805	4.6%	6.2%
	16	18	.1%	.2%
	17	89	.5%	.6%
	18	93	.5%	.5%
	19	15	.1%	.1%
	20	2505	14.2%	17.3%
	21	22	.1%	.2%
	22	16	.1%	.1%
	23	60	.3%	.4%
	24	142	.8%	.8%
	25	1653	9.4%	10.9%
	26	124	.7%	.9%
	27	20	.1%	.2%
	28	79	.4%	.5%
	29	42	.2%	.3%
	30	1061	6.0%	7.2%
	31	19	.1%	.2%
	32	116	.7%	.8%
	33	143	.8%	1.0%
	34	80	.5%	.5%
	35	381	2.2%	2.3%
	36	2	.0%	.1%
	37	57	.3%	.4%
	38	18	.1%	.5%
	39	43	.2%	.2%
	40	620	3.5%	4.3%
	41	21	.1%	.1%
	42	57	.3%	.7%
	43	42	.2%	.4%
	44	14	.1%	.1%
	45	279	1.6%	1.7%
	46	24	.1%	.1%
	47	70	.4%	.4%
	48	46	.3%	.3%
	49	69	.4%	.4%
	50	865	4.9%	5.2%
	54	47	.3%	.2%
	55	179	1.0%	1.2%
	56	16	.1%	.0%
	57	32	.2%	.3%
	58	25	.1%	.3%
	59	1	.0%	.0%
	60	442	2.5%	2.9%
	62	47	.3%	.4%
	64	21	.1%	.2%
	65	169	1.0%	.8%
	67	15	.1%	.1%
	68	20	.1%	.1%
	69	13	.1%	.1%
	70	293	1.7%	1.8%
	72	15	.1%	.1%
	75	350	2.0%	2.1%
	79	45	.3%	.1%
	80	379	2.1%	2.6%
	82	16	.1%	.1%
	84	47	.3%	.3%
	85	137	.8%	.8%
	88	20	.1%	.1%
	89	4	.0%	.1%
	90	293	1.7%	1.7%
	91	34	.2%	.4%
	93	16	.1%	.1%
	95	87	.5%	.5%
	97	12	.1%	.0%
	100	13	.1%	.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	996	22	.1%	(MISS)
REFUSAL.....	997	18	.1%	(MISS)
MISSING.....	998	2918	16.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93

Indicate how much each of the characteristics listed below describes your school's climate. (CIRCLE ONE ONE EACH LINE)

Question 93A — Tape Pos. 820-820, Format: I1

F1C93A DISCIPLINE IS EMPHASIZED AT R'S SCHOOL

Discipline is emphasized at this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	46	.3%	.1%
	2	116	.7%	.7%
SOMEWHAT ACCURATE.....	3	992	5.6%	5.8%
	4	4830	27.3%	31.0%
VERY ACCURATE.....	5	8967	50.8%	62.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93B — Tape Pos. 821-821, Format: I1

F1C93B STUDENTS PLACE HIGH PRIORITY ON LEARNING

Students place a high priority on learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	72	.4%	.4%
	2	411	2.3%	3.5%
SOMEWHAT ACCURATE.....	3	4766	27.0%	33.6%
	4	6106	34.6%	41.1%
VERY ACCURATE.....	5	3637	20.6%	21.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	19	.1%	(MISS)
MISSING.....	8	2652	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93C — Tape Pos. 822-822, Format: I1

F1C93C CLASSROOM ACTIVITIES HIGHLY STRUCTURED

Classroom activities are highly structured

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	1	.0%	.0%
	2	205	1.2%	1.2%
SOMEWHAT ACCURATE.....	3	4095	23.2%	27.7%
	4	7712	43.7%	51.6%
VERY ACCURATE.....	5	2923	16.5%	19.4%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	23	.1%	(MISS)
MISSING.....	8	2704	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93D — Tape Pos. 823-823, Format: I1

F1C93D TEACHERS PRESS STUDENTS TO ACHIEVE

Teachers at this school press students to achieve academically

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....				
	2	151	.9%	.9%
SOMEWHAT ACCURATE.....	3	2668	15.1%	19.5%
	4	7509	42.5%	50.9%
VERY ACCURATE.....	5	4637	26.3%	28.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	23	.1%	(MISS)
MISSING.....	8	2675	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93E — Tape Pos. 824-824, Format: I1

F1C93E STUDENTS ARE EXPECTED TO DO HOMEWORK

Students are expected to do homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....				
	2	189	1.1%	1.3%
SOMEWHAT ACCURATE.....	3	2360	13.4%	17.5%
	4	5723	32.4%	39.1%
VERY ACCURATE.....	5	6735	38.1%	42.1%
RESERVED CODES:				
MISSING.....	8	2656	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93F — Tape Pos. 825-825, Format: I1

F1C93F TEACHER MORALE IS HIGH

Teacher morale is high

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	104	.6%	.9%
	2	522	3.0%	4.0%
SOMEWHAT ACCURATE.....	3	3504	19.8%	24.3%
	4	7925	44.9%	52.5%
VERY ACCURATE.....	5	2893	16.4%	18.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	20	.1%	(MISS)
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93G — Tape Pos. 826-826, Format: I1

F1C93G STUDENT MORALE IS HIGH

Student morale is high

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	16	.1%	.1%
	2	232	1.3%	1.9%
SOMEWHAT ACCURATE.....	3	2852	16.1%	19.8%
	4	9048	51.2%	60.7%
VERY ACCURATE.....	5	2839	16.1%	17.5%
RESERVED CODES:				
MISSING.....	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93H — Tape Pos. 827-827, Format: I1

F1C93H THE SCHOOL EMPHASIZES SPORTS

The school emphasizes sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	182	1.0%	2.2%
	2	866	4.9%	5.8%
SOMEWHAT ACCURATE.....	3	4299	24.3%	30.3%
	4	6406	36.3%	41.8%
VERY ACCURATE.....	5	3197	18.1%	19.8%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	31	.2%	(MISS)
MISSING.....	8	2682	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93I — Tape Pos. 828-828, Format: I1

F1C93I STUDENTS ENCOURAGED TO COMPETE FOR GRDS

Students are encouraged to compete for grades

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	558	3.2%	3.1%
	2	1300	7.4%	8.7%
SOMEWHAT ACCURATE.....	3	4460	25.3%	30.2%
	4	6532	37.0%	43.7%
VERY ACCURATE.....	5	2169	12.3%	14.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	2640	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93J — Tape Pos. 829-829, Format: I1

F1C93J STU ENCOURAGD TO ENROLL/ACADEMIC CLASSES

Counselors and teachers encourage students to enroll in academic classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	52	.3%	.4%
	2	52	.3%	.3%
SOMEWHAT ACCURATE.....	3	1041	5.9%	7.3%
	4	6173	34.9%	43.0%
VERY ACCURATE.....	5	7695	43.6%	48.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	5	.0%	(MISS)
MISSING.....	8	2645	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93K — Tape Pos. 830-830, Format: I1

F1C93K TCHRS HAVE NEGATIVE ATTITUDES ABT STUS

Teachers have a negative attitude about students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	6060	34.3%	38.7%
	2	5901	33.4%	41.3%
SOMEWHAT ACCURATE.....	3	1868	10.6%	13.1%
	4	1020	5.8%	6.1%
VERY ACCURATE.....	5	109	.6%	.8%
RESERVED CODES:				
MISSING.....	8	2705	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93L — Tape Pos. 831-831, Format: I1

F1C93L TCHRS HAVE DIFFICULTY MOTIVATING STUDNTS

Teachers find it difficult to movtivate students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	2023	11.5%	12.3%
	2	4010	22.7%	25.7%
SOMEWHAT ACCURATE.....	3	6456	36.6%	46.0%
	4	1927	10.9%	12.4%
VERY ACCURATE.....	5	516	2.9%	3.7%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	47	.3%	(MISS)
MISSING.....	8	2684	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 93M — Tape Pos. 832-832, Format: I1

F1C93M CONFLICT BETWEEN TEACHERS/ADMINISTRATORS

There is conflict between teachers and administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATE AT ALL.....	1	6984	39.5%	45.8%
	2	5881	33.3%	39.7%
SOMEWHAT ACCURATE.....	3	1131	6.4%	7.8%
	4	723	4.1%	5.2%
VERY ACCURATE.....	5	251	1.4%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	7	.0%	(MISS)
MISSING.....	8	2686	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94

Please indicate which of the following rules exist in your school. (CIRCLE ONE ON EACH LINE)

Question 94A — Tape Pos. 833-833, Format: I1

F1C94A VISTORS SIGN IN AT THE MAIN OFFICE

Visitors are required to sign in or report at the main office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	14246	80.7%	96.9%
NO.....	2	757	4.3%	3.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	2657	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94B — Tape Pos. 834-834, Format: I1

F1C94B HALL PASSES NEEDED TO VISIT THE LIBRARY

Hall passes are required to visit the library

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES.....	1	11912	67.4%	83.0%
NO.....	2	2993	16.9%	17.0%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	3	.0%	(MISS)
MISSING.....	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94C — Tape Pos. 835-835, Format: I1

F1C94C HALL PASSES NEEDED TO VISIT THE LAVATORY

Hall passes are required to vist the lavatory

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11892	67.3%	83.5%
NO	2	3080	17.4%	16.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2688	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94D — Tape Pos. 836-836, Format: I1

F1C94D HALL PASSES NEEDED TO VIST SCHOOL OFFICE

Hall passes are required to visit the principal or a teacher's office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11942	67.6%	83.3%
NO	2	2998	17.0%	16.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94E — Tape Pos. 837-837, Format: I1

F1C94E HALL PASSES NEEDED TO VISIT A COUNSELOR

Hall passes are required to vist a counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11928	67.5%	83.8%
NO	2	2999	17.0%	16.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2733	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94F — Tape Pos. 838-838, Format: I1

F1C94F STUDENT UNIFORMS ARE REQUIRED

Student uniforms are required

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	929	5.3%	5.0%
NO	2	14094	79.8%	95.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2637	14.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94G — Tape Pos. 839-839, Format: I1

F1C94G CERTAIN FORMS OF STUDENT DRESS FORBIDDEN

Certain forms of student dress are forbidden

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13718	77.7%	91.3%
NO	2	1226	6.9%	8.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2716	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94H — Tape Pos. 840-840, Format: I1

F1C94H STUDNTS NOT TO LEAVE SCH DURING SCHL HRS

Students are prohibited from leaving the school or school grounds during school hours

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11558	65.4%	77.5%
NO	2	3443	19.5%	22.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2659	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 94I — Tape Pos. 841-841, Format: I1

F1C94I RULES PROHIBITING INVOLVEMENT WITH GANGS

Rules prohibiting student involvement with gangs on school grounds are enforced

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11186	63.3%	79.0%
NO	2	3212	18.2%	21.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	3262	18.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95

Indicate the degree to which each of the following is a problem with students in your school.
(CIRCLE ONE ON EACH LINE)

Question 95A — Tape Pos. 842-842, Format: I1

F1C95A TARDINESS A PROBLEM AT R'S SCHOOL

Tardiness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	761	4.3%	4.5%
MINOR PROBLEM	2	6299	35.7%	40.7%
MODERATE PROBLEM	3	6182	35.0%	42.0%
SERIOUS PROBLEM	4	1769	10.0%	12.8%
RESERVED CODES:				
MISSING	8	2652	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95B — Tape Pos. 843-843, Format: I1

F1C95B ABSENTEEISM A PROBLEM AT R'S SCHOOL

Absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	1665	9.4%	9.1%
MINOR PROBLEM	2	6367	36.0%	42.9%
MODERATE PROBLEM	3	5245	29.7%	35.3%
SERIOUS PROBLEM	4	1735	9.8%	12.7%
RESERVED CODES:				
MISSING	8	2651	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95C — Tape Pos. 844-844, Format: I1

F1C95C CLASS CUTTING A PROBLEM AT R'S SCHOOL

Class cutting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	3074	17.4%	19.7%
MINOR PROBLEM	2	7680	43.5%	51.6%
MODERATE PROBLEM	3	3441	19.5%	23.0%
SERIOUS PROBLEM	4	808	4.6%	5.7%
RESERVED CODES:				
MISSING	8	2660	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95D — Tape Pos. 845-845, Format: I1

F1C95D PHYSICAL CONFLICTS A PROBLEM AT R'S SCHL

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	4684	26.5%	29.2%
MINOR PROBLEM	2	8812	49.9%	59.9%
MODERATE PROBLEM	3	1337	7.6%	9.6%
SERIOUS PROBLEM	4	179	1.0%	1.2%
RESERVED CODES:				
MISSING	8	2651	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95E — Tape Pos. 846-846, Format: I1

F1C95E GANG ACTIVITY A PROBLEM AT R'S SCHOOL

Gang activity

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	12300	69.6%	82.6%
MINOR PROBLEM	2	2217	12.6%	14.2%
MODERATE PROBLEM	3	419	2.4%	2.9%
SERIOUS PROBLEM	4	67	.4%	.3%
RESERVED CODES:				
MISSING	8	2660	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95F — Tape Pos. 847-847, Format: I1

F1C95F ROBBERY OR THEFT A PROBLEM AT R'S SCHOOL

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	4224	23.9%	29.0%
MINOR PROBLEM	2	9486	53.7%	63.4%
MODERATE PROBLEM	3	1137	6.4%	7.0%
SERIOUS PROBLEM	4	117	.7%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	2694	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95G — Tape Pos. 848-848, Format: I1

F1C95G VANDALISM A PROBLEM AT R'S SCHOOL

Vandalism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	5332	30.2%	35.7%
MINOR PROBLEM	2	8565	48.5%	57.2%
MODERATE PROBLEM	3	969	5.5%	6.6%
SERIOUS PROBLEM	4	85	.5%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	2690	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95H — Tape Pos. 849-849, Format: I1

F1C95H USE OF ALCOHOL A PROBLEM AT R'S SCHOOL

Use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	2450	13.9%	17.4%
MINOR PROBLEM	2	6827	38.7%	45.7%
MODERATE PROBLEM	3	4701	26.6%	30.3%
SERIOUS PROBLEM	4	902	5.1%	6.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	107	.6%	(MISS)
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95I — Tape Pos. 850-850, Format: I1

F1C95I USE OF ILLEGAL DRUGS A PRBLM AT R'S SCHL

Use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	2891	16.4%	19.8%
MINOR PROBLEM	2	8673	49.1%	58.2%
MODERATE PROBLEM	3	3168	17.9%	20.5%
SERIOUS PROBLEM	4	184	1.0%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	2745	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95J — Tape Pos. 851-851, Format: I1

F1C95J POSSESSION OF WEAPONS A PROBLEM AT SCHL

Possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	11116	62.9%	72.9%
MINOR PROBLEM	2	3756	21.3%	25.7%
MODERATE PROBLEM	3	181	1.0%	1.4%
SERIOUS PROBLEM	4	23	.1%	.1%
RESERVED CODES:				
MISSING	8	2587	14.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95K — Tape Pos. 852-852, Format: I1

F1C95K PHYSICAL ABUSE OF TCHRS A PROBLM AT SCHL

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	14066	79.6%	93.2%
MINOR PROBLEM	2	965	5.5%	6.6%
MODERATE PROBLEM	3	29	.2%	.1%
RESERVED CODES:				
MISSING	8	2603	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95L — Tape Pos. 853-853, Format: I1

F1C95L VERBAL ABUSE OF TCHRS A PROBLEM AT SCHL

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	7044	39.9%	44.7%
MINOR PROBLEM	2	7287	41.3%	49.9%
MODERATE PROBLEM	3	582	3.3%	4.6%
SERIOUS PROBLEM	4	116	.7%	.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	2612	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 95M — Tape Pos. 854-854, Format: I1

F1C95M RACIAL CONFLICT AMONG STUDENTS A PROBLEM

Racial/ethnic conflict among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT A PROBLEM	1	9861	55.8%	64.6%
MINOR PROBLEM	2	4566	25.9%	31.3%
MODERATE PROBLEM	3	604	3.4%	4.0%
SERIOUS PROBLEM	4	3	.0%	.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	2607	14.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96

In your school, what happens to a student who is caught doing one of the following? (Expulsion means the student is asked to permanently withdraw; suspension means the student is asked to leave for a period of time, but is permitted to come back to the school at some later date.) (CIRCLE ALL THAT APPLY)
FIRST OCCURRENCE

Question 96A0 — Tape Pos. 855-855, Format: I1

F1C96A0 NO ACTION 1ST TIME CAUGHT CHEATING

No action and no warning issued if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	170	1.0%	1.3%
DOES NOT APPLY	2	14446	81.8%	98.7%
RESERVED CODES:				
MISSING	8	3047	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96A1 — Tape Pos. 856-856, Format: I1

F1C96A1 DETENTN 1ST TIME CAUGHT CHEATING ON TEST

Detention or minor disciplinary action if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11217	63.5%	78.9%
DOES NOT APPLY	2	3399	19.2%	21.1%
RESERVED CODES:				
MISSING	8	3047	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96A2 — Tape Pos. 857-857, Format: I1

F1C96A2 IN-SCHOOL SUSPENSION 1ST TIME CHEATING

In-school suspension if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	4017	22.7%	26.5%
DOES NOT APPLY.....	2	10599	60.0%	73.5%
RESERVED CODES:				
MISSING.....	8	3047	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96A3 — Tape Pos. 858-858, Format: I1

F1C96A3 OUT-OF-SCHL SUSPENSION 1ST TIME CHEATING

Out-of-school suspension if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1549	8.8%	8.2%
DOES NOT APPLY.....	2	13067	74.0%	91.8%
RESERVED CODES:				
MISSING.....	8	3047	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96A4 — Tape Pos. 859-859, Format: I1

F1C96A4 TRANSFERRED IF CAUGHT CHEATING 1ST TIME

Transfer student to another school if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	19	.1%	.0%
DOES NOT APPLY.....	2	14597	82.6%	100.0%
RESERVED CODES:				
MISSING.....	8	3047	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96A5 — Tape Pos. 860-860, Format: I1

F1C96A5 EXPULSION IF CAUGHT CHEATING 1ST TIME

Expulsion if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	136	.8%	.4%
DOES NOT APPLY.....	2	14480	82.0%	99.6%
RESERVED CODES:				
MISSING.....	8	3047	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96B0 — Tape Pos. 861-861, Format: I1

F1C96B0 NO ACTION FOR SKIPPING CLASSES 1ST TIME

No action and no warning issued if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	48	.3%	.2%
DOES NOT APPLY.....	2	14854	84.1%	99.8%
RESERVED CODES:				
MISSING.....	8	2761	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96B1 — Tape Pos. 862-862, Format: I1

F1C96B1 DETENTN IF CAUGHT SKIPPNG CLASS 1ST TIME

Detention or minor disciplinary action if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	8218	46.5%	54.2%
DOES NOT APPLY.....	2	6684	37.8%	45.8%
RESERVED CODES:				
MISSING.....	8	2761	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96B2 — Tape Pos. 863-863, Format: I1

F1C96B2 IN-SCH SUSPENSN CAUGHT SKIPPING 1ST TIME

In-school suspension if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	7658	43.4%	51.3%
DOES NOT APPLY.....	2	7244	41.0%	48.7%
RESERVED CODES:				
MISSING.....	8	2761	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96B3 — Tape Pos. 864-864, Format: I1

F1C96B3 OUT-SCH SUSPENSN SKIPPNG CLASS 1ST TIME

Out-of-school suspension if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	2593	14.7%	17.9%
DOES NOT APPLY.....	2	12309	69.7%	82.1%
RESERVED CODES:				
MISSING.....	8	2761	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96B4 — Tape Pos. 865-865, Format: I1

F1C96B4 TRANSFR IF CAUGHT SKIPPNG CLASS 1ST TIME

Transfer student to another school if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	169	1.0%	.9%
DOES NOT APPLY	2	14733	83.4%	99.1%
RESERVED CODES:				
MISSING	8	2761	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96B5 — Tape Pos. 866-866, Format: I1

F1C96B5 EXPULSION CAUGHT SKIPPING CLASS 1ST TIME

Expulsion if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	267	1.5%	1.9%
DOES NOT APPLY	2	14635	82.9%	98.1%
RESERVED CODES:				
MISSING	8	2761	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96C0 — Tape Pos. 867-867, Format: I1

F1C96C0 NO ACTION IF SKIP SCHL 1-2 DAYS 1ST TIME

No action and no warning issued if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	78	.4%	.6%
DOES NOT APPLY	2	14877	84.2%	99.4%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96C1 — Tape Pos. 868-868, Format: I1

F1C96C1 DETENTION IF SKIP SCHL 1-2 DAYS 1ST TIME

Detention or minor disciplinary action if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4312	24.4%	29.4%
DOES NOT APPLY	2	10643	60.3%	70.6%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96C2 — Tape Pos. 869-869, Format: I1

F1C96C2 IN-SCH SUSPENSN IF SKIP 1-2DAYS 1ST TIME

In-school suspension if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8884	50.3%	59.7%
DOES NOT APPLY	2	6071	34.4%	40.3%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96C3 — Tape Pos. 870-870, Format: I1

F1C96C3 OUT-SCH SUSPENSN SKIP 1-2 DAYS 1ST TIME

Out-of-school suspension if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4536	25.7%	30.4%
DOES NOT APPLY	2	10419	59.0%	69.6%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96C4 — Tape Pos. 871-871, Format: I1

F1C96C4 TRANSFERRED IF SKIP 1-2 DAYS 1ST TIME

Transfer student to another school if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	104	.6%	.5%
DOES NOT APPLY	2	14851	84.1%	99.5%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96C5 — Tape Pos. 872-872, Format: I1

F1C96C5 EXPULSION IF SKIP SCHL 1-2 DAYS 1ST TIME

Expulsion if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	237	1.3%	1.5%
DOES NOT APPLY	2	14718	83.3%	98.5%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96D0 — Tape Pos. 873-873, Format: I1

F1C96D0 NO ACTION IF SKIP 3DAYS OR MORE 1ST TIME

No action and no warning issued if caught skipping school for three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	65	.4%	.4%
DOES NOT APPLY	2	14779	83.7%	99.6%
RESERVED CODES:				
MISSING	8	2819	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96D1 — Tape Pos. 874-874, Format: I1

F1C96D1 DETENTN IF SKIP 3 DAYS OR MORE 1ST TIME

Detention or minor disciplinary action for skipping school three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2549	14.4%	19.1%
DOES NOT APPLY	2	12295	69.6%	80.9%
RESERVED CODES:				
MISSING	8	2819	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96D2 — Tape Pos. 875-875, Format: I1

F1C96D2 IN-SCH SUSPENSN SKIP 3 DAYS OR MORE- 1ST

In-school suspension for skipping school for three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7976	45.2%	52.5%
DOES NOT APPLY	2	6868	38.9%	47.5%
RESERVED CODES:				
MISSING	8	2819	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96D3 — Tape Pos. 876-876, Format: I1

F1C96D3 OUT-SCH SUSPENSN SKIP 3DAYS OR MORE-1ST

Out-of-school suspension for skipping school three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6824	38.6%	45.6%
DOES NOT APPLY	2	8020	45.4%	54.4%
RESERVED CODES:				
MISSING	8	2819	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96D4 — Tape Pos. 877-877, Format: I1

F1C96D4 TRANSFERRED IF SKIP 3 DAYS OR MORE -1ST

Transfer student to another school for skipping school for three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	236	1.3%	1.5%
DOES NOT APPLY	2	14608	82.7%	98.5%
RESERVED CODES:				
MISSING	8	2819	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96D5 — Tape Pos. 878-878, Format: I1

F1C96D5 EXPULSION IF SKIP SCH 3 DAYS OR MORE-1ST

Expulsion if caught skipping school three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	778	4.4%	4.8%
DOES NOT APPLY	2	14066	79.6%	95.2%
RESERVED CODES:				
MISSING	8	2819	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96E0 — Tape Pos. 879-879, Format: I1

F1C96E0 NO ACTION IF INJURY TO ANOTHR STUDNT-1ST

No action and no warning issued if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.0%	.0%
DOES NOT APPLY	2	14939	84.6%	100.0%
RESERVED CODES:				
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96E1 — Tape Pos. 880-880, Format: I1

F1C96E1 DETENTION IF INJURY TO ANOTHR STUDNT-1ST

Detention or minor disciplinary action if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	502	2.8%	2.5%
DOES NOT APPLY	2	14438	81.7%	97.5%
RESERVED CODES:				
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96E2 — Tape Pos. 881-881, Format: I1

F1C96E2 IN-SCH SUSPENSN IF INJURY TO ANOTHER-1ST

In-school suspension if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2866	16.2%	18.4%
DOES NOT APPLY	2	12074	68.4%	81.6%
RESERVED CODES:				
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96E3 — Tape Pos. 882-882, Format: I1

F1C96E3 OUT-OF-SCH SUSPENSN IF INJURE ANOTHR-1ST

Out-of-school suspension if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12106	68.5%	82.4%
DOES NOT APPLY	2	2834	16.0%	17.6%
RESERVED CODES:				
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96E4 — Tape Pos. 883-883, Format: I1

F1C96E4 TRANSFERRED IF INJURE ANOTHER STUDNT-1ST

Transfer student to another school if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1079	6.1%	6.8%
DOES NOT APPLY	2	13861	78.5%	93.2%
RESERVED CODES:				
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96E5 — Tape Pos. 884-884, Format: I1

F1C96E5 EXPULSION IF INJURY TO ANOTHR STUDNT-1ST

Expulsion if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3473	19.7%	21.2%
DOES NOT APPLY	2	11467	64.9%	78.8%
RESERVED CODES:				
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96F0 — Tape Pos. 885-885, Format: I1

F1C96F0 NO ACTION FOR POSSESSION OF ALCOHOL-1ST

No action and no warning issued for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.0%	.0%
DOES NOT APPLY	2	14942	84.6%	100.0%
RESERVED CODES:				
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96F1 — Tape Pos. 886-886, Format: I1

F1C96F1 DETENTION FOR POSSESSION OF ALCOHOL -1ST

Detention or minor disciplinary action for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	128	.7%	1.0%
DOES NOT APPLY	2	14815	83.9%	99.0%
RESERVED CODES:				
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96F2 — Tape Pos. 887-887, Format: I1

F1C96F2 IN-SCH SUSPENSN IF POSSESSION ALCOHL-1ST

In-school suspension for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2152	12.2%	14.0%
DOES NOT APPLY	2	12791	72.4%	86.0%
RESERVED CODES:				
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96F3 — Tape Pos. 888-888, Format: I1

F1C96F3 OUT-SCH SUSPEN3N ALCOHOL POSSESSION -1ST

Out-of-school suspension for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11713	66.3%	79.3%
DOES NOT APPLY	2	3230	18.3%	20.7%
RESERVED CODES:				
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96F4 — Tape Pos. 889-889, Format: I1

F1C96F4 TRANSFER FOR 1ST POSSESSION OF ALCOHOL

Transfer student to another school for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	993	5.6%	6.5%
DOES NOT APPLY	2	13950	79.0%	93.5%
RESERVED CODES:				
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96F5 — Tape Pos. 890-890, Format: I1

F1C96F5 EXPULSION FOR POSSESSION OF ALCOHOL- 1ST

Expulsion for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3396	19.2%	22.1%
DOES NOT APPLY	2	11547	65.4%	77.9%
RESERVED CODES:				
MISSING	8	2720	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96G0 — Tape Pos. 891-891, Format: I1

F1C96G0 NO ACTION FOR POSSESSION OF DRUGS- 1ST

No action and no warning issued for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.0%	.0%
DOES NOT APPLY	2	14907	84.4%	100.0%
RESERVED CODES:				
MISSING	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96G1 — Tape Pos. 892-892, Format: I1

F1C96G1 DETENTION FOR POSSESSION OF DRUGS- 1ST

Detention or minor disciplinary action for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	66	.4%	.4%
DOES NOT APPLY	2	14842	84.0%	99.6%
RESERVED CODES:				
MISSING	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96G2 — Tape Pos. 893-893, Format: I1

F1C96G2 IN-SCH SUSPENSN FOR 1ST POSSESSION DRUGS

In-school suspension for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1383	7.8%	9.0%
DOES NOT APPLY	2	13525	76.6%	91.0%
RESERVED CODES:				
MISSING	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96G3 — Tape Pos. 894-894, Format: I1

F1C96G3 OUT-SCH SUSPENSN IF 1ST POSSESSION DRUGS

Out-of-school suspension if possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10436	59.1%	72.6%
DOES NOT APPLY	2	4472	25.3%	27.4%
RESERVED CODES:				
MISSING	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96G4 — Tape Pos. 895-895, Format: I1

F1C96G4 TRANSFER IF POSSESSION OF DRUGS 1ST TIME

Transfer student to another school for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1244	7.0%	8.6%
DOES NOT APPLY	2	13664	77.4%	91.4%
RESERVED CODES:				
MISSING	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96G5 — Tape Pos. 896-896, Format: I1

F1C96G5 EXPULSION FOR 1ST POSSESSION OF DRUGS

Expulsion for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6191	35.1%	40.5%
DOES NOT APPLY	2	8717	49.4%	59.5%
RESERVED CODES:				
MISSING	8	2755	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96H0 — Tape Pos. 897-897, Format: I1

F1C96H0 NO ACTION IF CAUGHT SELLING DRUGS- 1ST

No action and no warning issued if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY.....	2	14968	84.7%	100.0%
RESERVED CODES:				
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96H1 — Tape Pos. 898-898, Format: I1

F1C96H1 DETENTION FOR SELLING ILLEGAL DRUGS- 1ST

Detention or minor disciplinary action if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	8	.0%	.1%
DOES NOT APPLY.....	2	14960	84.7%	99.9%
RESERVED CODES:				
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96H2 — Tape Pos. 899-899, Format: I1

F1C96H2 IN-SCHOOL SUSPENSN FOR SELLING DRUGS-1ST

In-school suspension if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	425	2.4%	3.2%
DOES NOT APPLY.....	2	14543	82.3%	96.8%
RESERVED CODES:				
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96H3 — Tape Pos. 900-900, Format: I1

F1C96H3 OUT-SCH SUSPENSN FOR SELLING DRUGS- 1ST

Out-of-school suspension if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	5821	33.0%	41.8%
DOES NOT APPLY.....	2	9147	51.8%	58.2%
RESERVED CODES:				
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96H4 — Tape Pos. 901-901, Format: I1

F1C96H4 TRANSFR IF CAUGHT SELLING DRUGS 1ST TIME

Transfer student to another school if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	990	5.6%	6.4%
DOES NOT APPLY.....	2	13978	79.1%	93.6%
RESERVED CODES:				
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96H5 — Tape Pos. 902-902, Format: I1

F1C96H5 EXPULSN IF CAUGHT SELLING DRUGS 1ST TIME

Expulsion if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	11195	63.4%	72.8%
DOES NOT APPLY.....	2	3773	21.4%	27.2%
RESERVED CODES:				
MISSING.....	8	2695	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96I0 — Tape Pos. 903-903, Format: I1

F1C96I0 NO ACTION FOR POSSESSION OF WEAPONS- 1ST

No action and no warning issued for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	20	.1%	.1%
DOES NOT APPLY.....	2	14889	84.3%	99.9%
RESERVED CODES:				
MISSING.....	8	2754	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96I1 — Tape Pos. 904-904, Format: I1

F1C96I1 DETENTION FOR POSSESSION OF WEAPONS- 1ST

Detention or minor disciplinary action for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	124	.7%	1.2%
DOES NOT APPLY.....	2	14785	83.7%	98.8%
RESERVED CODES:				
MISSING.....	8	2754	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96I2 — Tape Pos. 905-905, Format: I1

F1C96I2 IN-SCH SUSPENSION 1ST POSSESSION WEAPONS

In-school suspension for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	646	3.7%	4.7%
DOES NOT APPLY.....	2	14263	80.8%	95.3%
RESERVED CODES:				
MISSING.....	8	2754	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96I3 — Tape Pos. 906-906, Format: I1

F1C96I3 OUT-SCH SUSPENSN 1ST POSSESSION WEAPONS

Out-of-school suspension for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	7040	39.9%	48.6%
DOES NOT APPLY.....	2	7869	44.6%	51.4%
RESERVED CODES:				
MISSING.....	8	2754	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96I4 — Tape Pos. 907-907, Format: I1

F1C96I4 TRANSFER FOR POSSESSION OF WEAPONS- 1ST

Transfer student to another school for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1113	6.3%	7.4%
DOES NOT APPLY.....	2	13796	78.1%	92.6%
RESERVED CODES:				
MISSING.....	8	2754	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96I5 — Tape Pos. 908-908, Format: I1

F1C96I5 EXPULSION FOR POSSESSION OF WEAPONS- 1ST

Expulsion for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	9945	56.3%	65.7%
DOES NOT APPLY.....	2	4964	28.1%	34.3%
RESERVED CODES:				
MISSING.....	8	2754	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JO — Tape Pos. 909-909, Format: I1

F1C96JO NO ACTION FOR USE OF ALCOHOL AT SCH- 1ST

No action and no warning issued if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY.....	2	14895	84.3%	100.0%
RESERVED CODES:				
MISSING.....	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96J1 — Tape Pos. 910-910, Format: I1

F1C96J1 DETENTION FOR USE OF ALCOHOL AT SCH- 1ST

Detention or minor disciplinary action if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	55	.3%	.5%
DOES NOT APPLY.....	2	14840	84.0%	99.5%
RESERVED CODES:				
MISSING.....	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96J2 — Tape Pos. 911-911, Format: I1

F1C96J2 IN-SCH SUSPENSN IF USE ALCOHL AT SCH-1ST

In-school suspension if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	1832	10.4%	12.0%
DOES NOT APPLY.....	2	13063	74.0%	88.0%
RESERVED CODES:				
MISSING.....	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96J3 — Tape Pos. 912-912, Format: I1

F1C96J3 OUT-SCH SUSPENSN USING ALCOHL AT SCH-1ST

Out-of-school suspension if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	11373	64.4%	77.6%
DOES NOT APPLY.....	2	3522	19.9%	22.4%
RESERVED CODES:				
MISSING.....	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96J4 — Tape Pos. 913-913, Format: I1

F1C96J4 TRANSFER IF USING ALCOHOL AT SCHOOL- 1ST

Transfer student to another school if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1190	6.7%	7.7%
DOES NOT APPLY	2	13705	77.6%	92.3%
RESERVED CODES:				
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96J5 — Tape Pos. 914-914, Format: I1

F1C96J5 EXPULSION FOR USE OF ALCOHOL AT SCH- 1ST

Expulsion if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4039	22.9%	26.0%
DOES NOT APPLY	2	10856	61.5%	74.0%
RESERVED CODES:				
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96K0 — Tape Pos. 915-915, Format: I1

F1C96K0 NO ACTION FOR USE OF DRUGS AT SCHOOL-1ST

No action and no warning issued if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14857	84.1%	100.0%
RESERVED CODES:				
MISSING	8	2806	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96K1 — Tape Pos. 916-916, Format: I1

F1C96K1 DETENTION FOR 1ST USE OF DRUGS AT SCHOOL

Detention or minor disciplinary action if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	57	.3%	.4%
DOES NOT APPLY	2	14800	83.8%	99.6%
RESERVED CODES:				
MISSING	8	2806	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96K2 — Tape Pos. 917-917, Format: I1

F1C96K2 IN-SCH SUSPENSN FOR 1ST DRUG USE AT SCHL

In-school suspension if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1392	7.9%	9.1%
DOES NOT APPLY	2	13465	76.2%	90.9%
RESERVED CODES:				
MISSING	8	2806	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96K3 — Tape Pos. 918-918, Format: I1

F1C96K3 OUT-SCH SUSPENSN FOR 1ST DRUG USE AT SCH

Out-of-school suspension if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10324	58.4%	71.1%
DOES NOT APPLY	2	4533	25.7%	28.9%
RESERVED CODES:				
MISSING	8	2806	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96K4 — Tape Pos. 919-919, Format: I1

F1C96K4 TRANSFER FOR 1ST USE OF DRUGS AT SCHOOL

Transfer student to another school if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1273	7.2%	8.4%
DOES NOT APPLY	2	13584	76.9%	91.6%
RESERVED CODES:				
MISSING	8	2806	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96K5 — Tape Pos. 920-920, Format: I1

F1C96K5 EXPULSION FOR 1ST USE OF DRUGS AT SCHOOL

Expulsion if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5708	32.3%	37.3%
DOES NOT APPLY	2	9149	51.8%	62.7%
RESERVED CODES:				
MISSING	8	2806	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96L0 — Tape Pos. 921-921, Format: I1

F1C96L0 NO ACTION FOR 1ST TIME SMOKING AT SCHOOL

No action and no warning issued if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	218	1.2%	1.1%
DOES NOT APPLY	2	14760	83.6%	98.9%
RESERVED CODES:				
MISSING	8	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96L1 — Tape Pos. 922-922, Format: I1

F1C96L1 DETENTION FOR 1ST TIME SMOKING AT SCHOOL

Detention or minor disciplinary action if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3784	21.4%	24.1%
DOES NOT APPLY	2	11194	63.4%	75.9%
RESERVED CODES:				
MISSING	8	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96L2 — Tape Pos. 923-923, Format: I1

F1C96L2 IN-SCH SUSPENSN FOR SMOKING AT SCHL- 1ST

In-school suspension if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7071	40.0%	46.7%
DOES NOT APPLY	2	7907	44.8%	53.3%
RESERVED CODES:				
MISSING	8	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96L3 — Tape Pos. 924-924, Format: I1

F1C96L3 OUT-SCH SUSPENSN FOR SMOKING AT SCHL-1ST

Out-of-school suspension if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6669	37.8%	45.0%
DOES NOT APPLY	2	8309	47.0%	55.0%
RESERVED CODES:				
MISSING	8	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96L4 — Tape Pos. 925-925, Format: I1

F1C96L4 TRANSFER IF 1ST TIME SMOKING AT SCHOOL

Transfer student to another school if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	26	.1%	.2%
DOES NOT APPLY	2	14952	84.7%	99.8%
RESERVED CODES:				
MISSING	8	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96L5 — Tape Pos. 926-926, Format: I1

F1C96L5 EXPULSION IF 1ST TIME SMOKING AT SCHOOL

Expulsion if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	498	2.8%	3.3%
DOES NOT APPLY	2	14480	82.0%	96.7%
RESERVED CODES:				
MISSING	8	2685	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96M0 — Tape Pos. 927-927, Format: I1

F1C96M0 NO ACTION FOR VERBAL ABUSE OF TCHRS-1ST

No action and no warning issued for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4	.0%	.1%
DOES NOT APPLY	2	14983	84.8%	99.9%
RESERVED CODES:				
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96M1 — Tape Pos. 928-928, Format: I1

F1C96M1 DETENTION FOR 1ST VERBAL ABUSE OF TCHRS

Detention or minor disciplinary action for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1871	10.6%	11.8%
DOES NOT APPLY	2	13116	74.3%	88.2%
RESERVED CODES:				
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96M2 — Tape Pos. 929-929, Format: I1

F1C96M2 IN-SCH SUSPENSN 1ST VERBAL ABUSE TCHRS

In-school suspension for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5925	33.5%	38.6%
DOES NOT APPLY	2	9062	51.3%	61.4%
RESERVED CODES:				
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96M3 — Tape Pos. 930-930, Format: I1

F1C96M3 OUT-SCH SUSPENSION IF 1ST VERBAL ABUSE

Out-of-school suspension for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9840	55.7%	66.7%
DOES NOT APPLY	2	5147	29.1%	33.3%
RESERVED CODES:				
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96M4 — Tape Pos. 931-931, Format: I1

F1C96M4 TRANSFER FOR 1ST VERBAL ABUSE OF TEACHRS

Transfer student to another school for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	730	4.1%	4.1%
DOES NOT APPLY	2	14257	80.7%	95.9%
RESERVED CODES:				
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96M5 — Tape Pos. 932-932, Format: I1

F1C96M5 EXPULSION FOR 1ST VERBAL ABUSE TEACHERS

Expulsion for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1993	11.3%	12.1%
DOES NOT APPLY	2	12994	73.6%	87.9%
RESERVED CODES:				
MISSING	8	2676	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96N0 — Tape Pos. 933-933, Format: I1

F1C96N0 NO ACTION IF INJURY TO TCHR FOR 1ST TIME

No action and no warning issued if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5	.0%	.2%
DOES NOT APPLY	2	14950	84.6%	99.8%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96N1 — Tape Pos. 934-934, Format: I1

F1C96N1 DETENTION IF INJURY TO TCHR 1ST TIME

Detention or minor disciplinary action if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	55	.3%	.3%
DOES NOT APPLY	2	14900	84.4%	99.7%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96N2 — Tape Pos. 935-935, Format: I1

F1C96N2 IN-SCH SUSPENSN IF 1ST INJURY TO TEACHER

In-school suspension if caught causing physical injury to a teacher or a staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	330	1.9%	2.3%
DOES NOT APPLY	2	14625	82.8%	97.7%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96N3 — Tape Pos. 936-936, Format: I1

F1C96N3 OUT-SCH SUSPENSN IF 1ST INJURY TO TEACHR

Out-of-school suspension if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5213	29.5%	36.8%
DOES NOT APPLY	2	9742	55.2%	63.2%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96N4 — Tape Pos. 937-937, Format: I1

F1C96N4 TRANSFER IF 1ST PHYSICAL INJURY TO TCHR

Transfer student to another school if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1157	6.6%	7.6%
DOES NOT APPLY	2	13798	78.1%	92.4%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96N5 — Tape Pos. 938-938, Format: I1

F1C96N5 EXPULSION IF 1ST PHYSICAL INJURY TO TCHR

Expulsion if caught causing physical injury to a teacher or a staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12221	69.2%	80.5%
DOES NOT APPLY	2	2734	15.5%	19.5%
RESERVED CODES:				
MISSING	8	2708	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 9600 — Tape Pos. 939-939, Format: I1

F1C9600 NO ACTION FOR 1ST THEFT SCHOOL PROPERTY

No action and no warning issued for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.0%	.0%
DOES NOT APPLY	2	14821	83.9%	100.0%
RESERVED CODES:				
MISSING	8	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 9601 — Tape Pos. 940-940, Format: I1

F1C9601 DETENTION FOR 1ST THEFT OF SCHL PROPERTY

Detention or minor disciplinary action for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	539	3.1%	3.6%
DOES NOT APPLY	2	14283	80.9%	96.4%
RESERVED CODES:				
MISSING	8	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 9602 — Tape Pos. 941-941, Format: I1

F1C9602 IN-SCH SUSPENSN 1ST THEFT SCH PROPERTY

In-school suspension for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3445	19.5%	23.6%
DOES NOT APPLY	2	11377	64.4%	76.4%
RESERVED CODES:				
MISSING	8	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 9603 — Tape Pos. 942-942, Format: I1

F1C9603 OUT-SCH SUSPENSN 1ST THEFT SCH PROPERTY

Out-of-school suspension for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10860	61.5%	75.1%
DOES NOT APPLY	2	3962	22.4%	24.9%
RESERVED CODES:				
MISSING	8	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 9604 — Tape Pos. 943-943, Format: I1

F1C9604 TRANSFER IF 1ST THEFT OF SCHOOL PROPERTY

Transfer student to another school for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	971	5.5%	6.2%
DOES NOT APPLY	2	13851	78.4%	93.8%
RESERVED CODES:				
MISSING	8	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 9605 — Tape Pos. 944-944, Format: I1

F1C9605 EXPULSION IF 1ST TIME THEFT SCH PROPERTY

Expulsion for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3726	21.1%	22.0%
DOES NOT APPLY	2	11096	62.8%	78.0%
RESERVED CODES:				
MISSING	8	2841	16.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96P0 — Tape Pos. 945-945, Format: I1

F1C96P0 NO ACTION FOR 1ST CLASSROOM DISTURBANCE

No action and no warning issued for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	90	.5%	.6%
DOES NOT APPLY	2	14979	84.8%	99.4%
RESERVED CODES:				
MISSING	8	2594	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96P1 — Tape Pos. 946-946, Format: I1

F1C96P1 DETENTION FOR 1ST CLASSRM DISTURBANCE

Detention or minor disciplinary action for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10313	58.4%	66.3%
DOES NOT APPLY	2	4756	26.9%	33.7%
RESERVED CODES:				
MISSING	8	2594	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96P2 — Tape Pos. 947-947, Format: I1

F1C96P2 IN-SCH SUSPENSN 1ST CLASSRM DISTURBANCE

In-school suspension for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6976	39.5%	47.2%
DOES NOT APPLY	2	8093	45.8%	52.8%
RESERVED CODES:				
MISSING	8	2594	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96P3 — Tape Pos. 948-948, Format: I1

F1C96P3 OUT-SCH SUSPENSN 1ST CLASSRM DISTURBANCE

Out-of-school suspension for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4032	22.8%	27.5%
DOES NOT APPLY	2	11037	62.5%	72.5%
RESERVED CODES:				
MISSING	8	2594	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96P4 — Tape Pos. 949-949, Format: I1

F1C96P4 TRANSFER FOR 1ST CLASSROOM DISTURBANCE

Transfer student to another school for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	228	1.3%	1.4%
DOES NOT APPLY	2	14841	84.0%	98.6%
RESERVED CODES:				
MISSING	8	2594	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96P5 — Tape Pos. 950-950, Format: I1

F1C96P5 EXPULSION FOR 1ST CLASSROOM DISTURBANCE

Expulsion for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	586	3.3%	3.5%
DOES NOT APPLY	2	14483	82.0%	96.5%
RESERVED CODES:				
MISSING	8	2594	14.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96Q0 — Tape Pos. 951-951, Format: I1

F1C96Q0 NO ACTION FOR 1ST USE OF PROFANITY

No action and no warning issued if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	105	.6%	.6%
DOES NOT APPLY	2	14909	84.4%	99.4%
RESERVED CODES:				
MISSING	8	2649	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96Q1 — Tape Pos. 952-952, Format: I1

F1C96Q1 DETENTION FOR 1ST USE PROFANITY IN CLASS

Detention or minor disciplinary action if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8936	50.6%	57.0%
DOES NOT APPLY	2	6078	34.4%	43.0%
RESERVED CODES:				
MISSING	8	2649	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96Q2 — Tape Pos. 953-953, Format: I1

F1C96Q2 IN-SCH SUSPENSN FOR 1ST USE PROFANITY

In-school suspension if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7438	42.1%	51.5%
DOES NOT APPLY	2	7576	42.9%	48.5%
RESERVED CODES:				
MISSING	8	2649	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96Q3 — Tape Pos. 954-954, Format: I1

F1C96Q3 OUT-SCH SUSPENSN 1ST USE OF PROFANITY

Out-of-school suspension if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4763	27.0%	32.7%
DOES NOT APPLY	2	10251	58.0%	67.3%
RESERVED CODES:				
MISSING	8	2649	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96Q4 — Tape Pos. 955-955, Format: I1

F1C96Q4 TRANSFER FOR 1ST USE OF PROFANITY

Transfer student to another school if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	138	.8%	.8%
DOES NOT APPLY	2	14876	84.2%	99.2%
RESERVED CODES:				
MISSING	8	2649	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96Q5 — Tape Pos. 956-956, Format: I1

F1C96Q5 EXPULSION FOR 1ST USE OF PROFANITY

Expulsion if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	451	2.6%	2.6%
DOES NOT APPLY	2	14563	82.4%	97.4%
RESERVED CODES:				
MISSING	8	2649	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96AA0 — Tape Pos. 957-957, Format: I1

F1C96AA0 NO ACTION 2ND TIME CAUGHT CHEATING

No action and no warning issued if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	115	.7%	.7%
DOES NOT APPLY	2	14379	81.4%	99.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3167	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96AA1 — Tape Pos. 958-958, Format: I1

F1C96AA1 DETENTION 2ND TM CAUGHT CHEATING ON TEST

Detention or minor disciplinary action if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3861	21.9%	28.6%
DOES NOT APPLY	2	10633	60.2%	71.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3167	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96AA2 — Tape Pos. 959-959, Format: I1

F1C96AA2 IN-SCHOOL SUSPENSION 2ND TIME CHEATING

In-school suspension if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6577	37.2%	45.7%
DOES NOT APPLY	2	7917	44.8%	54.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3167	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96AA3 — Tape Pos. 960-960, Format: I1

F1C96AA3 OUT-OF-SCHOOL SUSPENSN 2ND TIME CHEATING

Out-of-school suspension if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6042	34.2%	42.1%
DOES NOT APPLY	2	8452	47.9%	57.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3167	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96AA4 — Tape Pos. 961-961, Format: I1

F1C96AA4 TRANFER 2ND TIME CAUGHT CHEATING ON TEST

Transfer student to another school if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	305	1.7%	2.1%
DOES NOT APPLY	2	14189	80.3%	97.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3167	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96AA5 — Tape Pos. 962-962, Format: I1

F1C96AA5 EXPULSN 2ND TIME CAUGHT CHEATING ON TEST

Expulsion if caught cheating on tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1546	8.8%	6.3%
DOES NOT APPLY	2	12948	73.3%	93.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3167	17.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96BB0 — Tape Pos. 963-963, Format: I1

F1C96BB0 NO ACTION 2ND TIME FOR SKIPPING CLASSES

No action and no warning issued if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	21	.1%	.0%
DOES NOT APPLY	2	14860	84.1%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2780	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96BB1 — Tape Pos. 964-964, Format: I1

F1C96BB1 DETENTION 2ND TIME FOR SKIPPING CLASSES

Detention or minor disciplinary action if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1799	10.2%	13.2%
DOES NOT APPLY	2	13082	74.1%	86.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2780	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96BB2 — Tape Pos. 965-965, Format: I1

F1C96BB2 IN-SCHOOL SUSPENSION 2ND TM SKIP CLASSES

In-school suspension if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7043	39.9%	46.0%
DOES NOT APPLY	2	7838	44.4%	54.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2780	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96BB3 — Tape Pos. 966-966, Format: I1

F1C96BB3 OUT-SCH SUSPENSION 2ND TM SKIPPING CLASS

Out-of-school suspension if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8583	48.6%	59.4%
DOES NOT APPLY	2	6298	35.7%	40.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2780	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96BB4 — Tape Pos. 967-967, Format: I1

F1C96BB4 TRANFER 2ND TIME FOR SKIPPING CLASSES

Transfer student to another school if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	859	4.9%	5.5%
DOES NOT APPLY	2	14022	79.4%	94.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2780	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96BB5 — Tape Pos. 968-968, Format: I1

F1C96BB5 EXPULSION 2ND TIME FOR SKIPPING CLASSES

Expulsion if caught skipping classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2248	12.7%	12.3%
DOES NOT APPLY	2	12633	71.5%	87.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2780	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96CC0 — Tape Pos. 969-969, Format: I1

F1C96CC0 NO ACTION 2ND TM SKIPPING SCHL 1-2 DAYS

No action and no warning issued if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	42	.2%	.3%
DOES NOT APPLY	2	14731	83.4%	99.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2888	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96CC1 — Tape Pos. 970-970, Format: I1

F1C96CC1 DETENTION 2ND TM SKIPPING SCHL 1-2 DAYS

Detention or minor disciplinary action if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1112	6.3%	9.1%
DOES NOT APPLY	2	13661	77.3%	90.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2888	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96CC2 — Tape Pos. 971-971, Format: I1

F1C96CC2 IN-SCH SUSPENSION 2ND TIME SKIP 1-2 DAYS

In-school suspension if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6162	34.9%	40.5%
DOES NOT APPLY	2	8611	48.8%	59.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2888	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96CC3 — Tape Pos. 972-972, Format: I1

F1C96CC3 OUT-SCH SUSPNSN 2ND TM SKIP SCH 1-2 DAYS

Out-of-school suspension if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9305	52.7%	64.5%
DOES NOT APPLY	2	5468	31.0%	35.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2888	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96CC4 — Tape Pos. 973-973, Format: I1

F1C96CC4 TRANSFER 2ND TM FOR SKIPPNG SCH 1-2 DAYS

Transfer student to another school if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	839	4.8%	5.9%
DOES NOT APPLY	2	13934	78.9%	94.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2888	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96CC5 — Tape Pos. 974-974, Format: I1

F1C96CC5 EXPULSION 2ND TIME SKIPPING SCH 1-2 DAYS

Expulsion if caught skipping school for one or two days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2132	12.1%	12.1%
DOES NOT APPLY	2	12641	71.6%	87.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2888	16.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96DD0 — Tape Pos. 975-975, Format: I1

F1C96DD0 NO ACTION 2ND TM SKIP SCH 3 OR MORE DAYS

No action and no warning issued if caught skipping school for three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	34	.2%	.3%
DOES NOT APPLY	2	14567	82.5%	99.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3060	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96DD1 — Tape Pos. 976-976, Format: I1

F1C96DD1 DETENTION 2ND TM SKIP SCH 3 OR MORE DAYS

Detention or minor disciplinary action for skipping school three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	747	4.2%	6.0%
DOES NOT APPLY	2	13854	78.4%	94.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3060	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96DD2 — Tape Pos. 977-977, Format: I1

F1C96DD2 IN-SCH SUSPENSN 2ND TM SKIP 3-MORE DAYS

In-school suspension for skipping school for three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5223	29.6%	35.0%
DOES NOT APPLY	2	9378	53.1%	65.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3060	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96DD3 — Tape Pos. 978-978, Format: I1

F1C96DD3 OUT-SCH SUSPNSN 2ND TM SKIP 3-MORE DAYS

Out-of-school suspension for skipping school three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9290	52.6%	65.5%
DOES NOT APPLY	2	5311	30.1%	34.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3060	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96DD4 — Tape Pos. 979-979, Format: I1

F1C96DD4 TRANSFER 2ND TM SKIP SCHL 3 OR MORE DAYS

Transfer Student to Another School for Skipping school for three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1301	7.4%	9.7%
DOES NOT APPLY	2	13300	75.3%	90.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3060	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96DD5 — Tape Pos. 980-980, Format: I1

F1C96DD5 EXPULSION 2ND TM SKIP SCH 3 OR MORE DAYS

Expulsion if caught skipping school three days or more

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3011	17.0%	18.2%
DOES NOT APPLY	2	11590	65.6%	81.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	3060	17.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96EE0 — Tape Pos. 981-981, Format: I1

F1C96EE0 NO ACTION 2ND TM INJURY TO ANOTHR STUDNT

No action and no warning issued if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.0%	.0%
DOES NOT APPLY	2	14934	84.5%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96EE1 — Tape Pos. 982-982, Format: I1

F1C96EE1 DETENTION 2ND TM PHYSICAL INJURY STUDENT

Detention or minor disciplinary action if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	53	.3%	.3%
DOES NOT APPLY	2	14882	84.3%	99.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96EE2 — Tape Pos. 983-983, Format: I1

F1C96EE2 IN-SCH SUSPNSN 2ND TM PHYSCL INJURY STUS

In-school suspension if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1034	5.9%	6.9%
DOES NOT APPLY	2	13901	78.7%	93.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96EE3 — Tape Pos. 984-984, Format: I1

F1C96EE3 OUT-SCH SUSPNSN 2ND TM PHYSCL ABUSE STUS

Out-of-school suspension if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8154	46.2%	57.8%
DOES NOT APPLY	2	6781	38.4%	42.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96EE4 — Tape Pos. 985-985, Format: I1

F1C96EE4 TRANSFER 2ND TM PHYSICAL INJURY STUDENT

Transfer student to another school if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2215	12.5%	15.4%
DOES NOT APPLY	2	12720	72.0%	84.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96EE5 — Tape Pos. 986-986, Format: I1

F1C96EE5 EXPULSION 2ND TM INJURY TO ANOTHER STUS

Expulsion if caught causing physical injury to another student

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9360	53.0%	60.8%
DOES NOT APPLY	2	5575	31.6%	39.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2726	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96FF0 — Tape Pos. 987-987, Format: I1

F1C96FF0 NO ACTION 2ND TIME POSSESSION OF ALCOHOL

No action and no warning issued for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14892	84.3%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2769	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96FF1 — Tape Pos. 988-988, Format: I1

F1C96FF1 DETENTION 2ND TIME POSSESSION OF ALCOHOL

Detention or minor disciplinary action for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	51	.3%	.3%
DOES NOT APPLY	2	14841	84.0%	99.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2769	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96FF2 — Tape Pos. 989-989, Format: I1

F1C96FF2 IN-SCH SUSPNSN 2ND TM POSSESSION ALCOHOL

In-school suspension for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1013	5.7%	6.3%
DOES NOT APPLY	2	13879	78.6%	93.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2769	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96FF3 — Tape Pos. 990-990, Format: I1

F1C96FF3 OUT-SCH SUSPNSN 2ND TM POSSESSION ALCOHL

Out-of-school suspension for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7312	41.4%	51.9%
DOES NOT APPLY	2	7580	42.9%	48.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2769	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96FF4 — Tape Pos. 991-991, Format: I1

F1C96FF4 TRANSFER 2ND TIME POSSESSION OF ALCOHOL

Transfer student to another school for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1740	9.9%	11.7%
DOES NOT APPLY	2	13152	74.5%	88.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2769	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96FF5 — Tape Pos. 992-992, Format: I1

F1C96FF5 EXPULSION 2ND TIME POSSESSION OF ALCOHOL

Expulsion for possession of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9614	54.4%	63.8%
DOES NOT APPLY	2	5278	29.9%	36.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2769	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96GG0 — Tape Pos. 993-993, Format: I1

F1C96GG0 NO ACTION 2ND TIME POSSESSION OF DRUGS

No action and no warning issued for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14893	84.3%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96GG1 — Tape Pos. 994-994, Format: I1

F1C96GG1 DETENTION 2ND TIME POSSESSION OF DRUGS

Detention or minor disciplinary action for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	22	.1%	.2%
DOES NOT APPLY	2	14871	84.2%	99.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96GG2 — Tape Pos. 995-995, Format: I1

F1C96GG2 IN-SCH SUSPNSN 2ND TIME POSSESSION DRUGS

In-school suspension for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	686	3.9%	4.3%
DOES NOT APPLY	2	14207	80.4%	95.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96GG3 — Tape Pos. 996-996, Format: I1

F1C96GG3 OUT-SCH SUSPENSN 2ND TM POSSESSION DRUGS

Out-of-school suspension if possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5850	33.1%	41.1%
DOES NOT APPLY	2	9043	51.2%	58.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96GG4 — Tape Pos. 997-997, Format: I1

F1C96GG4 TRANSFER 2ND TIME POSSESSION OF DRUGS

Transfer student to another school for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1601	9.1%	10.7%
DOES NOT APPLY	2	13292	75.3%	89.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96GG5 — Tape Pos. 998-998, Format: I1

F1C96GG5 EXPULSION 2ND TIME POSSESSION OF DRUGS

Expulsion for possession of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11502	65.1%	76.6%
DOES NOT APPLY	2	3391	19.2%	23.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2768	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96HH0 — Tape Pos. 999-999, Format: I1

F1C96HH0 NO ACTION 2ND TIME SELLING ILLEGAL DRUGS

No action and no warning issued if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14891	84.3%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2770	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96HH1 — Tape Pos. 1000-1000, Format: I1

F1C96HH1 DETENTION 2ND TIME SELLING DRUGS

Detention or minor disciplinary action if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8	.0%	.1%
DOES NOT APPLY	2	14883	84.3%	99.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2770	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96HH2 — Tape Pos. 1001-1001, Format: I1

F1C96HH2 IN-SCH SUSPENSION 2ND TIME SELLING DRUGS

In-school suspension if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	214	1.2%	1.8%
DOES NOT APPLY	2	14677	83.1%	98.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2770	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96HH3 — Tape Pos. 1002-1002, Format: I1

F1C96HH3 OUT-SCH SUSPENSION 2ND TM SELLING DRUGS

Out-of-school suspension if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3157	17.9%	23.6%
DOES NOT APPLY	2	11734	66.4%	76.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2770	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96HH4 — Tape Pos. 1003-1003, Format: I1

F1C96HH4 TRANSFER 2ND TIME SELLING ILLEGAL DRUGS

Transfer student to another school if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1113	6.3%	7.9%
DOES NOT APPLY	2	13778	78.0%	92.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2770	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96HH5 — Tape Pos. 1004-1004, Format: I1

F1C96HH5 EXPULSION 2ND TIME SELLING ILLEGAL DRUGS

Expulsion if caught selling illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13613	77.1%	90.7%
DOES NOT APPLY	2	1278	7.2%	9.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2770	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96II0 — Tape Pos. 1005-1005, Format: I1

F1C96II0 NO ACTION 2ND TIME POSSESSION OF WEAPONS

No action and no warning issued for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14827	83.9%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96II1 — Tape Pos. 1006-1006, Format: I1

F1C96II1 DETENTION 2ND TIME POSSESSION OF WEAPONS

Detention or minor disciplinary action for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	19	.1%	.1%
DOES NOT APPLY	2	14808	83.8%	99.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96II2 — Tape Pos. 1007-1007, Format: I1

F1C96II2 IN-SCH SUSPNSN 2ND TM POSSESSION WEAPONS

In-school suspension for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	312	1.8%	2.3%
DOES NOT APPLY	2	14515	82.2%	97.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96II3 — Tape Pos. 1008-1008, Format: I1

F1C96II3 OUT-SCH SUSPNSN 2ND TM POSSESSION WEAPON

Out-of-school suspension for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3310	18.7%	25.2%
DOES NOT APPLY	2	11517	65.2%	74.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96II4 — Tape Pos. 1009-1009, Format: I1

F1C96II4 TRANSFER 2ND TM POSSESSION OF WEAPONS

Transfer student to another school for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1094	6.2%	7.9%
DOES NOT APPLY	2	13733	77.8%	92.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96II5 — Tape Pos. 1010-1010, Format: I1

F1C96II5 EXPULSION 2ND TIME POSSESSION OF WEAPONS

Expulsion for possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13494	76.4%	90.1%
DOES NOT APPLY	2	1333	7.5%	9.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2834	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JJO — Tape Pos. 1011-1011, Format: I1

F1C96JJO NO ACTION 2ND TM USE OF ALCOHOL AT SCHL

No action and no warning issued if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14919	84.5%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2742	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JJ1 — Tape Pos. 1012-1012, Format: I1

F1C96JJ1 DETENTION 2ND TM USE OF ALCOHOL AT SCHL

Detention or minor disciplinary action if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	33	.2%	.1%
DOES NOT APPLY	2	14886	84.3%	99.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2742	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JJ2 — Tape Pos. 1013-1013, Format: I1

F1C96JJ2 IN-SCHL SUSPENSION 2ND TM USE OF ALCOHOL

In-school suspension if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	771	4.4%	5.0%
DOES NOT APPLY	2	14148	80.1%	95.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2742	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JJ3 — Tape Pos. 1014-1014, Format: I1

F1C96JJ3 OUT-SCH SUSPENSION 2ND TM USE OF ALCOHOL

Out-of-school suspension if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6668	37.8%	47.5%
DOES NOT APPLY	2	8251	46.7%	52.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2742	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JJ4 — Tape Pos. 1015-1015, Format: I1

F1C96JJ4 TRANSFER 2ND TM USE OF ALCOHOL AT SCHOOL

Transfer student to another school if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2020	11.4%	13.4%
DOES NOT APPLY	2	12899	73.0%	86.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2742	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96JJ5 — Tape Pos. 1016-1016, Format: I1

F1C96JJ5 EXPULSION 2ND TM USE OF ALCOHOL AT SCHL

Expulsion if caught using alcohol at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10323	58.4%	69.5%
DOES NOT APPLY	2	4596	26.0%	30.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2742	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96KKO — Tape Pos. 1017-1017, Format: I1

F1C96KKO NO ACTION 2ND TM USE OF DRUGS AT SCHOOL

No action and no warning issued if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3	.0%	.1%
DOES NOT APPLY	2	14879	84.2%	99.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96KK1 — Tape Pos. 1018-1018, Format: I1

F1C96KK1 DETENTION 2ND TM USE OF DRUGS AT SCHOOL

Detention or minor disciplinary action if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12	.1%	.2%
DOES NOT APPLY	2	14870	84.2%	99.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96KK2 — Tape Pos. 1019-1019, Format: I1

F1C96KK2 IN-SCH SUSPENSION 2ND TIME USE OF DRUGS

In-school suspension if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	497	2.8%	3.3%
DOES NOT APPLY	2	14385	81.4%	96.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96KK3 — Tape Pos. 1020-1020, Format: I1

F1C96KK3 OUT-SCH SUSPENSION 2ND TIME USE OF DRUGS

Out-of-school suspension if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5713	32.3%	40.8%
DOES NOT APPLY	2	9169	51.9%	59.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96KK4 — Tape Pos. 1021-1021, Format: I1

F1C96KK4 TRANSFER 2ND TIME USE OF DRUGS AT SCHOOL

Transfer student to another school if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1880	10.6%	12.4%
DOES NOT APPLY	2	13002	73.6%	87.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96KK5 — Tape Pos. 1022-1022, Format: I1

F1C96KK5 EXPULSION 2ND TM USE OF DRUGS AT SCHOOL

Expulsion if caught using illegal drugs at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11730	66.4%	78.6%
DOES NOT APPLY	2	3152	17.8%	21.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2779	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96LLO — Tape Pos. 1023-1023, Format: I1

F1C96LLO NO ACTION 2ND TIME SMOKING AT SCHOOL

No action and no warning issued if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	145	.8%	.7%
DOES NOT APPLY	2	14705	83.3%	99.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96LL1 — Tape Pos. 1024-1024, Format: I1

F1C96LL1 DETENTION 2ND TIME SMOKING AT SCHOOL

Detention or minor disciplinary action if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	806	4.6%	5.0%
DOES NOT APPLY	2	14044	79.5%	95.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96LL2 — Tape Pos. 1025-1025, Format: I1

F1C96LL2 IN-SCH SUSPENSION 2ND TM SMOKING AT SCHL

In-school suspension if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3975	22.5%	25.3%
DOES NOT APPLY	2	10875	61.6%	74.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96LL3 — Tape Pos. 1026-1026, Format: I1

F1C96LL3 OUT-SCH SUSPENSION 2ND TM SMOKING AT SCH

Out-of-school suspension if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10289	58.3%	71.2%
DOES NOT APPLY	2	4561	25.8%	28.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96LL4 — Tape Pos. 1027-1027, Format: I1

F1C96LL4 TRANSFER 2ND TIME SMOKING AT SCHOOL

Transfer student to another school if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	756	4.3%	5.4%
DOES NOT APPLY	2	14094	79.8%	94.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96LL5 — Tape Pos. 1028-1028, Format: I1

F1C96LL5 EXPULSION 2ND TIME SMOKING AT SCHOOL

Expulsion if caught smoking at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2945	16.7%	19.6%
DOES NOT APPLY	2	11905	67.4%	80.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2811	15.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96MM0 — Tape Pos. 1029-1029, Format: I1

F1C96MM0 NO ACTION 2ND TM VERBAL ABUSE OF TEACHER

No action and no warning issued for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14878	84.2%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2783	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96MM1 — Tape Pos. 1030-1030, Format: I1

F1C96MM1 DETENTION 2ND TIME VERBAL ABUSE TEACHERS

Detention or minor disciplinary action for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	187	1.1%	1.2%
DOES NOT APPLY	2	14691	83.2%	98.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2783	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96MM2 — Tape Pos. 1031-1031, Format: I1

F1C96MM2 IN-SCH SUSPNSN 2ND TM VERBAL ABUSE TCHRS

In-school suspension for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2206	12.5%	14.5%
DOES NOT APPLY	2	12672	71.7%	85.5%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2783	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96MM3 — Tape Pos. 1032-1032, Format: I1

F1C96MM3 OUT-SCH SUSPNSN 2ND TM VERBAL ABUSE TCHR

Out-of-school suspension for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9172	51.9%	64.8%
DOES NOT APPLY	2	5706	32.3%	35.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2783	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96MM4 — Tape Pos. 1033-1033, Format: I1

F1C96MM4 TRANSFER 2ND TM VERBAL ABUSE OF TEACHERS

Transfer student to another school for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1934	10.9%	12.6%
DOES NOT APPLY	2	12944	73.3%	87.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2783	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96MM5 — Tape Pos. 1034-1034, Format: I1

F1C96MM5 EXPULSION 2ND TM VERBAL ABUSE OF TEACHER

Expulsion for verbal abuse of teachers or staff members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	7081	40.1%	44.9%
DOES NOT APPLY	2	7797	44.1%	55.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2783	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96NNO — Tape Pos. 1035-1035, Format: I1

F1C96NNO NO ACTION 2ND TM PHYSICAL INJURY TEACHER

No action and no warning issued if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14839	84.0%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2822	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96NN1 — Tape Pos. 1036-1036, Format: I1

F1C96NN1 DETENTION 2ND TM PHYSICAL ABUSE TEACHERS

Detention or minor disciplinary action if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8	.0%	.1%
DOES NOT APPLY	2	14831	84.0%	99.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2822	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96NN2 — Tape Pos. 1037-1037, Format: I1

F1C96NN2 IN-SCH SUSPNSN 2ND TM PHYSCL ABUSE TCHRS

In-school suspension if caught causing physical injury to a teacher or a staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	220	1.2%	1.7%
DOES NOT APPLY	2	14619	82.8%	98.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2822	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96NN3 — Tape Pos. 1038-1038, Format: I1

F1C96NN3 OUT-SCH SUSPNSN 2ND TM PHYSCL ABUSE TCHR

Out-of-school suspension if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3137	17.8%	23.3%
DOES NOT APPLY	2	11702	66.3%	76.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2822	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96NN4 — Tape Pos. 1039-1039, Format: I1

F1C96NN4 TRANSFER 2ND TM PHYSICAL INJURY TEACHER

Transfer student to another school if caught causing physical injury to a teacher or staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1286	7.3%	9.2%
DOES NOT APPLY	2	13554	76.7%	90.8%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2822	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96NN5 — Tape Pos. 1040-1040, Format: I1

F1C96NN5 EXPULSION 2ND TM PHYSICAL INJURY TEACHER

Expulsion if caught causing physical injury to a teacher or a staff member

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	13688	77.5%	92.0%
DOES NOT APPLY	2	1151	6.5%	8.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2822	16.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96000 — Tape Pos. 1041-1041, Format: I1

F1C96000 NO ACTION 2ND TM THEFT OF SCHL PROPERTY

No action and no warning issued for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14888	84.3%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2773	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96001 — Tape Pos. 1042-1042, Format: I1

F1C96001 DETENTION 2ND TIME THEFT OF SCH PROPERTY

Detention or minor disciplinary action for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	140	.8%	1.4%
DOES NOT APPLY	2	14748	83.5%	98.6%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2773	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96002 — Tape Pos. 1043-1043, Format: I1

F1C96002 IN-SCH SUSPNSN 2ND TM THEFT SCH PROPERTY

In-school suspension for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1353	7.7%	9.9%
DOES NOT APPLY	2	13535	76.6%	90.1%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2773	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96003 — Tape Pos. 1044-1044, Format: I1

F1C96003 OUT-SCH SUSPNSN 2ND TM THFT SCH PROPERTY

Out-of-school suspension for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8573	48.5%	61.7%
DOES NOT APPLY	2	6315	35.8%	38.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2773	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96004 — Tape Pos. 1045-1045, Format: I1

F1C96004 TRANSFER 2ND TIME THEFT OF SCHL PROPERTY

Transfer student to another school for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1899	10.8%	12.1%
DOES NOT APPLY	2	12989	73.5%	87.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2773	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96005 — Tape Pos. 1046-1046, Format: I1

F1C96005 EXPULSION 2ND TM THEFT OF SCHL PROPERTY

Expulsion for theft of school property

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8731	49.4%	56.3%
DOES NOT APPLY	2	6157	34.9%	43.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2773	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96PP0 — Tape Pos. 1047-1047, Format: I1

F1C96PP0 NO ACTION 2ND TIME CLASSROOM DISTURBANCE

No action and no warning issued for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14952	84.7%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96PP1 — Tape Pos. 1048-1048, Format: I1

F1C96PP1 DETENTION 2ND TIME CLASSROOM DISTURBANCE

Detention or minor disciplinary action for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1514	8.6%	10.3%
DOES NOT APPLY	2	13438	76.1%	89.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96PP2 — Tape Pos. 1049-1049, Format: I1

F1C96PP2 IN-SCH SUSPNSN 2ND TM CLSSRM DISTURBANCE

In-school suspension for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5710	32.3%	37.7%
DOES NOT APPLY	2	9242	52.3%	62.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96PP3 — Tape Pos. 1050-1050, Format: I1

F1C96PP3 OUT-SCH SUSPSN 2ND TM CLSSRM DISTURBANCE

Out-of-school suspension for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10114	57.3%	68.0%
DOES NOT APPLY	2	4838	27.4%	32.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96PP4 — Tape Pos. 1051-1051, Format: I1

F1C96PP4 TRANSFER 2ND TIME CLASSROOM DISTURBANCE

Transfer student to another school for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1536	8.7%	10.7%
DOES NOT APPLY	2	13416	76.0%	89.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96PP5 — Tape Pos. 1052-1052, Format: I1

F1C96PP5 EXPULSION 2ND TIME CLASSROOM DISTURBANCE

Expulsion for classroom disturbance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2791	15.8%	17.3%
DOES NOT APPLY	2	12161	68.9%	82.7%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2709	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96QQ0 — Tape Pos. 1053-1053, Format: I1

F1C96QQ0 NO ACTION 2ND TM USING PROFANITY IN SCHL

No action and no warning issued if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	14905	84.4%	100.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2756	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96QQ1 — Tape Pos. 1054-1054, Format: I1

F1C96QQ1 DETENTION 2ND TM USING PROFANITY IN SCHL

Detention or minor disciplinary action if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1382	7.8%	9.1%
DOES NOT APPLY	2	13523	76.6%	90.9%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2756	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96QQ2 — Tape Pos. 1055-1055, Format: I1

F1C96QQ2 IN-SCH SUSPENSION 2ND TM USING PROFANITY

In-school suspension if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5808	32.9%	37.7%
DOES NOT APPLY	2	9097	51.5%	62.3%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2756	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96QQ3 — Tape Pos. 1056-1056, Format: I1

F1C96QQ3 OUT-SCH SUSPENSN 2ND TM USING PROFANITY

Out-of-school suspension if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	10370	58.7%	70.8%
DOES NOT APPLY	2	4535	25.7%	29.2%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2756	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96QQ4 — Tape Pos. 1057-1057, Format: I1

F1C96QQ4 TRANSFER 2ND TM USING PROFANITY IN SCHL

Transfer student to another school if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1122	6.4%	8.0%
DOES NOT APPLY	2	13783	78.0%	92.0%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2756	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 96QQ5 — Tape Pos. 1058-1058, Format: I1

F1C96QQ5 EXPULSION 2ND TIME USING PROFANITY

Expulsion if caught using profanity in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2376	13.5%	14.6%
DOES NOT APPLY	2	12529	70.9%	85.4%
RESERVED CODES:				
REFUSAL	7	2	.0%	(MISS)
MISSING	8	2756	15.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97

Indicate the degree to which you believe each of the following factors influences students to drop out of your school. (CIRCLE ONE ON EACH LINE)

Question 97A — Tape Pos. 1059-1059, Format: I1

F1C97A FAMILY PROBLEMS INFLUENCE STU TO DROPOUT

Family problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	145	.8%	1.1%
	2	642	3.6%	3.4%
SOME INFLUENCE	3	2689	15.2%	18.8%
	4	3894	22.0%	25.5%
MAJOR INFLUENCE	5	7233	41.0%	51.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	34	.2%	(MISS)
MISSING	8	3026	17.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97B — Tape Pos. 1060-1060, Format: I1

F1C97B GANG ACTIVITY INFLUENCES STU TO DROPOUT

Gang activity

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	8804	49.8%	60.4%
	2	2264	12.8%	15.6%
SOME INFLUENCE	3	1474	8.3%	10.6%
	4	957	5.4%	6.9%
MAJOR INFLUENCE	5	848	4.8%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	3294	18.6%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97C — Tape Pos. 1061-1061, Format: I1

F1C97C TEEN PREGNANCY INFLUENCES STU TO DROPOUT

Teenage pregnancy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1653	9.4%	7.8%
	2	2331	13.2%	17.3%
SOME INFLUENCE	3	4718	26.7%	34.1%
	4	2896	16.4%	20.5%
MAJOR INFLUENCE	5	3045	17.2%	20.2%
RESERVED CODES:				
MISSING	8	3020	17.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97D — Tape Pos. 1062-1062, Format: I1

F1C97D NEED TO SUPPORT FAM INFLUENCES STU TO DO

Need to support family/self

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1936	11.0%	11.2%
	2	3460	19.6%	24.6%
SOME INFLUENCE	3	4983	28.2%	35.8%
	4	2592	14.7%	17.8%
MAJOR INFLUENCE	5	1616	9.1%	10.6%
RESERVED CODES:				
MISSING	8	3076	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97E — Tape Pos. 1063-1063, Format: I1

F1C97E PEER PRESSURE INFLUENCES STU TO DROPOUT

Peer pressure

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	2345	13.3%	15.0%
	2	4049	22.9%	27.6%
SOME INFLUENCE	3	5173	29.3%	36.9%
	4	2242	12.7%	14.8%
MAJOR INFLUENCE	5	777	4.4%	5.6%
RESERVED CODES:				
MISSING	8	3077	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97F — Tape Pos. 1064-1064 Format: I1

F1C97F ILLNESS INFLUENCES STUDENT TO DROPOUT

Illness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	4401	24.9%	31.0%
	2	6165	34.9%	42.2%
SOME INFLUENCE	3	3498	19.8%	22.8%
	4	362	2.0%	2.3%
MAJOR INFLUENCE	5	172	1.0%	1.7%
RESERVED CODES:				
MISSING	8	3065	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97G — Tape Pos. 1065-1065 Format: I1

F1C97G ILLEGAL DRUG USE INFLUENCES STU TO DO

Illegal drug use

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1806	10.2%	11.0%
	2	3579	20.3%	24.6%
SOME INFLUENCE	3	3708	21.0%	27.0%
	4	3091	17.5%	21.7%
MAJOR INFLUENCE	5	2364	13.4%	15.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	43	.2%	(MISS)
MISSING	8	3072	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97H — Tape Pos. 1066-1066 Format: I1

F1C97H ALCOHOL PROBLMS INFLUENCE STU TO DROPOUT

Alcohol problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1625	9.2%	10.0%
	2	3751	21.2%	26.2%
SOME INFLUENCE	3	3964	22.4%	28.2%
	4	2989	16.9%	20.7%
MAJOR INFLUENCE	5	2147	12.2%	14.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	43	.2%	(MISS)
MISSING	8	3144	17.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97I — Tape Pos. 1067-1067 Format: I1

F1C97I POOR ACADMC PRFRMNC INFLUENCES STU TO DO

Poor academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	207	1.2%	1.6%
	2	1137	6.4%	7.1%
SOME INFLUENCE	3	3058	17.3%	20.6%
	4	4908	27.8%	34.1%
MAJOR INFLUENCE	5	5369	30.4%	36.6%
RESERVED CODES:				
MISSING	8	2984	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97J — Tape Pos. 1068-1068 Format: I1

F1C97J LEARNING DISINTERST INFLUENCES STU TO DO

Student disinterest in learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	312	1.8%	1.5%
	2	1112	6.3%	6.8%
SOME INFLUENCE	3	3097	17.5%	20.3%
	4	4858	27.5%	34.7%
MAJOR INFLUENCE	5	5279	29.9%	36.7%
RESERVED CODES:				
MISSING	8	3005	17.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97K — Tape Pos. 1069-1069 Format: I1

F1C97K LACK OF SUPPORT INFLUENCES STU TO DROPOUT

Lack of parental support

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	423	2.4%	2.4%
	2	1057	6.0%	5.9%
SOME INFLUENCE	3	2722	15.4%	19.5%
	4	4910	27.8%	33.5%
MAJOR INFLUENCE	5	5523	31.3%	38.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	3024	17.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97L — Tape Pos. 1070-1070 Format: I1

F1C97L LOW TCHR EXPECTATNS INFLUENCES STU TO DO

Low teacher expectations for student performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	4597	26.0%	29.1%
	2	4626	26.2%	33.3%
SOME INFLUENCE	3	4199	23.8%	29.5%
	4	928	5.3%	6.6%
MAJOR INFLUENCE	5	229	1.3%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	3080	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 97M — Tape Pos. 1071-1071 Format: I1

F1C97M LOW STU EXPECTATIONS INFLUENCE STU TO DO

Low student expectations for payoff to education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1505	8.5%	8.1%
	2	2035	11.5%	14.1%
SOME INFLUENCE	3	5084	28.8%	35.6%
	4	3966	22.5%	27.9%
MAJOR INFLUENCE	5	1983	11.2%	14.3%
RESERVED CODES:				
MISSING	8	3090	17.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98

How much influence do you as a principal have over...
(CIRCLE ONE ON EACH LINE)

Question 98A — Tape Pos. 1072-1072, Format: I1

F1C98A PRINCIPAL INFLUENCE ON HIRING TEACHERS

hiring teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	256	1.4%	1.8%
	2	180	1.0%	1.6%
SOME INFLUENCE.....	3	1144	6.5%	8.7%
	4	2594	14.7%	18.4%
MAJOR INFLUENCE.....	5	10786	61.1%	69.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	53	.3%	(MISS)
MISSING.....	8	2650	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98B — Tape Pos. 1073-1073, Format: I1

F1C98B PRINCIPAL INFLUENCE ON HIRING CUSTODIANS

hiring custodians/building engineers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	2206	12.5%	15.0%
	2	1487	8.4%	9.2%
SOME INFLUENCE.....	3	3102	17.6%	21.3%
	4	2578	14.6%	17.7%
MAJOR INFLUENCE.....	5	5622	31.8%	36.8%
RESERVED CODES:				
MISSING.....	8	2668	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98C — Tape Pos. 1074-1074, Format: I1

F1C98C INFLUENCE ON DISMISSING SCHOOL PERSONNEL

dismissing school personnel?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	326	1.8%	2.5%
	2	796	4.5%	5.2%
SOME INFLUENCE.....	3	2304	13.0%	16.4%
	4	3583	20.3%	24.5%
MAJOR INFLUENCE.....	5	7981	45.2%	51.3%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	23	.1%	(MISS)
MISSING.....	8	2650	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98D — Tape Pos. 1075-1075, Format: I1

F1C98D INFLUENCE SETTING TCHR PERFMNC STANDARDS

setting teacher performance standards?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	176	1.0%	1.4%
	2	395	2.2%	2.3%
SOME INFLUENCE.....	3	2955	16.7%	19.9%
	4	4461	25.3%	31.9%
MAJOR INFLUENCE.....	5	6993	39.6%	44.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	1	.0%	(MISS)
MISSING.....	8	2682	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98E — Tape Pos. 1076-1076, Format: I1

F1C98E INFLUENCE SETTING CURRICULAR GUIDELINES

setting curricular guidelines?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	185	1.0%	1.8%
	2	589	3.3%	3.7%
SOME INFLUENCE.....	3	3585	20.3%	26.1%
	4	5539	31.4%	36.4%
MAJOR INFLUENCE.....	5	5078	28.7%	31.9%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	37	.2%	(MISS)
MISSING.....	8	2650	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98F — Tape Pos. 1077-1077, Format: I1

F1C98F INFLUENCE ON INSTRUCTIONAL PRACTICES

influencing instructional practices?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	67	.4%	.4%
	2	342	1.9%	2.0%
SOME INFLUENCE.....	3	2358	13.3%	16.5%
	4	5943	33.6%	40.0%
MAJOR INFLUENCE.....	5	6261	35.4%	41.1%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	4	.0%	(MISS)
MISSING.....	8	2688	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98G — Tape Pos. 1078-1078, Format: I1

F1C98G INFLUENCE ON APPROVING TEACHER BONUSES

approving teacher bonuses?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE.....	1	8986	50.9%	67.6%
	2	1139	6.4%	8.1%
SOME INFLUENCE.....	3	1241	7.0%	8.9%
	4	694	3.9%	4.8%
MAJOR INFLUENCE.....	5	1948	11.0%	10.5%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	6	.0%	(MISS)
MISSING.....	8	3649	20.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98H — Tape Pos. 1079-1079, Format: I1

F1C98H INFLUENCE ESTABLISHING HOMEWORK POLICIES

establishing homework policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	473	2.7%	2.9%
	2	950	5.4%	6.5%
SOME INFLUENCE	3	4824	27.3%	32.2%
	4	4633	26.2%	31.3%
MAJOR INFLUENCE	5	4104	23.2%	27.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	26	.1%	(MISS)
MISSING	8	2653	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98I — Tape Pos. 1080-1080, Format: I1

F1C98I INFLUENCE ON CREATING NEW PROGRAMS

creating new programs (such as dropout and drug prevention programs)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	138	.8%	.8%
	2	453	2.6%	2.9%
SOME INFLUENCE	3	2921	16.5%	20.9%
	4	5172	29.3%	34.4%
MAJOR INFLUENCE	5	6276	35.5%	41.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	2681	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98J — Tape Pos. 1081-1081, Format: I1

F1C98J INFLUENCE ON PURCHASING SCHOOL SUPPLIES

purchasing school supplies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	459	2.6%	2.7%
	2	608	3.4%	3.4%
SOME INFLUENCE	3	1964	11.1%	12.9%
	4	4616	26.1%	30.3%
MAJOR INFLUENCE	5	7337	41.5%	50.7%
RESERVED CODES:				
MISSING	8	2679	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98K — Tape Pos. 1082-1082, Format: I1

F1C98K INFLUENCE ON PURCHASING SCHOOL EQUIPMENT

purchasing school equipment?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	332	1.9%	2.2%
	2	489	2.8%	2.7%
SOME INFLUENCE	3	2511	14.2%	16.2%
	4	4799	27.2%	30.7%
MAJOR INFLUENCE	5	6854	38.8%	48.2%
RESERVED CODES:				
MISSING	8	2668	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 98L — Tape Pos. 1083-1083, Format: I1

F1C98L INFLUENCE DISTRIBUTING FUNDS IN SCHOOL

distributing funds within the school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	544	3.1%	3.6%
	2	518	2.9%	3.5%
SOME INFLUENCE	3	2072	11.7%	13.4%
	4	3422	19.4%	22.2%
MAJOR INFLUENCE	5	8425	47.7%	57.2%
RESERVED CODES:				
MISSING	8	2682	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 99

How would you characterize your school's relationship with each of the following individuals or groups? (CIRCLE ONE ON EACH LINE)

Question 99A — Tape Pos. 1084-1084, Format: I1

F1C99A SCHOOL'S RELATIONSHIP WITH PARENTS

Parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CONFLICTUAL	1	18	.1%	.2%
SOMEWHAT COOPERATIVE	2	720	4.1%	5.2%
COOPERATIVE	3	7282	41.2%	49.5%
VERY COOPERATIVE	4	6903	39.1%	45.2%
RESERVED CODES:				
MISSING	8	2740	15.5%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 99B — Tape Pos. 1085-1085, Format: I1

F1C99B SCHOOL'S RELATIONSHP WITH SUPERINTENDENT

Superintendent

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CONFLICTUAL	1	172	1.0%	1.6%
SOMEWHAT COOPERATIVE	2	552	3.1%	4.3%
COOPERATIVE	3	4050	22.9%	27.1%
VERY COOPERATIVE	4	9502	53.8%	67.0%
RESERVED CODES:				
MISSING	8	3387	19.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 99C — Tape Pos. 1086-1086, Format: I1

F1C99C SCHOOL'S RELATIONSHIP WITH SCHOOL BOARD

School board or Governing board

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CONFLICTUAL	1	309	1.7%	2.3%
SOMEWHAT COOPERATIVE	2	1352	7.7%	8.7%
COOPERATIVE	3	5098	28.9%	34.6%
VERY COOPERATIVE	4	8177	46.3%	54.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2723	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 99D — Tape Pos. 1087-1087, Format: I1

F1C99D SCHOOL'S RELATIONSHP WITH CENTRAL OFFICE

Central office administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CONFLICTUAL	1	86	.5%	.8%
SOMEWHAT COOPERATIVE	2	980	5.5%	6.8%
COOPERATIVE	3	4701	26.6%	32.4%
VERY COOPERATIVE	4	8493	48.1%	59.9%
RESERVED CODES:				
MISSING	8	3403	19.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 99E — Tape Pos. 1088-1088, Format: I1

F1C99E SCHOOL'S RELATIONSHP WITH TEACHRS' UNION

Teachers' association or union (including but not limited to the contract)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CONFLICTUAL	1	491	2.8%	3.6%
SOMEWHAT COOPERATIVE	2	1842	10.4%	13.3%
COOPERATIVE	3	6957	39.4%	50.9%
VERY COOPERATIVE	4	4422	25.0%	32.2%
RESERVED CODES:				
MISSING	8	3951	22.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 100 — Tape Pos. 1089-1092, Format: I4

F1C100 # OF PARENTS STAFF MET WITH THIS YEAR

Since the beginning of the current school year, about how many students' parents have you or your administrative staff met with individually to discuss their child's behavior or academic performance ?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	32	.2%	.3%
	2	79	.4%	.8%
	3	25	.1%	.3%
	5	63	.4%	.5%
	6	27	.2%	.1%
	8	1	.0%	.0%
	10	331	1.9%	2.6%
	12	84	.5%	.3%
	15	232	1.3%	1.5%
	20	427	2.4%	3.0%
	22	1	.0%	.0%
	24	17	.1%	.2%
	25	475	2.7%	3.7%
	28	23	.1%	.2%
	30	287	1.6%	2.3%
	32	22	.1%	.2%
	35	177	1.0%	.9%
	40	272	1.5%	1.7%
	41	2	.0%	.0%
	42	20	.1%	.1%
	45	30	.2%	.5%
	46	12	.1%	.0%
	50	1080	6.1%	7.2%
	53	44	.2%	.2%
	55	78	.4%	.4%
	60	230	1.3%	1.5%
	62	20	.1%	.1%
	65	18	.1%	.2%
	67	17	.1%	.0%
	70	57	.3%	.5%
	73	18	.1%	.1%
	75	753	4.3%	4.3%
	78	44	.2%	.3%
	79	17	.1%	.1%
	80	129	.7%	.8%
	82	19	.1%	.1%
	83	22	.1%	.2%
	85	50	.3%	.3%
	89	9	.1%	.1%
	90	115	.7%	.8%
	96	1	.0%	.0%
	100	1492	8.4%	10.5%
	104	14	.1%	.0%
	105	15	.1%	.1%
	110	20	.1%	.1%
	112	1	.0%	.1%
	115	33	.2%	.2%
	120	122	.7%	.6%
	121	22	.1%	.1%
	123	12	.1%	.1%
	125	102	.6%	.8%
	129	6	.0%	.1%
	130	33	.2%	.3%
	135	40	.2%	.3%
	140	19	.1%	.0%
	142	21	.1%	.2%
	144	16	.1%	.1%
	150	959	5.4%	6.9%
	155	61	.3%	.4%
	156	1	.0%	.1%
	160	53	.3%	.4%
	170	33	.2%	.3%
	173	2	.0%	.0%
	175	36	.2%	.4%
	180	32	.2%	.0%
	182	16	.1%	.1%
	185	17	.1%	.1%
	191	32	.2%	.2%
	195	14	.1%	.1%
	200	1216	6.9%	7.9%
	203	18	.1%	.1%
	205	1	.0%	.0%
	210	42	.2%	.2%
	220	14	.1%	.0%
	225	48	.3%	.3%
	230	36	.2%	.2%
	238	1	.0%	.0%
	250	558	3.2%	4.6%
	280	31	.2%	.3%
	290	1	.0%	.0%
	300	967	5.5%	7.3%
	314	7	.0%	.1%
	330	11	.1%	.1%
	335	8	.0%	.1%
	343	6	.0%	.0%
	350	128	.7%	.7%
	360	10	.1%	.1%
	370	6	.0%	.0%
	375	2	.0%	.0%
	376	19	.1%	.1%
	378	20	.1%	.1%
	400	499	2.8%	3.1%
	419	23	.1%	.1%
	420	1	.0%	.0%

	425	20	.1%	.2%
	450	103	.6%	.7%
	457	25	.1%	.1%
	475	20	.1%	.1%
	476	19	.1%	.2%
	500	455	2.6%	3.0%
	525	3	.0%	.1%
	535	16	.1%	.1%
	540	8	.0%	.0%
	550	50	.3%	.2%
	555	22	.1%	.1%
	561	1	.0%	.1%
	568	11	.1%	.0%
	585	40	.2%	.2%
	600	129	.7%	.9%
	625	4	.0%	.1%
	635	17	.1%	.1%
	650	86	.5%	.7%
	675	1	.0%	.0%
	686	18	.1%	.1%
	690	25	.1%	.1%
	700	29	.2%	.2%
	750	147	.8%	.9%
	763	20	.1%	.2%
	800	124	.7%	.8%
	875	3	.0%	.1%
	900	50	.3%	.3%
	950	22	.1%	.2%
	1000	352	2.0%	2.5%
	1080	8	.0%	.1%
	1100	17	.1%	.1%
	1200	104	.6%	.7%
	1250	4	.0%	.0%
	1300	25	.1%	.1%
	1350	21	.1%	.2%
	1400	3	.0%	.1%
	1500	68	.4%	.4%
	1800	42	.2%	.3%
	1998	1	.0%	.0%
	2000	28	.2%	.4%
	2050	15	.1%	.0%
	2400	26	.1%	.2%
	4000	6	.0%	.0%
RESERVED CODES:				
MISSING.....	9998	3218	18.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 101

Tape Pos. 1093-1095
Format: I3

F1C101 % OF PARENTS CONTRIBUTING VOLUNTEER TIME

In the first half of the current school year, what percentage of parents or family members of students in the ninth through twelfth grades contributed volunteer time? (IF NONE, WRITE '000')

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	1889	10.7%	14.0%
	1	928	5.3%	6.7%
	2	890	5.0%	5.9%
	3	346	2.0%	2.3%
	4	183	1.0%	1.2%
	5	2154	12.2%	15.0%
	6	23	.1%	.1%
	7	103	.6%	.9%
	8	273	1.5%	2.1%
	9	124	.7%	1.1%
	10	3117	17.6%	20.8%
	11	67	.4%	.7%
	12	146	.8%	.9%
	14	5	.0%	.0%
	15	715	4.0%	4.6%
	16	27	.2%	.1%
	17	5	.0%	.1%
	18	24	.1%	.1%
	19	1	.0%	.0%
	20	1388	7.9%	10.0%
	21	12	.1%	.0%
	23	26	.1%	.3%
	25	584	3.3%	3.9%
	27	9	.1%	.0%
	28	20	.1%	.1%
	30	487	2.8%	2.6%
	33	23	.1%	.1%
	35	129	.7%	.8%
	38	14	.1%	.0%
	40	312	1.8%	2.0%
	44	1	.0%	.0%
	45	2	.0%	.0%
	50	193	1.1%	1.0%
	55	11	.1%	.1%
	60	132	.7%	.6%
	65	18	.1%	.3%
	70	52	.3%	.4%
	75	75	.4%	.5%
	80	22	.1%	.1%
	90	40	.2%	.2%
	95	17	.1%	.1%
	99	16	.1%	.1%
	100	37	.2%	.2%
RESERVED CODES:				
MISSING.....	998	3023	17.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102

How often do the following take place at your school?
(CIRCLE ONE ON EACH LINE)

Question 102A

Tape Pos. 1096-1096
Format: I1

F1C102A PARENTS NOTIFIED OF STUDENT ABSENCES

Parents are notified of student absences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER.....	0	2	.0%	.0%
SELDOM.....	1	29	.2%	.2%
SOMETIMES.....	2	725	4.1%	4.7%
USUALLY.....	3	4171	23.6%	29.5%
ALWAYS.....	4	10008	56.7%	65.6%
RESERVED CODES:				
MULTIPLE RESPONSE.....	6	35	.2%	(MISS)
MISSING.....	8	2693	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102B — Tape Pos. 1097-1097, Format: I1

F1C102B PARENTS GIVEN INTERIM REPORTS ON GRADES

Parents are given interim reports during the grading period

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	39	.2%	.3%
SELDOM	1	63	.4%	.8%
SOMETIMES	2	1996	11.3%	12.5%
USUALLY	3	2806	15.9%	19.4%
ALWAYS	4	10084	57.1%	67.1%
RESERVED CODES:				
MISSING	8	2675	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102C — Tape Pos. 1098-1098, Format: I1

F1C102C PARENTS NOTIFIED IF STUDENT SENT TO OFC.

Parents are notified when a student is sent to the principal's office for disruptive behavior

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	33	.2%	.3%
SELDOM	1	531	3.0%	2.7%
SOMETIMES	2	4154	23.5%	28.3%
USUALLY	3	5550	31.4%	37.2%
ALWAYS	4	4691	26.6%	31.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	34	.2%	(MISS)
MISSING	8	2670	15.1%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102D — Tape Pos. 1099-1099, Format: I1

F1C102D PARENTS REQUEST PARENT'S CONFERENCES

Parent conferences are scheduled at parent's request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM	1	58	.3%	.5%
SOMETIMES	2	1371	7.8%	9.2%
USUALLY	3	1577	8.9%	10.2%
ALWAYS	4	12015	68.0%	80.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2641	15.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102E — Tape Pos. 1100-1100, Format: I1

F1C102E SCHOOL REQUEST PARENT'S CONFERENCES

Parent conferences are scheduled at school's request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM	1	137	.8%	.8%
SOMETIMES	2	2038	11.5%	13.0%
USUALLY	3	4866	27.5%	34.1%
ALWAYS	4	7903	44.7%	52.0%
RESERVED CODES:				
MISSING	8	2719	15.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102F — Tape Pos. 1101-1101, Format: I1

F1C102F PARENTS INVOLVEMENT IN POLICY DECISIONS

Parents are encouraged to be involved in policy decisions

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	444	2.5%	2.7%
SELDOM	1	2140	12.1%	13.2%
SOMETIMES	2	6290	35.6%	41.5%
USUALLY	3	3984	22.6%	28.0%
ALWAYS	4	2071	11.7%	14.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	30	.2%	(MISS)
MISSING	8	2704	15.3%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 102G — Tape Pos. 1102-1102, Format: I1

F1C102G SCHL ENCOURAGES PARENT-SCHL ASSOCIATIONS

Parent-school associations are encouraged by the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	264	1.5%	1.6%
SELDOM	1	660	3.7%	4.3%
SOMETIMES	2	1755	9.9%	11.1%
USUALLY	3	3957	22.4%	26.8%
ALWAYS	4	8335	47.2%	56.2%
RESERVED CODES:				
MISSING	8	2692	15.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 103

How much influence do you feel each of the following has upon how your performance is evaluated by your superiors? (CIRCLE ONE ON EACH LINE)

Question 103A — Tape Pos. 1103-1103, Format: I1

F1C103A R EVAL ON STU STANDARDIZED TEST SCORES

The performance of your school's students on standardized tests

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1047	5.9%	8.1%
	2	1071	6.1%	8.2%
SOME INFLUENCE	3	4275	24.2%	28.6%
	4	5722	32.4%	38.5%
MAJOR INFLUENCE	5	2723	15.4%	18.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	27	.2%	(MISS)
MISSING	8	2798	15.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 103B — Tape Pos. 1104-1104, Format: I1

F1C103B R EVAL ON A GOOD SCHOOL ENVIRONMENT

A good disciplinary environment in the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	14	.1%	.2%
	2	168	1.0%	.8%
SOME INFLUENCE	3	626	3.5%	3.9%
	4	5763	32.6%	38.4%
MAJOR INFLUENCE	5	8317	47.1%	56.7%
RESERVED CODES:				
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 103C — Tape Pos. 1105-1105, Format: I1

F1C103C R EVAL ON EFFICIENT ADMINISTRATION

Efficient administration

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	35	.2%	.3%
	2	88	.5%	.4%
SOME INFLUENCE	3	294	1.7%	1.9%
	4	4776	27.0%	31.7%
MAJOR INFLUENCE	5	9678	54.8%	65.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 103D — Tape Pos. 1106-1106, Format: I1

F1C103D R EVAL ON PARENT OR COMMUNITY SUPPORT

Parent or community support

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	89	.5%	.5%
	2	214	1.2%	1.6%
SOME INFLUENCE	3	1928	10.9%	13.0%
	4	7354	41.6%	50.7%
MAJOR INFLUENCE	5	5303	30.0%	34.2%
RESERVED CODES:				
MISSING	8	2775	15.7%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 104MO — Tape Pos. 1107-1108, Format: I2

F1C104MO MONTH INTERVIEW WAS COMPLETED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	104	.6%	.7%
FEBRUARY	2	6804	38.5%	46.5%
MARCH	3	4872	27.6%	33.2%
APRIL	4	1272	7.2%	8.7%
MAY	5	600	3.4%	4.8%
JUNE	6	243	1.4%	1.7%
JULY	7	7	.0%	.1%
AUGUST	8	21	.1%	.0%
SEPTEMBER	9	4	.0%	.0%
OCTOBER	10	0	.0%	.0%
NOVEMBER	11	385	2.2%	2.1%
DECEMBER	12	379	2.1%	2.2%
RESERVED CODES:				
MISSING	98	2972	16.8%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 104DA — Tape Pos. 1109-1110, Format: I2

F1C104DA DAY RESPONDENT COMPLETED INTERVIEW

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	551	3.1%	3.5%
	2	624	3.5%	3.6%
	3	252	1.4%	2.0%
	4	177	1.0%	1.1%
	5	428	2.4%	2.9%
	6	370	2.1%	2.5%
	7	415	2.3%	2.7%
	8	211	1.2%	1.4%
	9	388	2.2%	3.2%
	10	226	1.3%	1.3%
	11	131	.7%	.8%
	12	395	2.2%	2.9%
	13	323	1.8%	3.4%
	14	587	3.3%	3.5%
	15	569	3.2%	4.4%
	16	667	3.8%	4.7%
	17	191	1.1%	1.2%
	18	349	2.0%	2.5%
	19	715	4.0%	4.5%
	20	944	5.3%	6.5%
	21	1256	7.1%	8.9%
	22	996	5.6%	6.5%
	23	811	4.6%	6.0%
	24	266	1.5%	1.6%
	25	403	2.3%	2.2%
	26	848	4.8%	5.9%
	27	632	3.6%	4.6%
	28	519	2.9%	3.2%
	29	164	.9%	1.0%
	30	152	.9%	1.3%
	31	27	.2%	.2%
RESERVED CODES:				
MISSING	98	3076	17.4%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question 104YR — Tape Pos. 1111-1112, Format: I2

F1C104YR YEAR RESPONDENT COMPLETED INTERVIEW

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1989	89	1	.0%	.0%
1990	90	14579	82.5%	99.3%
1991	91	104	.6%	.7%
RESERVED CODES:				
MISSING	98	2979	16.9%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question G10CTRL1 — Tape Pos. 1113-1114, Format: I2

G10CTRL1 SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	15288	86.6%	91.1%
CATHOLIC	2	937	5.3%	5.5%
PRIVATE, OTHER RELIGIOUS AFFILIATION	3	436	2.5%	1.9%
PRIVATE, NO RELIGIOUS AFFILIATION	4	984	5.6%	1.4%
PRIVATE, TYPE NOT ASCERTAINED.	5	18	.1%	.0%
TOTALS:		17663	100.0%	100.0%

Question G10CTRL2 — Tape Pos. 1115-1116, Format: I2

G10CTRL2 = SCHOOL RESTRICTED USE CONTROL COMPOSITE

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297.

Question G10URBAN — Tape Pos. 1117-1117, Format: I1

G10URBAN URBANICITY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
URBAN -- CENTRAL CITY.....	1	5119	29.0%	27.8%
SUBURBAN -- AREA SURROUNDING A CENTRAL CITY WITHIN A COUNTRY CONSTITUTING MSA (METROPOLITAN STATISTICAL AREA).....	2	9896	56.0%	56.7%
RURAL -- OUTSIDE MSA.....	3	2609	14.8%	15.5%
RESERVED CODES:				
MISSING.....	8	39	.2%	(MISS)
TOTALS:		17663	100.0%	100.0%

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 collected prior to the survey year. Since metropolitan status would have changed for some schools at the time of 1988 and 1990 surveys, updated variables reflecting metropolitan status in the precise 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 F.

Question G10REGON — Tape Pos. 1118-1119, Format: I2

G10REGON REGION OF THE COUNTRY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NORTHEAST.....	1	3309	18.7%	19.3%
NORTH CENTRAL.....	2	4642	26.3%	25.8%
SOUTH.....	3	6265	35.5%	35.7%
WEST.....	4	3447	19.5%	19.2%
TOTALS:		17663	100.0%	100.0%

Question F1SCENRL — Tape Pos. 1120-1121, Format: I2

F1SCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 399 STUDENTS.....	1	2039	11.5%	11.8%
400 - 599.....	2	2087	11.8%	10.7%
600 - 799.....	3	1895	10.7%	10.0%
800 - 999.....	4	2154	12.2%	11.7%
1000 - 1199.....	5	2264	12.8%	14.4%
1200 - 1599.....	6	2641	15.0%	15.3%
1600 - 1999.....	7	2067	11.7%	11.9%
2000 - 2499.....	8	1241	7.0%	8.1%
2500 +.....	9	1275	7.2%	6.1%
TOTALS:		17663	100.0%	100.0%

Question G10ENROL — Tape Pos. 1122-1123, Format: I2

G10ENROL TENTH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 - 99 STUDENTS.....	1	3146	17.8%	15.5%
100 - 199.....	2	3397	19.2%	18.4%
200 - 299.....	3	3099	17.5%	19.0%
300 - 399.....	4	2544	14.4%	15.5%
400 - 549.....	5	2540	14.4%	15.7%
550 - 699.....	6	1541	8.7%	9.2%
700 +.....	7	1394	7.9%	6.7%
RESERVED CODES:				
MISSING.....	98	2	.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

Question G8SPAN — Tape Pos. 1124-1124, Format: I1

F1SGSPAN GRADE SPAN OF SCHOOL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
P,K,1,2,3,4,5-12,12+.....	1	1245	7.0%	4.8%
6,7,8-9,10,11,12,12+.....	2	2107	11.9%	8.7%
9-10,11,12 OR 12+.....	3	11972	67.8%	72.9%
10-11,12 OR 12+.....	4	2335	13.2%	13.5%
RESERVED CODES:				
MISSING.....	8	4	.0%	(MISS)
TOTALS:		17663	100.0%	100.0%

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