HIGH SCHOOL AND BEYOND
ADMINISTRATOR AND TEACHER SURVEY (1984)

DATA FILE USER'S MANUAL

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APRIL 1988

#88-0401

ACKNOWLEDGMENTS

This volume is largely a compilation and editing of other people's work. The introduction, sample design, data collection and data preparation sections are adapted from the user's manual submitted by the National Center for Research in Vocational Education at Ohio State University as a final report. NCRVE was the lead grantee in a consortium of research centers which organized the surveys documented in this report.

The sections on sample design and data collection derive from a report by Calvin Jones, Shirley Knight and Steven Ingels of the National Opinion Research Center. NORC drew the samples, conducted pre-tests of the questionnaires, and collected the data for the consortium. David Naden of Decision Resources Corporation developed the format of the printed codebooks, generated the final weights, described this process in the text, and edited the data tape for distribution. He also wrote the section describing how the Statistical Analysis System (SAS) can be used with these data.

Jeff Owings of the Center for Education Statistics and Helen O'Leary of the Office of Research, OERI, edited an early draft of this report. Dennis Carroll, whose unit in CES has been responsible for the High School and Beyond study, gave important advice and assistance in many ways throughout this project. Carl Schmitt, also of CES, provided invaluable statistical and editorial advice and assistance at various stages of developing the data tape and this manual. Calvin Jones, Penny Sebring and Marilyn Ford of NORC helped clarify sampling, field work, and weighting procedures. Frances Clark and Dorothy James very ably typed the many revisions of the text.

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1. INTRODUCTION

This document describes how to use the data collected in four supplemental surveys of staff in almost half of the original 1,015 schools in the High School and Beyond Study. This supplementary survey is generally known as the Administrator and Teacher Survey. It was funded by the Office of Research, OERI, U.S. Department of Education. The High School and Beyond (HS&B) study is a national longitudinal survey of high school students sponsored by the Center for Education Statistics, OERI, U.S. Department of Education, and conducted by the National Opinion Research Center (NORC).

The Administrator and Teacher Survey (ATS) was designed to explore findings from effective schools research with a broadly representative sample. The effective schools literature identifies characteristics of schools in which students perform at higher levels than would be expected from their backgrounds and other factors. Prior to the ATS, measures of these characteristics were not available on any large national data set. The ATS provides measures of staff goals, school climates, school leadership and other processes that the effective schools literature indicates are important in achieving the objective of effective education.

Nine types of public and private high schools were sampled. The largest stratum is "regular public schools", but some "alternative" and Hispanic public schools are also included, as well as different types of Catholic and other private schools.

Five questionnaires were prepared for the ATS, one corresponding to each of five types of respondents: high school principal, teacher,

vocational education coordinator, head of guidance, and community service coordinator.* Up to 30 teachers in each of 457 schools responded to the teacher questionnaire; only one respondent per school completed each of the other questionnaires. There are 402 principals, 400 heads of guidance and 324 vocational education coordinators in the sample.

Items included in the questionnaires were designed to describe the following factors: staff goals; pedagogic practices; interpersonal relations of staff; work load of teachers; staff attitudes; availability and use of guidance services; planning processes; hiring practices; special programs designed to produce educational excellence; and linkages to local employers, parents, and the community. Items were selected to complement information already in the HS&B data base. Information gathered was designed to reflect key issues of school process and functioning identified as critical for quality education as discussed in the "effective schooling" literature.**

With the approval of the Center for Education Statistics (CES) and funding support from the Office of Research (OR) (formerly the National Institute of Education), five OR-supported research centers formed a consortium to collect the supplemental survey data. Members of this consortium were:

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*Due to technical problems, data on the community service coordinator is not available. Consequently, little information on the community service coordinator survey is included in this manual.

**See Regina M.J. Kyle. ed. 1985. Reaching for Excellence: An Effective Schools Sourcebook. Washington, D.C.: U.S. Government Printing Office.

The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin-Madison
Madison, Wisconsin

The Institute for Research in Education Finance and Governance
Stanford University
Stanford, California

The Center for Educational Policy and Management
College of Education
The University of Oregon
Eugene, Oregon

The Center for Social Organization of Schools
Johns Hopkins University
Baltimore, Maryland

The five questionnaires for the supplemental survey were constructed by consortium members with technical advice from OR, CES, NORC, and the Committee on Evaluation and Information Systems (CEIS) that monitors school data collection for the Council of Chief State School Officers.

Drawing on items used in past research and on theory, consortium members drafted initial questionnaire items. Representatives of the consortium, OR, NORC, and CEIS convened to select and edit items for final inclusion. After substantial deliberation, a preliminary version of each questionnaire was assembled and a pilot test was conducted in 27 schools. The pilot test checked procedures as well as questionnaire items. The 27 schools in the pilot test were part of the original HS&B sample of schools, but were excluded from the subsample of schools for the final ATS.

The ATS data were collected by the National Opinion Research Center (NORC) under subcontract to the consortium. NORC has collected all other data for HS&B as well. Technical advice on the content and format of questions, sample design, and procedures was provided by OR, CES, and NORC.

Data collection for the ATS occurred in the spring of 1984. It would have been preferable to have coordinated the timing of this data collection with that of the first follow-up HS&B survey in 1982 described below, in order to describe schools during the time period in which HS&B senior student respondents were still in attendance. The generally slow pace of change in institutions such as schools, however, suggests that the timing of the ATS is not a serious enough problem to produce major distortions in relationships between school variables in the ATS survey and student outcomes. Data users may want to examine this question more thoroughly if they intend to link the ATS with student HS&B data. Some items in the ATS allow analysts to estimate the amount of recent change in selected school practices, and some retrospective questions asking about conditions inclusive of 1982 and prior years are available.

The base year sample of the HS&B was conducted in 1980. It consists of 30,030 youth who were high school sophomores in 1980 (class of 1982) and 28,240 youth who were high school seniors in 1980 (class of 1980). Primary data sources in the base year survey are student questionnaires, scholastic achievement tests designed especially for the HS&B, and a school questionnaire completed by the principal. Additional information is provided by teacher comment forms, a parent

survey, twins and siblings file, friends data file, second language information, field staff reports, and printed material from participating schools (see Appendix D for available data files).

Three follow-up surveys of the same students have been completed at two-year intervals in 1982, 1984 and 1986. The first follow-up of the class of 1982 repeated the same tests and most of the base year questionnaire items. Thus, study of change over the last two years in high school is feasible using one the the largest, nationally representative samples of students in existence. Complete high school transcript information is also available for the class of 1982. The other follow-ups (first and second follow-ups of the class of 1980 and second and third follow-ups of the class of 1982) surveyed early labor market experience, schooling, and family formation variables for about half of the base year sample.

The remaining text includes descriptions of the sample design and implementation, data collection and preparation procedures, and a listing of reports using the ATS data. The section entitled Guide to the Codebooks describes the data files, variable layouts and naming conventions, and software programming capabilities. This section may be of special interest to those who want to move directly to use of the data. The codebooks, including marginal item response frequencies, appear next. Data collection instruments (questionnaires), respondent selection procedures, record layouts, and brief descriptions of related HS&B data files available can be found in the appendices. Some items from the 1980 and 1982 school questionnaires are included in this manual and on the data tape to provide certain kinds of basic information on the schools not contained in the ATS data.

2. SAMPLE DESIGN AND IMPLEMENTATION

School Selection

The Administrator and Teacher Survey sample of high schools was drawn from the secondary schools in the High School and Beyond survey after dropping schools closed or merged with other schools since the base year survey. Specifically, the ATS sample was selected from among the 975 HS&B schools still in existence at the time of the High School Transcript study and the Course Offerings study conducted during the fall and winter of 1982-83. Because the number of additional closings between the time of the transcript study and the selection of ATS schools was expected to be small (less than 2 percent), no effort was made to ascertain the status of the 975 remaining schools before drawing the subsample. In fact, 6 (1.1 percent) of the 538 schools selected for the ATS had closed by the time data collection was initiated, representing further reduction in the population. Neither the HS&B followups nor the ATS expanded the population coverage of schools to include schools created since the HS&B base year survey.

The sample is divided into nine strata corresponding to different kinds of public and private schools. These include over three hundred regular public schools in the main study, and small numbers of alternative public schools, Cuban Hispanic public schools, and other Hispanic public schools. The private schools include separate strata for regular Catholic, black Catholic, Cuban Hispanic Catholic, elite other private, and other private schools. The strata are described more fully later in this section.

Resources available for data collection and processing permitted a sample size of about 530 to 540 schools. The inclusion of specific

schools in the ATS sample was governed primarily by analytical goals rather than by considerations of statistical efficiency. The smaller sample size for most strata except private schools, results in some loss of statistical precision in population estimates for public school strata compared to the full HS&B sample. Nevertheless, the relative efficiency of the subsample (compared to a simple random sample of equal size) is not greatly different from that for the full HS&B school sample. On the one hand, the ATS sampling procedures tended to reduce the overall disproportionality of the HS&B design by selecting relatively fewer schools from strata with very high oversampling rates (e.g., so-called Hispanic origin). On the other hand, the ATS sample included some schools ("non-Hispanic" private schools) in an even higher concentration than the HS&B sample, thereby increasing the variability of the school weights. On balance, compared to the full HS&B sample, the ATS sample is slightly more efficient overall.

School selection was carried out as follows. First, it was specified that the ATS sample would include all schools selected at the first stage of sampling for the Base Year HS&B Parents Survey in order to be able to link as many ATS schools as possible to this additional data file.* This subsample of 312 schools was drawn as a systematic probability sample from the 1,015 schools participating in the base year survey. It should be noted that only 304 of the 312 schools were ultimately included in the Parents Survey. Eight schools were dropped from the Parents Survey because those schools did not permit the

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*All schools in the Parents Survey were also part of the transcript study of student course-taking behavior (see appendix D).

administration of HS&B cognitive tests to their students. Although the sample of 304 Parents Survey schools is a biased subsample of the HS&B sample, the 312 schools included in the ATS is an unbiased subsample from the larger 1,015 sample.

Of the 40 schools which had closed since the base year HS&B survey, 15 were members of the Parents Survey sample, leaving 297 of the 312 Parents Survey sample schools still open in 1983 when the ATS sample was drawn. In addition, 4 of the 6 schools which had closed by the time of the ATS data collection activities were members of the Parents Survey sample as well, reducing the parents sample size to 293 schools. As with the other sampled schools, these closed schools reflect genuine reductions in the size of the population of schools that have occurred over time, and therefore no adjustments were made to the sampling weights of the remaining 293 schools.

The sum of the original sampling weights of these schools is an unbiased estimate of the total number of schools with 10th and/or 12th grades which were open in 1980 and were still open in 1983. Thus, ATS analyses using only these 293 selections which incorporate both ATS and Parents Survey data may be generalized to the same (entire) population of schools covered by the HS&B study. One set of weights permit expansion of the 293 schools to the 1983 school population (see weights file codebook). Analysts should keep in mind that the main HS&B sample is a complex, stratified disproportionate design whose characteristics are discussed in detail in the sample design reports for the Base Year* and

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*M. R. Frankel, et al. (1981). Sample Design Report, A Report to CES under Contract No. 300-78 by NORC.

First Follow-Up surveys. All features of the full design are retained in the subsample of 293 schools. The estimation of exact sampling errors, for the full sample as for the 293 school subsample, is neither simple nor straightforward. See the sample design reports for a discussion of design effects and the analyses of sampling errors.

The initial ATS sample was augmented by the addition of schools beyond the 297 Parents Survey schools, according to the following procedures. First, all remaining "Hispanic" schools not already in the parents sample (N=83) were excluded from the ATS, thus greatly reducing the overrepresentation of such schools in the sample. Then, all remaining "non-Hispanic" private schools not already contained in the parents sample (N=75) were included in the ATS sample with certainty, thereby increasing the overrepresentation of this stratum of schools still further. Finally, 166 schools were selected by systematic sampling from among the remaining 520 public, "non-Hispanic" schools. Systematic sampling was accomplished after sorting the remaining schools by "superstratum" in order to preserve the initial stratification of the base year school universe.

In summary, the ATS sample consists of a probability sample of 538 schools, of which 6 were found to be closed, leaving a final sample size of 532 schools. This final sample contains a subsample of 293 schools which were selected for the HS&B parents survey and which reflects the sampling strategy of the HS&B base year survey, and it includes a supplementary sample which alters the probabilities of inclusion for schools in specified strata. Properly weighted, the

ATS may be used to estimate statistical parameters for the population of public and private schools with 10th and/or 12th grades which existed in 1980 and were still in existence in the 1983-84 academic year.

Table 1 displays the numbers of schools in each of the 9 major school type strata for the HS&B base year survey (1980), the Course Offerings study (1983), the initial ATS sample (1983), the final ATS sample (1984), and the ATS parents sample (1984).

The counts in table 1 are provided only for purposes of comparison; the school type strata shown were defined in order to implement a sample selection strategy and not as analytical classifications. Even in the large base year sample most of the listed strata have too few cases to be analyzed at the school level. For the ATS survey, 7 out of 9 of the school type strata have fewer than 40 schools. The analysis of small cells should be approached with extreme caution. (The school type variable may be found with the 1980 school questionnaire data file; see the codebook and record layout for this questionnaire.) In unweighted terms, the composition of the sample has changed to increase the proportion of non-public schools from about 12 percent of the base year sample to about 20 percent of the final supplemental survey sample.

Administrator and Teacher Selection

Questionnaire data were collected for the ATS for as many as four administrators per school and random samples of up to 30 teachers per school. At minimum, completed questionnaires were sought from the

TABLE 1

COUNTS OF SCHOOLS IN HS&B SCHOOL TYPE STRATA FOR FIVE SAMPLE CONFIGURATIONS

School Type	Base Year	Open during Course Offerings Study	Initial ATS Survey	Final ATS Survey	ATS Parent Segment
Regular public	735	712	373	370	216
Alternative public	45	37	22	21	10
Cuban Hispanic public	11	11	4	4	4
Other Hispanic public	102	102	32	32	32
Regular Catholic	45	44	44	42	12
Black Catholic	30	28	28	28	8
Cuban Hispanic Catholic	9	8	2	2	2
Elite other private	11	11	11	11	3
Other private	27	22	22	22	6
Totals	1,015	975	538	532	293

school head (principal or headmaster) teachers, and the senior guidance counselor at each school. If the school head performed the guidance counselor role, he or she was asked to fill out both questionnaires. The ATS data file contains questionnaire responses from 402 principals, 10,370 teachers and 400 heads of guidance programs.

The principal was asked to designate the heads, if any, of the school's guidance, vocational, and community service programs on a preliminary screening form. At the same time, the principal was also

instructed on how to prepare a roster of full time teachers in the school needed to sample teachers (see appendix B).

For schools indicating in the screening procedure that they offered or participated in a vocational program, data were requested from the coordinator of, or person most knowledgeable about, the vocational education program. The final sample was 324 respondents. Only 409 of the 484 schools responding to the screener indicated that they met the requirements specified by the consortium. In addition, data were sought from the coordinator of (or staff member most knowledgeable about) the community service program only if the school offered or participated in a program of this kind. Of the 484 screened schools, 244 reported that they met these specifications. See Appendix B: Respondent Selection Procedures for the forms used to select each of the above administrators.

A small selection bias was introduced at this point. The proportion of schools with vocational or community service administrators among the 49 schools which refused the screening may be assumed to approximate the percentage observed in the screened schools, which is 85%. However, exactly which of the nonresponding schools might have eligible respondents cannot be determined. On this basis, an expected 41 of the nonscreened schools were likely to have had vocational program coordinators. The inability to identify which of these schools did not meet the specifications defining the universe, and which are nonrespondents, introduces a small, but non-trivial bias. For purposes of weighting the data, however, it was assumed that all schools had a vocational program. (See following section on non-response corrections.)

A random sample of up to thirty teachers was selected from among the eligible faculty in each selected school. Eligibility criteria were established by the consortium, and specified the inclusion of all full-time teaching staff except those for whom 51 percent or more of their time was devoted to any combination of the following roles:

Psychologist	Counselor	Librarian
Media specialist	Curriculum specialist	Remedial specialist
Drivers' education	Physical education	Health/Sex education
Home economics (non-voc)	Nurse	Dean
Assistant principal	Special education teacher without a self-contained classroom	ROTC instructor

In 139 of the screened schools, total eligible faculty was 30 or fewer teachers. In these schools all teachers were included in the ATS sample. In schools having at least 31 eligible teachers, tables of random numbers were used to select individual teachers from prepared (numbered) faculty rosters. (See Appendix B for instructions to principals on selection of teachers.)

The sample design for teachers is identical to that for the sample of students in the base year survey. Both were selected randomly from among all eligibles in a second stage after the first-stage selection of schools. Moreover, the number of teachers sampled (30) is not much different from the number of students (36). As a consequence of these similar cluster sizes, it is possible that the relative efficiency of the teacher sample is not greatly different from the HS&B base year student samples.

Overall efficiency of the teacher sample is affected by three factors. Stratification of schools in the first stage of sampling generally increases the efficiency relative to simple random sampling (SRS) by preserving the variability of all measures related to school type, region, size, ethnic mix and other stratifiers (see the HS&B base year or first follow-up Sample Design Reports or the First Follow-Up School Questionnaire Data Users Manual*). However, sampling efficiency is generally reduced by the disproportionate allocation of the school sample across strata, and by selecting a number of teachers from within each school.

Sample Weights

The initial ATS sample design weights were intended to compensate for unequal probabilities for selection of schools and teachers into the survey. These weights do not adjust for the fact that not all sample selections actually participated in the survey; weights to accomplish that adjustment have been calculated separately, and are also provided in the weights file. The weights presented below are based on the inverses of the probabilities of selection through all stages of the sample selection process. They are found on the data tape along with the questionnaire data and are part of a file called HSB.WTS84.DATA. See later parts of this section, the codebook for the weights file, and the record layout for further specifications.

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*Calvin Jones, et al. (1983). High School and Beyond First Follow-Up (1982) School Questionnaire Data File User's Manual. Washington, D.C.: National Center for Education Statistic.

School Weights. School level weights (W_1) that adjust for differential probabilities of selection into the base year sample for High School and Beyond were calculated as the inverses of the selection probabilities for schools; see Frankel et al., Sample Design Report, Chapter 6.* The weight for a participating school in the ATS is equal to W_1/F_3, where F_3 is the conditional probability of a school's selection into the ATS sample given that the school was selected in the base year HS&B sample. In general, the weights are:

W_1/F_3	for open schools in the ATS sample
0	for all other schools

Recall that the ATS sample is composed of two separate subsamples, the subsample of schools included in the Parents Survey and other other schools to be called the "complement". In the base year, 312 out of the 1,015 schools in the full HS&B sample were selected into the parents sample. The conditional probability F_1 of selection into the parents sample given base year HS&B selection is, for any school,

$$F_1 = 312/1{,}015 = 29.8\%$$

After the parents sample was chosen, the complement sample of schools was selected from the remaining non-Hispanic schools known to be open.**

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*M. R. Frankel, et al. (1981). Sample Design Report, A Report to CES under Contract No. 300-78 by NORC.

**At this point 25 of the non-parent schools had been found to be closed and the Hispanic schools numbered 83.

Non-Hispanic private schools (75 in number) were selected with certainty. Of the remaining 520 (=1,015 - 312 - 83 - 25 - 75) schools, 166 were selected with equal probabilities. The conditional probability of a base year selection being in the complement given that it was selected in the parents sample, F_2, is

$$F_2 = \begin{cases} 0 & \text{for Hispanic schools} \\ 0 & \text{for non-private non-Hispanic schools known to be closed} \\ 1 & \text{for private non-Hispanic schools} \\ 166/520 & \text{for other schools} \end{cases}$$

Using the notation $P(X|Y)$ to denote the conditional probability of selection into X given selection into Y, we may compute F_3 from F_1 and F_2 as follows:

$$\begin{aligned} F_3 &= P(\text{complement}) + P(\text{Parents}) \\ &= P(\text{complement}|\text{Parents})* P(\text{Parents}) \\ &+ P(\text{complement}|\text{not Parents})* P(\text{not Parents}) \\ &+ P(\text{Parents}) \\ &= 0 + F_2(1 - F_1) + F_1 \\ &= F_1 + F_2 - F_1F_2. \end{aligned}$$

<u>Teacher Weights</u>. Because only one administrator of each specified type (principal, guidance counselor, vocational program coordinator) was designated as a respondent in each school, data from each administrator may be analyzed using the school weights describe above. Samples of up to 30 teachers were selected from lists of eligible faculty within each school. Teacher selection probabilities varied from school to school as a result of differing faculty size. Therefore additional weights must be

used to compensate for unequal selection probabilities for the teacher sample (see section on weighted data).

The probability that a teacher was selected into the ATS sample is equal to the product of F_3, the probability that the individual's school was selected, and F_4 the conditional probability that the individual was selected given that his or her school was selected. In schools with 30 or fewer teachers, $F_4 = 1$. In schools with $N > 30$ teachers, $F_4 = 30/N$. Thus, the individual teacher weight is $1/(F_3F_4)$ if teacher was selected in ATS sample, and 0 otherwise.

Non-response Corrections to Create Overall Weights

As previously mentioned, the final ATS sample consisted of 532 high schools out of the original 1,015 from the High School and Beyond Study. School level selection weights were provided with the ATS sample, which consist of a combination of the original weights from the base year survey and probabilities of selection into the ATS sample. These selection weights assume the full sample of 532 schools in the ATS survey, since the pretest and main study samples were combined for sample selection purposes.* However, actual responses to the survey (completed questionnaires) were somewhat less than full 532. For each target population, the completions were as follows:

principals	402 (76% of 532)
guidance program heads	400 (75% of 532)
vocational education program heads	324 (61% of 532)

In addition, 10,370 teachers in 457 schools responded. This is 86% of the 532 schools.

These completion rates are not the same as response rates, which would exclude the pretest schools. The response rates within the main

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*From this set of 532 schools, 27 were selected for the pretest based on their nearby location. Since the remaining 505 schools used in the main study were therefore not a random subsample of the original 1015 HS&B schools, the selection weights and the non-response corrections had to be based on the full set of 532 ATS schools. Therefore, the 27 pretest schools are considered as non-respondents from the full sample of 532 schools. During the planning stage, the consortium considered combining data from the pretest and main study, but in the end the pretest data were put aside.

study are somewhat higher. As shown in Table 6 in the section entitled Data Collection, the response rate for principals is 79.8%, and for guidance program heads 79.6%. The response rate for teachers is estimated at 77.2% based on multiplying the percentage of schools responding by the percentage of questionnaires received among those requested. However, an exact response rate cannot be calculated since there is no way of knowing the number of eligible teachers for schools which did not respond. The true figure would depend, among other things, on the overall weights for responding and non-responding schools. An exact response rate cannot be calculated for the vocational education program heads either since the existence of a program could not be determined for a few main study schools during the field work.

Vocational education program heads had a low completion rate among the full set of 532 schools as shown above. Schools received a preliminary questionnaire inquiring if they had a vocational education program; if they responded negatively, then they were not sent the full questionnaire. As a result, many schools in the main study did not receive a vocational education survey questionnaire. Only 387 schools were sent this questionnaire (see Table 6).

An additional point about the vocational education file concerns the substantive issue of what to consider as a school with a vocational education program. The preliminary questionnaire may have incorrectly screened out some schools as not having vocational education programs, depending on how vocational education was defined. The problem with the existing definition is that it was the sole responsibility of the school

authority in question. If that person decided his or her school had a vocational education program, then a questionnaire was returned; otherwise, there was no information on that school. Since different administrators are likely to define the term differently, the responding schools are not necessarily all of the schools with vocational education programs from the ATS sample.

For analytic reasons, a different way of defining a school with vocational education, based on courses offered there, has been constructed. According to this new computation, based on the HS&B transcript file from 1982*, every school in the base year HS&B file except three offered some type of vocational education courses. By checking the identification numbers of these three schools, it was determined that none appears in the ATS sample. This means that every school in the ATS sample, and therefore every school in the vocational education file subsample, has some vocational education instruction according to this new definition. Thus, this file has been treated as the other files have in computing non-response corrections. If the user does not wish to accept this definition, but rather take the chance that the actual responses reflect something more truly representing vocational education schools, then the selection weights may be used without the non-response corrections.

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*MPR Associates, Inc., High School and Beyond: Tabulations and Classifications of Secondary Vocational Education Courses and Students, Part 1, February 1986. pp. 143-149.

Ordinarily, the correction factor for non-response would be calculated separately for each stratum that was used to select the sample of schools. In the ATS files, these strata are represented by the nine types of schools in the sample. The correction factors would then be used to compute new weights by the following formulas:

$$ATSWT_i = 1/P_i$$

$$FWT_i^n = (1/P_i) * RATIO_i$$

where:

$ATSWT_i$ = weight for the ith strata;

FWT_i^n = weight corrected for non-respondents;

P_i = probability of selection in sample;

RATIO = (# eligible respondents/ # actual respondents)

Weights are calculated identically for each data file.

The response rates were examined across the 9 school types, and were found not to differ in any significant way. In addition, six of the nine strata contained fewer than 30 schools. With such small n's, a high degree of variability would be expected in non-response rates across strata. It was decided, on the advice of a sampling expert, to use a single estimate of non-response for each of the four files, rather than to introduce additional sampling variability by using separate weights for each stratum.

The only exception to this rule is the vocational education file, which showed a large difference in response rates between public and private schools. For this reason, two separate response rates were computed on the vocational education file, a public school and private school rate.

These were then multiplied by the existing ATS selection weight to achieve the final weight. Therefore, the formulas for the non-responses were simply:

$$FWT^n = (1/P) * RATIO$$

with (1/P) being the existing ATS selection weight, and RATIO the total number of eligible respondents divided by the total number of actual respondents. These ratios were:

principal file	(532/402) = 1.32	(PRNRATIO)
guidance head file	(532/400) = 1.33	(GUIRATIO)
teachers file	(532/451) = 1.18	(TEARATIO)
vocational education heads, public	(430/306) = 1.40	(VOCRATIO)
vocational education heads, private	(107/18) = 5.94	(VOCRATIO)

It should be noted that even with these non-response corrections to the weights, population totals based on these files will not exactly match a simple sum of the original ATS weights for all 532 cases. The reason is that while non-response is assumed to be random, the extremely high variability of the selection weights means that any loss of cases, even with corrections, will cause some fluctuation in population counts. As for within-file comparisons, no change will occur from the situation before non-response weights were applied, except with the vocational education file, because multiplying a selection weight by a non-response constant does not change other relationships in the data. When summing weights for the four files, the vocational education file shows the

greatest discrepancy from the total sample (532), probably because the highest level of non-response corrections are being applied to the already highly variable weights. Population estimates for all four respondent data files are provided in the next section.

All non-response corrections apply to the school level only; that is, they are to be used in estimating the populations of schools according to the original HS&B definition, or to compare school level characteristics and data. This would even include making school level estimates based on possible summary teacher data; in this case, teacher records would first be aggregated within schools, and then the new weight with non-response correction (TEAFWT) would be used in analyses done with the school as the unit of analysis. If researchers desire different non-response corrections or none at all for any reason, they are free to simply use the school selection weight, called "ATSWT", which is on the weights file. In fact, if the researcher is interested in anything other than school universe estimates, it makes no difference whether the non-response corrected weight is used or not, except for the vocational education file.

If an estimate of teacher level weights is desired, two things should be considered. The first is that teachers were selected randomly within schools from an "eligible" teacher population; the second is that a maximum of 30 teachers per school were chosen. There are three additional variables on the weights file to help determine teacher responses. TELIG is the number of teachers eligible in the school; TSEL is the number (up to 30) selected for inclusion in the sample; and TPART is the number participating, which equals the actual number of records in the teachers file. The simplest way to get an estimate of the total

number of teachers in the country, within the ATS definition of eligible teachers, is to multiply the school weight (TEAFWT) by the number of eligible teachers per school, and sum these products across schools. To perform other teacher level analyses, however, the appropriate weighting is to use the school weight (TEAFWT) multiplied by the ratio of eligible to selected teachers for each school (TRATIO), and finally multiplied by the teacher non-response correction (TEARATIO). Note that, unlike the school level weights, this should always be used for teacher analyses, because the number of eligible teachers and the rate of non-response are not the same across the schools.

Also note that no design effects have yet been calculated for the teacher file to compensate for the complex design of the teacher sample.

To summarize teacher weight variables:

TEAFWT	school weight with school non-response for the teacher file. Should be used for school level estimates of totals.
TELIG	number of eligible teachers in each school
TSEL	number of teachers selected in each school for sample inclusion.
TPAR	number of completed questionnaires actually received from teachers.
TRATIO	(# eligible / # selected) teachers
TEARATIO	(# selected / # participating) teachers
(TEAFWT)*(TRATIO)	teacher level weight with school non-response corrections but without teacher non-response correction.
(TEAFWT)*(TRATIO)*(TEARATIO)	teacher level weight with both non-response corrections. Should be used for all analyses of teachers, and for estimates of totals.

Weighted Data and Actual School Counts

The selection and overall weights described in the previous section can be used to generate estimated numbers of high schools nationwide. These figures can also be compared to the actual number of high schools in existence of the time of the ATS survey based on the "Common Core of Data" surveys conducted by the U.S. Department of Education. These estimates of the numbers of high schools nationwide based on the ATS sample are displayed below.

	All schools based on		Public schools based on
Sample and number of schools in parens	Selection Weights Only	Overall Weights (Selection and Non-response Factors)	Overall Weights (Selection and non-response Factors)
Total sample (532)	20184	20184	16223
Principals (402)	15034	19896	16163
Teachers (455)	16942	19984	16360
Guidance heads (400)	14954	19888	17165
Voc.ed. heads (324)	11155	17054	15248

The public ATS schools above include all "regular" schools, alternative schools, Cuban public and other Hispanic public schools - the four kinds of public schools sampled. They can be compared to the actual 1983-84 count of 16,400 public secondary schools* which excludes those with only grades 7-8 or 7-9 which would not have been included in

the universe for selecting the HS&B sample. The estimated numbers of public high schools derived from the principal and teacher surveys are in fact very close to the 16,400 figure. The estimate from the guidance survey is somewhat higher and that from the vocational education survey lower. Sampling variability is no doubt a factor in these divergences. The smaller obtained sample of vocational education program heads probably exacerbated the problem. School selection weights varied widely, and the loss of certain schools could create larger fluctuations.

It is not possible to compare precisely the above estimates for all schools public and private with national counts because the number of private secondary schools with grades 10-12 is not known, but it can be seen that the estimates based on the overall weights are very similar for all samples except the vocational education survey.

Design Effects

High School and Beyond samples, while representative and statistically accurate, are not simple random samples. Schools were selected within strata. Sampling rates for schools within different strata varied, resulting in better data for policy purposes, but at a cost of statistical efficiency. Hence, simple random sample techniques for the estimation of standard errors frequently underestimate the true standard errors.

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*Table 68 in Digest of Education Statistics 1986-87. Washington, D.C.:: Office of Educational Research and Improvement, U.S. Department of Education, 1987.

The degree of underestimation can be approximated by calculating a quantity known as the design effect. The design effect is a measure of the efficiency of the sample estimate relative to a simple random sample. It is defined as the ratio of the actual variance of an estimate to the variance of the same estimate from a simple random sample with the same number of cases. Users of these data can calculate the design effect of the ATS data by merging it with student data from HS&B and applying the Balanced Repeated Replications* or the Taylor residual method. No design effects have been calculated as yet for the ATS data.

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*See Calvin Jones, Martin, R. Frankel, Roger Tourangeau, Harold McWilliams, and Frank O'Brien, High School and Beyond First Follow-Up Sample Design Report. Chicago: National Opinion Research Center, 1983, chapter 5, for a discussion of BRR methods.

3. DATA COLLECTION

During the period from September through December 1983, the school sample was selected, and questionnaires, letters to principals, State and district officials, and explanatory materials were developed. At the same time, Phase I (request for school rosters and subsequent sampling) and Phase II (administration of questionnaire) were pretested in 27 schools.

In December, a letter was sent to chief state school officers and district superintendents explaining the objectives of the study and data collection procedures, and identifying specific schools and districts for the main study. Later in the month an initial mailing to school principals explained the study, and requested appointment of a school coordinator and the return of a roster of the school's teaching staff and the names of specified administrators: principal, guidance counselor, vocational coordinator, and community service coordinator. A sample of up to 30 teachers from the roster was selected by using a table of random numbers. (See Appendix B for the instructions used in selection of administrators and teachers.)

Phase II began with the mailing of questionnaires to the designated respondents in the main study schools on March 12, 1984. Phase I and Phase II operations were in continuous overlap, since efforts to obtain school cooperation continued until the end of the school year.

An automated receipt control system was used to track Phase I and Phase II progress (1) by school outcome within sample type, and (2) by respondent category within cooperating schools. The system generated lists of nonresponding schools and respondents for management consideration in following these cases.

Systematic follow-ups were conducted for both Phase I and II. Three methods of follow-up were employed: contact by central office administrators, contact by central office interviewers, and in-person contact by field personnel (described more fully below).

Participation Rates

Participation rates are summarized in table 2, table 3, and table 4. Table 2 summarizes school participation in the pretest and the main supplemental survey. Tables 3 and 4 show school participation by sample type for the main sample and the pretest.

TABLE 2

SCHOOL PARTICIPATION

	School Participating				Refusals				Total	
	Phase I[1]		Phase II[2]		School-Level		District		Schools	
	N	%	N	%	N	%	N	%	N	%
Pretest	23	85%	23	85%	4	15%	0	0%	27[3]	100%
Main Study	461[4]	91%	456	90%	43	9%	6	1%	505[5]	100%
Total	484	96%	479	90%	47	9%	6	1%	532	100%

[1]Phase I was the period in which the Designated Administrator Form (DAF) and teacher roster were requested.

[2]Phase II was the data collection period.

[3]The pretest sample was 27. This reflects the following adjustments from an initial sample of 30: one school closed and two schools were unable to participate at time of pretest but willing to participate in the main study.

[4]Five main study schools that cooperated in Phase I were unable to cooperate in Phase II. Five other would-be Phase II dropouts were encouraged to remain in the survey through intensive central office and field efforts.

[5]Sample N for the main study is 505. This reflects an adjustment from the initial 510: 5 schools proved to be closed.

TABLE 3

MAIN STUDY SCHOOL PARTICIPATION BY SAMPLE TYPE

School Type		0	1	2	3	5	6	7	8	9	Total
Quex Returned		321	16	3	28	36	22	1	10	19	456
District Refusal		4	0	0	1	0	0	0	1	0	6
School Refusal		27	3	0	1	4	5	1	0	2	43
	N	352	19	3	30	40	27	2	11	21	505
TOTAL	%	69.7	3.7	.6	5.9	7.9	5.4	.4	2.2	4.2	100%

School Types:

0 = Regular Public
1 = Alternative Public
2 = Cuban Hispanic Public
3 = Other Hispanic Public
4 = None
5 = Regular Catholic
6 = Black Catholic
7 = Cuban Hispanic Catholic
8 = Elite Other Private
9 = Other Private

TABLE 4

PRETEST SCHOOL PARTICIPATION BY SAMPLE TYPE

School Type		0	1	2	3	5	6	9	Total
Quex Returned		15	2	1	1	2	1	1	23
School Refusal		3	0	0	1	0	0	0	4
	N	18	2	1	2	2	1	1	27
Total	%	66.6	7.4	3.7	7.4	7.4	3.7	3.7	100

School Types:

0 = Regular Public
1 = Alternative Public
2 = Cuban Hispanic Public
3 = Other Hispanic Public
4 = None
5 = Regular Catholic
6 = Black Catholic
7 = Cuban Hispanic Catholic
8 = Elite Other Private
9 = Other Private

Tables 5 and 6 detail questionnaire receipts by questionnaire type for the pretest and main study respectively. These tables assume that a principal and a guidance questionnaire were available from each school. In fact, four schools in the main study, and one in the pretest lacked a formal guidance program. For the main study sample the coordinator or principal of such schools was asked to complete the supplemental guidance questionnaire.

There is no way to know with precision the total number of eligible teachers or the number of teachers who would have been selected for the total sample. Nor can the total sample numbers be determined for administrators in the vocational and community service categories since, again, such information is available only for the 484 schools that submitted the Designated Administrator Form and roster.

TABLE 5

PRETEST RECEIPTS BY QUESTIONNAIRE TYPE

Questionnaire Type	Schools Mailed to	Schools Responding		Questionnaires Received[1]	
	N	N	% of sample (27)	N	% of requested
Teacher	23	23	85%	581	91%[2] (640 requested)
Principal	23	16	59%	16	70%
Guidance	22	22	81%	22	100%
Vocational	22	17	--	17	77%
Community Service	7	7	--	7	100%

[1]Questionnaires were counted if they were at least 50% complete.

[2]Includes all questionnaires distributed, including those with final dispositions of no longer employed, unavailable, or ineligible. Not counting these dispositions, the completion rate would be 92.5%.

In over 99 percent of main study cases in which the school responded, responses were collected from both the teachers and administrators. In one small school, however, only the administrator responded. In two other small schools, only the teachers responded. School response rates for teachers, principals and guidance heads in the eligible samples (505 schools for each of them) are listed in Table 6.

TABLE 6

MAIN STUDY RECEIPTS BY QUESTIONNAIRE TYPE

Questionnaire Type	Schools Mailed to (requested) N	Schools Responding N	Schools Responding % of eligible sample	Questionnaires[1] Received N	Questionnaires[1] Received % of requested	Total (PRETEST + MAIN STUDY)
Teacher	456[2]	455	90.0%	10,382	85.8%[3]	10,957
Principal	456[2]	403	79.8%	403	88.4%	419
Guidance	456[2]	402	79.6%	402[4]	88.2%	424
Vocational	383[5]	330	--	330[6]	86.2%	347
Community Service	234[7]	201	--	201	85.9%	241

[1]Questionnaires were counted if they were at least 50% complete.

[2]461 if Phase II refusals included in the count.

[3]Questionnaires were sent to 12,106 teachers in the main study. If that base is adjusted to delete those no longer employed, ineligible or unavailable, requested = 11,878 and completed as a percentage of requested becomes 87.4%.

[4]Includes two supplemental guidance questionnaires for schools with no formal guidance program.

[5]387 if Phase II refusals included in the count.

[6]Excludes three vocational questionnaires which, though completed, cannot be identified as to school. (Off-campus programs; respondent removed identifying number label.)

[7]237 if Phase II refusals are included in the count.

The response rate for teachers is estimated at 77.2% - the school response rate times the questionnaire receipt rate. The true figure would depend, among other things, on the overall weights for responding and non-responding schools.

Quality Control and Follow-Up Procedures

Table 7 describes the school follow-ups for Phase I and Phase II of the main study. Table 8 describes the outcome of questionnaire remailings based on telephone follow-up of low response schools or nonresponding administrators.

Experienced telephone interviewers conducted systematic follow-ups for all Phase I schools that had not returned the Designated Administrator Form or roster. Their task was to check the status of Phase I materials (including probable mailing date), reemphasize the value of the survey, and determine whether any action was required in order to facilitate participation. Problem cases were referred to supervisors and taken over by project administrators or by field personnel.

Phase II follow-up telephone contact was made three weeks after the questionnaire mailing date. All nonresponding schools were called. Responding schools with a lower than 90 percent completion rate for teachers and/or administrators were also contacted. Non-routine cases were referred to supervisors for review and special handling. As a matter of policy, nonresponding principals were always contacted directly.

Fifty cases were assigned for Phase I and Phase II field follow-up. These included (1) schools from which there had been no response, that had been previously contacted by telephone and were presumed or known to be refusals, and (2) schools with low internal completion rates. Table 9 demonstrates the high degree of success generated by the intensive field activity.

Phase I refusals occurred at either the district level (6) or at the school level (43). Of the latter, four were, in fact, Phase II refusals. All initial refusals (84) were referred to the assistant project director at NORC and either he or the project director responded by telephone. Thirty-five (42 percent) of the initial refusals eventually participated.

TABLE 7

TELEPHONE FOLLOW-UP ACTIVITIES FOR MAIN STUDY

	Number of Schools Called	Percent of Schools Called	Dates
DAFs and Rosters (505 Schools)			
First Follow-Up	232	46%	1/30/84 - 2/25/84
Second Follow-Up	159	32%	2/20/84 - 3/31/84
Additional Folluw-Ups	102	20%	3/31/84 - 5/19/84
Questionnaire Follow-Up (461 Schools)			
First Follow-Up	211	46%	starting - 4/02/84
Second Follow-Up	166	36%	starting - 4/23/84
Additional Follow-Ups	129	28%	starting - 5/07/84
Principal Questionnaire Follow-Up (461 Principals)			
First Follow-Up	158	34%	5/11 - 5/25/84
Second Follow-Up	125	27%	from 6/4/84
Off-Campus Vocational Follow-Up (34 sites)			
First Follow-Up	17	50%	5/14 - 5/18/84
Second Follow-up	14	41%	from - 6/06/84

TABLE 8

FOLLOW-UP REMAILS AND OUTCOMES: MAIN STUDY

Questionnaire Type	Number Remailed	Number Returned by September 4, 1984	Percentage Responding
Principal	38	20	53%
Guidance	3	2	67
Vocational	6	3	50
Community Service	2	1	50
Total Administrator	49	26	53
Teacher	623	267	43

TABLE 9

IN-PERSON CONTACT: NORC FIELD PERSONNEL

Category	Cases	Successful Outcomes
Solicit DAF and Roster	28	27
Distribute questionnaires	9	9
Collect questionnaires	2	2
Convert Phase II refusal	5	3
Increase rate of completion	5	4

Reasons given for the refusals were, in general, administrative rather than substantive. In the very few instances where the value of the study was brought into question, the objection was easily overcome. Again, with few exceptions, interest in participating in later phases of HS&B was strong.

Overwhelmingly the problem for nonparticipants was the timing of the survey and the resources which could be committed to it. The survey came at a time when the school year was already heavily scheduled. Competing with the ATS were, in particular, conference accreditation evaluations, recently mandated changes in curriculum content and standards, and other surveys. The lack of time problem was compounded, in many cases, by a diminution in resources: budget cuts, cutbacks in staffing, and emphasis on spending more time in the classroom. In a few instances, quite specific local conditions were the basis for refusal: a difficult period of administrative transition, or a tense atmosphere due to a teacher strike or lawsuits.

In the case of four schools, complete school questionnaire packets were lost in the return mail to NORC. Since these lost-in-transit questionnaires were given the disposition "Other," there are four participating schools for which no complete or only partial questionnaires were received (see codebook for weights file).

4. DATA PREPARATION

Preparation of data for use with electronic processing equipment was carried out by members of the consortium. Ohio State prepared the vocational data and arranged a subcontract for optical scanning of the teacher questionnaire. The optical scan was carried out by the Intran Corporation which won the subcontract through competitive bidding. Stanford prepared the data from the principal questionnaire, Johns Hopkins prepared the guidance data, and Wisconsin prepared the community service data. A Data Preparation Manual was created by Ohio State containing the detailed procedures that were followed by each institution in converting the data to machine-readable form.

Each institution established a data coding operation with a manager and a staff of coders. The manager was responsible for hiring and training coders and overseeing the coding operation. Ambiguities in establishing proper codes were resolved by the manager. As questionnaires (except the teacher survey) arrived at the coding center, they were logged in and an identification number written on them. Standard procedures were established for managing the flow of questionnaires through the coding operation. After coding was completed, a manual check of each item for 20 percent of the completed questionnaires (except teacher questionnaires) was carried out. Following the manual error check, the coded data were transfered to electronic media.

The review of the entered data was accomplished in three stages. First, frequency tables were examined for range violation. Detected violations were checked by the coders against the questionnaires, and corrected. Second, the entered data for all cases, except for the

teacher questionnaire, were printed and compared to the entries on the original questionnaires. Errors detected were noted and corrected. The last phase of the review involved skip logic checks by a computer program, which recoded items answered in violation of instructions on skipping questions to the valid skip code. Those that could not be changed by computer were corrected by determining the answer that the respondent had indicated on the completed questionnaire. The teacher data underwent a quality control process similar to that used for the other questionnaires, except that a ten percent rather than a one-hundred percent manual check was conducted.

School identification numbers were attached to each computerized record. These numbers match the school codes used in the main HS&B sample; hence, merges with other HS&B data by school ID are feasible. Each ID number was checked against a master list to assure its accuracy.

5. REPORTS USING THESE DATA

A number of studies have already been done with the ATS data. To help potential data users build on what is already known, contacts were made to identify such completed analyses. Leading persons in the five members of the consortium that sponsored the data collection were asked to list reports which they and colleagues at their institutions had written based on any of the ATS surveys. While this approach is not an exhaustive search, it covers the main users, since the consortium members had exclusive access to the data through 1985 and strong investment in its utilization. The list of their reports as of fall 1987 follows:

Chubb, John E. "Why the Current Wave of School Reform will Fail." The Public Interest, Winter, 1988.

Chubb, John E. and Terry M. Moe. "No School is an Island." Brookings Review, Fall, 1986.

Chubb, John E., and Terry M. Moe. "Politics, Markets and the Organization of Schools." Brookings Discussion Paper in Governmental Studies. Brookings Institution, Washington, D.C. June 1986.

Crain, Robert L. and Jack K. Strauss. "Are Smaller High Schools More or Less Effective?" Center for Social Organization of Schools. Johns Hopkins University, Baltimore, March 1986.

Crain, Robert L. and Jack K. Strauss. "Testing Causal Direction with Variables from the Administrator and Teacher Survey of High School and Beyond." Center for Social Organization of Schools. Johns Hopkins University, Baltimore, March 1986.

Crain, Robert L., Frank A. Vitrano, and Jack K. Strauss. "Methodology for Identifying the Most Effective Public and Private High Schools in the High School and Beyond Sample." Center for the Social Organization of Schools. Johns Hopkins University, Baltimore, March 1986.

Hotchkiss, Lawrence. "Post High School Labor Market Outcomes and Schooling." Presented at the annual meeting of the American Educational Research Association, San Francisco, 1986.

Hotchkiss, Lawrence, and Linda Eberst-Dorsten. "Attitudes, Behavior and Employability." National Center for Research in Vocational Education, Columbus, OH, 1985.

Hotchkiss, Lawrence, and Linda Eberst-Dorsten. "Outcomes of Career Guidance Counseling and High School." Presented at the annual meeting of the American Educational Research Association, Chicago, 1985.

Hotchkiss, Lawrence, and Louise Vetter. "Outcomes of Career Guidance and Counseling." National Center for Research in Vocational Education, Columbus, OH, 1987.

Moles, Oliver. "Guidance Programs in American High Schools: A Descriptive Portrait," Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. 1988.

Newmann, Fred M., and Robert A. Rutter. "A Profile of High School Community Service Programs." Educational Leadership, December 1985/January 1986.

Newmann, Fred M., and Robert A. Rutter, and Marshall S. Smith. "Teachers' Sense of Efficacy and Community as Critical Targets for School Improvement." National Center on Effective Secondary Schools, University of Wisconsin, Madison, 1987.

Purkey, Stewart C. and Robert A. Rutter. "High School Teaching: Teacher Practices and Beliefs in Urban and Suburban Public Schools." Educational Policy, Summer 1987.

Rutter, Robert A. "Facilitating Teacher Engagement." National Center on Effective Secondary Schools. University of Wisconsin, Madison, 1987.

Rutter, Robert A. "Profile of the Profession." Social Education, April-May 1986.

Purkey, Stewart C., Robert A. Rutter, and Fred M. Newmann. "U.S. High School Improvement Programs: A Profile from the High School and Beyond Supplemental Survey." Metropolitan Education, 3, Winter 1986-87.

Schmuck, Richard A. "Leading and Managing for School Improvement." The Doctoral Residency Seminar Series of the College of Education. University of South Florida, 1987.

5. GUIDE TO THE CODEBOOKS

File Sequence on Computer Tape

The computer tape for this supplement to HSB includes these five kinds of files for each data source:

- The Raw Data File
- The SAS source code to process the raw data file
- The SAS system file
- The SPSSX source code to process the raw data file
- The Codebook containing descriptive statistics

The files are listed below as they appear on the tape.

FILE NUMBER	DATA SET NAME	RECFM	LRECL	BLKSIZE	BLOCK COUNT
1	HSB.PRN84.DATA	FB	80	16000	21
2	HSB.PRN84.SASCRD	FB	80	16000	3
3	HSB.PRN84.SASSYS	U	0	32760	59
4	HSB.PRN84.SPSXCRD	FB	80	16000	3
5	HSB.PRN84.CODEBK	FB	80	16000	44
6	HSB.VOC84.DATA	FB	80	16000	17
7	HSB.VOC84.SASCRD	FB	80	16000	4
8	HSB.VOC84.SASSYS	U	0	32760	55
9	HSB.VOC84.SPSXCRD	FB	80	16000	3
10	HSB.VOC84.CODEBK	FB	80	16000	46
11	HSB.GID84.DATA	FB	80	16000	18
12	HSB.GID84.SASCRD	FB	80	16000	8
13	HSB.GID84.SASSYS	U	0	32760	62
14	HSB.GID84.SPSXCRD	FB	80	16000	4
15	HSB.GID84.CODEBK	FB	80	16000	46
16	HSB.TCH84.DATA	FB	80	16000	260
17	HSB.TCH84.SASCRD	FB	80	16000	5
18	HSB.TCH84.SASSYS	U	0	32760	377
19	HSB.TCH84.SPSXCRD	FB	80	16000	3
20	HSB.TCH84.CODEBK	FB	80	16000	29
21	HSB.WTS84.DATA	FB	80	16000	6
22	HSB.WTS84.SASCRD	FB	80	16000	1
23	HSB.WTS84.SASSYS	U	0	32760	9
24	HSB.WTS84.SPSXCRD	FB	80	16000	1
25	HSB.SCH80.DATA	FB	80	16000	3
26	HSB.SCH80.SASCRD	FB	80	16000	1
27	HSB.SCH80.SASSYS	U	0	32760	12
28	HSB.SCH80.SPSXCRD	FB	80	16000	1
29	HSB.SCH80.CODEBK	FB	80	16000	11
30	HSB.SCH82.DATA	FB	80	16000	3
31	HSB.SCH82.SASCRD	FB	80	16000	1
32	HSB.SCH82.SASSYS	U	0	32760	10
33	HSB.SCH82.SPSXCRD	FB	80	16000	1
34	HSB.SCH82.CODEBK	FB	80	16000	11

Abbreviations used in the above chart have the following meanings:

RECFM is RECording ForMat
LRECL is Logical RECord Length
BLKSIZE is BLocKSIZE

Components of the data set names have the following meanings:

<u>suffix</u> - DATA is a raw data file
SASCRD is SAS source code
SASSYS is a SAS data set
SPSXCRD is SPSSX source code
CODEBK is a codebook

<u>middle</u> - PRN84 is the (1984) principal questionnaire file
VOC84 is the vocational education program director questionnaire file
GID84 is the guidance director questionnaire file
TCH84 is the teacher questionnaire file
WTS84 contains weights for the above four files
SCH80 is the 1980 school survey file (selected questions)
SCH82 is the 1982 school survey file (selected questions)

The prefix HSB in all file names stands for High School and Beyond. Also note that for the SAS data sets on the tape, the internal SAS data set name is the same as the middle of the external data set name; i.e., for file "HSB.PRN84.SASSYS", the internal SAS data set name is "PRN84". Technical specifications on the tape density are provided with the tape.

The codebooks printed in this volume were edited from the computer tape codebooks listed above. The tape codebooks are somewhat more extensive than the printed codebooks, however, in including statistics following each variable which describe the mean, mode, kurtosis and other characteristics of the variable's distribution. Numbers of valid cases and missing data are also listed. The printed codebooks have more complete category labels in some cases. In some instances as noted, the full range of response categories in the data and on the tape codebooks has been collapsed in the printed codebooks to save space.

The selection weights for each of the four administrator files are contained in the HSB.WTS84.DATA file, and can be linked to each of the main files via the four-digit school identification code. This code is on all seven sets of files, and is common to all components of the High School and Beyond Study.

Some items from the 1980 and 1982 school questionnaires are included to provide various kinds of basic information on schools which are not contained in the ATS data. In addition, the 1980 school questionnaire file has the public/private school type, region and rural/urban location of the school.

Data File Layouts

Each of the questionnaire data files except the teacher file has the same overall format. The questionnaire data begin in column 8 and are preceded by identifiers. These are:

Column	Description
1-4	A random number which identifies the school and is used in all High School and Beyond data sets.
5-6	All records coded the same as follows: principals 31 guidance heads 32 vocational education heads 33
7	The letter R in all data sets and records

For the principal, guidance, and vocational education files, these identifiers are repeated at the beginning of every physical file record, even though they are only needed once for each respondent. The printed codebooks do not show these repeated fields.

The teacher file has a different layout and structure. Three identification numbers appear in the first 12 columns of only the first physical record. In addition, the teacher file is composed of up to 30 teachers per school. The identification fields are as follows:

Columns	Description
1-6	Processing number used by the subcontractor for optically scanning questionnaires
7-10	School code matching codes in HSB files
11-12	Teacher identification number within school

A unique respondent identification number can be obtained by combining the school code and the teacher identification number.

The files vary in the number of records per respondent as noted below:

principals	10 records per respondent
guidance head	9 records per respondent
vocational education heads	9 records per respondent
teachers	5 records per respondent
1980 school questionnaire	1 record per respondent
1982 school questionnaire	1 record per respondent
weights	2 records

The ATS data files contain the following number of cases:

principals	402
teachers	10,370*
guidance heads	400
vocational education heads	324
1980 school questionnaires	537
1982 school questionnaires	537
weights	537

*One of the 457 schools with school identification number 5047 does not match the other ATS files in ID number, but its ID number is among the original 1015 HSB school ID numbers. This school had only one teacher. Five of the schools have school ID numbers which do not match those in any other files. Their IDs are 1642, 3701, 4183, 7715 and 8284. Each had only one teacher. One other school has no ID number. It had five teachers.

The 1980 and 1982 school questionnaire selections and the weights file have 537 cases (schools). This is the combined total of main study and pretest cases and closed schools.*. These files can be matched with the ATS data files on school identification number (SCHID). Those schools which were in the pretest have the following identification numbers:

1224	2837	5902	7641
1228	3234	6170	7795
1501	3315	6274	7883
1536	3326	6329	7995
2326	3844	6578	8311
2605	4383	6731	9400
2754	4523	7364	

Variable Layouts and Reserve Codes

The codebooks provide comprehensive descriptions of the administrator and teacher files. For each variable on the tape the codebook provides the following kinds of information, referenced in the accompanying figure by the number in parentheses following each item:

-- a question number for cross-reference to the questionnaire which is also the SPSS variable name (1)

-- the SPSS (or SAS) variable label (2)

-- the tape position of the variable expressed as record and column numbers (3)

-- for questionnaire items, the exact question wording and response categories (4 and 5)

-- data codes for all response categories (6)

-- unweighted frequency counts (7)

-- relative and adjusted percentage frequencies (8)

-- reserved codes (9).

*The six closed schools have no weights data. Their school identification numbers are 1906, 5192, 5815, 8163, 8434, and 9978.

The following example is taken from the principals' questionnaire. The codebook layout will vary slightly for the guidance questionnaire. (Note that the tape codebook for principals does not contain any question wordings, nor the answer category descriptions for many variables. However, the variable numbers can be used to refer back to the printed codebook and principal questionnaire items.)

(1) P19A (2) SHORTAGE OF QUALIFIED APPLICANTS

(3) RECORD: 3 COLUMN 59-60

(4) Using the scale provided, how much of a barrier do you consider each of the following factors to be in obtaining teachers with excellent qualifications? (CIRCLE ONE FOR EACH ITEM)

a. Shortage of qualified applicants in some fields

(5) CATEGORY LABEL	(6)CODE	(7)FREQUENCY	(8)PERCENT	(8)ADJUSTED PERCENT
NOT A BARRIER	1	15	3.7	3.8
	2	17	4.2	4.3
	3	32	8.0	8.0
	4	54	13.4	13.5
	5	113	28.1	28.3
A VERY LARGE BARRIER	6	168	41.8	42.1
(9) RESPONSE OMISSION	98	3	0.7	MISSING
	TOTAL	402	100.0	100.0

Explanations of example:

Question number (item 1 above): For all variables taken directly from questionnaires, this is the question number in the original document, preceded by a P, T, G, or V to denote the principal, teacher, guidance, or

vocational education questionnaire respectively. It is also the SPSS (SAS) variable name. Each variable on the data tape is identified by a unique SPSS variable name. Data indicators are given mnemonics that help identify them; for example, SCHID for "school identification code."

SPSS (SAS) variable label (item 2 above): A short variable label appears after the variable name. This label is the same as that which appears on the SPSS (SAS) data definition cards included on the tape.

Tape position (item 3 above): This item gives the starting and ending tape position for each variable on the data tape expressed in terms of record and/or column locations. For the guidance questionnaire tape codebook, a continuous series of column numbers is shown in parens on the top line after items 1 and 2.

Original question wording (item 4 above): For questionnaire items, this provides the exact question wording as it appeared in the original document.

Response categories (item 5 above): Under the term Category Label, this item provides either the original response categories (in the case of questionnaire items) or the recoded or constructed response categories for composite variables and data indicators. For display in the printed codebooks, some lengthy, continuous variables have been recoded to collapse cases into broad categories. 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. The distinct values and associated cases are, however, available in the codebook which is on the computer tapes.

Response codes (item 6 above): This item provides the actual numerical codes that appear on the data tape in the tape position specified. In a few cases of lengthy response categories, the actual values that appear on the tape have been collapsed and recoded. The occurrences of this are noted in the codebook. Certain codes, discussed below, are reserved to indicate missing data, legitimate skips, and so forth.

Frequency counts (item 7 above): This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

Relative and adjusted percentage frequencies (item 8 above): These columns display the frequency counts of item 7 as percentages. All records that were processed are included. (Adjusted frequencies will always be the same as relative frequencies unless there are reserved codes. These have been dropped in the adjusted tabulation.)

Reserved codes (item 9 above): In these data sets certain codes termed "reserved codes" have been chosen always to stand for certain situations.

The following reserved codes were used for the coding of all survey documents:

6 -- This code indicates multiple responses. In general, this code is to be recorded whenever a respondent has circled two or more response codes for an item which required only one. The only exception to this procedure is outlined below.

7 -- This code indicates a refusal to respond or an uncodable response. This code should be entered whenever a respondent has overtly indicated refusal to respond or when a response is incompatible with the category codes for an item.

8 -- This code indicates a response omission that is not due to a legitimate skip or a "not applicable" condition. Whenever a response for an item is not present and no overt indication of refusal has been noted, this code should be recorded.

9 -- This code indicates a legitimate skip, or not applicable.

These four codes apply to single column fields. The reserve codes for items requiring two or more columns use one of these four numbers in the right-most column, with the remaining columns to the left being filled with nines (9). It should be noted that any variable requiring only a single digit to code, but which has code values greater than '5,' has been allocated two coding columns. When necessary, the coding field for variables requiring two or more columns has been similarly expanded. In this way, there is no possibility of conflict between meaningful data and reserve codes.

In most cases, codes indicating the numeric value associated with each response alternative are printed on the questionnaires. Where this is not the case, or in case code numbers do not match those printed on the questionnaire, the codebook will indicate the codes used for each response alternative. In questions where multiple responses are permitted for a given question, a sequence of binary variables will be defined. A code of one (1) will indicate respondent selection of the corresponding response alternative, and a code of zero (0) will indicate respondent omission of the alternative.

For items requiring counts and percentages as responses, zeroes are treated as valid data. Therefore, all columns allocated to an item for which zero is the response will be filled with zeros. Under no circumstances are negative numbers valid data. Negative numbers are considered uncodable data.

For some items requiring counts and percentages as responses, individual answer categories span a range of numbers. This is considered valid data. The actual value coded should be the arithmetic midpoint of the range rounded to the nearest whole number. To allow for the preservation of as much information as possible, an exception to the usual coding convention was provided for items like those in Exhibit I. In these items the response system is an ordered continuum which requires two columns to code. Although respondents were requested to circle only one number for such items, it was not uncommon for a respondent to show equivocation by circling more than one number -- usually two contiguous numbers. When coders encountered an item like those shown in 30e and 30p where two numbers had been circled and the circled numbers are contiguous, the lowest numeric code is shown in the right column and an eight (8) shows in the left column. In this manner users of the data set will have the option of classifying such items as missing data or using a mid-range value as a valid code. When more than two response alternatives are circled or two circled alternatives are not adjacent, then the multiple response code (96) was used.

EXHIBIT I

30. Using the scale provided, to what extent do representatives of business, industry, and labor influence each of the following vocational education activities? (CIRCLE ONE FOR EACH ITEM)

	No influence					Major influence	
a. Determining curriculum content and standards..	01	02	03	04	05	06	30-31/ 02
b. Assessing relevance of curriculum.....	01	02	03	04	05	06	32-33/ 04
c. Determining adequacy of equipment.....	01	02	03	04	05	06	34-35/ 03
d. Recommending programs to be offered.....	01	02	03	04	05	06	36-37/ 05
e. Evaluating effectiveness of vocational education personnel.....	01	02	03	04	05	06	38-39/ 85
f. Determining teaching/training standards.....	01	02	03	04	05	06	40-41/ 01
g. Interviewing prospective vocational educational personnel and making recommendations regarding employment.....	01	02	03	04	05	06	42-43/ 04
h. Identifying long-range goals for the vocational education program.....	01	02	03	04	05	06	44-45/ 98
i. Identifying goals/objectives for use in evaluating the school's vocational education program.....	01	02	03	04	05	06	46-47/ 96
j. Placing students in jobs.....	01	02	03	04	05	06	48-49/ 03
k. Conducting interviews of employers to determine their satisfaction with employees who were former vocational education students.....	01	02	03	04	05	06	50-51/ 05
l. Conducting interviews with former vocational education students to determine their satisfaction with training.....	01	02	03	04	05	06	52-53/ 04
m. Promoting labor market information.....	01	02	03	04	05	06	54-55/ 06
n. Identifying job tasks/skills performed.....	01	02	03	04	05	06	56-57/ 04
o. Providing career guidance.....	01	02	03	04	05	06	58-59/ 04
p. Providing equipment and supplies.....	01	02	03	04	05	06	60-61/ 85
q. Developing learning/training sites (e.g., shop) in the community.....	01	02	03	04	05	06	62-63/ 02
r. Develop programs to teach job search skills...	01	02	03	04	05	06	64-65/ 02
s. Other (SPECIFY) _____ _____	01	02	03	04	05	06	66-67/ 04

SPSSX and SAS Programs

SPSSX (Statistical Package for the Social Sciences, version X) and SAS (Statistical Analysis System, version 5.16) program cards are provided for each of the seven files on the tape. These represent the most recent versions of the most universally used software for data analysis purposes. Nearly all large computer facilities support at least one of these packages, if not both. Further, all the files except the SAS system files, are in EBCDIC character format, at 80 columns per record. This is probably the most universally acceptable format for the transfer of data and programs from one system to another. The SAS programs are also compatible with the older version (82.4) of SAS, which has been available since 1982.

For those with SAS on their systems, the SAS data set (system file) is provided for convenience. The SAS code provided, with the proper control language, would produce exactly the same SAS data set as is written on the tape. The ATS files are available as raw data files or SAS system files. All raw files include SPSSX and SAS source cards.

Both SPSSX and SAS program cards have complete variable labels, and identical variable names. The SPSSX cards also have complete value labels and missing data codes declared, so that a user can produce his or her own SPSSX system file on any computer with relative ease. The SAS programs have PROC FORMATS included for the value labels, so that the user has the choice of using the formats or not.

In most cases, no changes would be necessary to run either the SPSSX or SAS programs on any computer system. The only programming necessary is the control language (JCL), which is unique to every computer system, and needs to be provided by the programmer.

Variable Naming Conventions

All survey items are uniquely identified across data files. The general rule for naming variables is that each name will begin with the first letter of the group completing the survey. For example, all variable names in the teacher questionnaire will begin with T. After the letter will be the two-digit item number from the survey. (Items 1 through 9 should be coded 01...09.) Where multiple questions appear in an item and the questions are not uniquely identified by a letter, the questions will be numbered consecutively after the item numbered. Therefore, the questions in item 19 shown in Exhibit II are identified as V191, V192, V193 and V194.

Where multiple questions are presented and individually identified by a letter as in item 21 of Exhibit II, the letter will follow the item number. Hence, the questions in item 21 will be identified as V21A, V21B, ..., V21G. Item 20 in Exhibit II contains multiple levels of questions presented in one item. These questions would be identified, respectively, as follows: V20, V20A, V20B1, V20B2, ..., V20B5. By using this naming convention, the survey questionnaires themselves actually become codebooks.

School identification numbers as defined by NORC will appear in the first field of each record (card). This identification number will begin with the letter P, T, G, and V -- corresponding to the principal, teacher, guidance, and vocational educational questionnaires, respectively. The letters 'SCHID' will follow the letter prefix. The record number will be inserted at the end of the variable name for school identification numbers.

Thus, for example, there are 10 records (cards) in the principal questionnaire; therefore, the school identification variables will be called:

PSCHID01

.

.

.

PSCHID--

In addition, a two digit teacher identification will be coded into each case for the teacher questionnaires. This variable will be named TEACHID.

Frequency tables for all survey items and associated statistics can be generated through use of the "FREQUENCIES" procedure in SPSS.

EXHIBIT II

19. Over the course of the school year, about what percentage of the typical vocational teacher's time is spent on the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Finding summer (or vacation) jobs for students	____%	44-46/
Finding part-time noncoop jobs for students during the school year	____%	47-49/
Finding part-time coop jobs for students during the school year	____%	50-52/
Finding jobs for students about to graduate	____%	53-55/

20. Is there a school sponsored job placement service available to students in this high school? (CIRCLE ONE)

Yes, service is available to all students...(ANSWER A).....1 56/

Yes, service is available only to vocational students.....(ANSWER A).....2

No.....(GO TO Q.21).....3

IF YES:

A. Are the staff who provide the job placement service located in this high school? (CIRCLE ONE)

Yes...(ANSWER B).....1 57/

No....(GO TO Q.21).....2

IF YES TO A:

B. About how many total hours per week do nonteaching staff (e.g., secretaries, volunteers) spend on the following activities? (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Keeping job and placement information current	___	58-59/
Finding summer jobs for students	___	60-61/
Finding part time noncoop jobs for students during the school year	___	62-63/
Finding part time coop jobs for students during the school year	___	64-65/
Finding jobs for students about to graduate	___	66-67/

79-80/04

21. Rank the degree of responsibility each of the following has to find training related jobs for a vocational student. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with the greatest amount of responsibility, a "2" beside the option with the second greatest amount of responsibility, and so on through "7" for the least amount of responsibility. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

_____	a. School placement service	8-9/
_____	b. Public employment service	10-11/
_____	c. Vocational teacher in the appropriate speciality area	12-13/
_____	d. Other teachers	14-15/
_____	e. Guidance staff	16-17/
_____	f. Vocational education director	18-19/
_____	g. Student	20-21/

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22. Can students at this high school take courses for credit that apply to an apprenticeship training program, such as those sponsored by local trade unions or the Bureau of Apprenticeship and Training? (CIRCLE ONE)

Yes...(ANSWER A AND B)..1 22/

No....(GO TO Q.23).....2

IF YES:

A. How many students participate in credit-accruing apprenticeship courses? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

STUDENTS: |__|__|__| 23-25/

B. How many high school credits can be applied to an apprenticeship program? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CREDITS: |__|__| 26-27/

CODEBOOKS

CODEBOOK FOR PRINCIPAL QUESTIONNAIRE

Each of the ATS questionnaire data files except the teacher file has the same overall format. The questionnaire data begin in column 8 and are preceded by identifiers. These identification factors are:

Column	Description
1-4	A random number which identifies the school and is used in all High School and Beyond data sets.
5-6	All records coded the same as follows: principals - 31 guidance heads - 32 vocational education heads - 33
7	The letter R in all data sets and records

The record number is in columns 79-80 of each record.

Note: Some items stored as continuous variables in the data file and the data tape codebook were collapsed for display in this user's manual.

PMON MONTH

RECORD: 1 COLUMN: 8-9

Please enter month and day.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MARCH	3	202	50.2	55.2
APRIL	4	89	22.1	24.3
MAY	5	38	9.5	10.4
JUNE	6	27	6.7	7.4
JULY	7	6	1.5	1.6
AUGUST	8	4	1.0	1.1
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	32	8.0	MISSING
TOTAL		402	100.0	100.0

PDAY DAY

RECORD: 1 COLUMN: 10-11

Please enter month and day.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
First day of month	1	9	2.2	2.5
Etc.	2	11	2.7	3.1
	3	11	2.7	3.1
	4	14	3.5	3.9
	5	8	2.0	2.3
	6	7	1.7	2.0
	7	4	1.0	1.1
	8	5	1.2	1.4
	9	2	.5	.6
	10	10	2.5	2.8
	11	10	2.5	2.8
	12	6	1.5	1.7
	13	3	.7	.8
	14	2	.5	.6
	15	7	1.7	2.0
	16	12	3.0	3.4
	17	4	1.0	1.1
	18	3	.7	.8
	19	10	2.5	2.8
	20	25	6.2	7.0
	21	29	7.2	8.2
	22	29	7.2	8.2
	23	25	6.2	7.0
	24	4	1.0	1.1
	25	5	1.2	1.4
	26	28	7.0	7.9
	27	22	5.5	6.2
	28	18	4.5	5.1
	29	15	3.7	4.2
	30	14	3.5	3.9
	31	3	.7	.8
REFUSED/UNCODABLE	97	9	2.2	MISSING
RESPONSE OMISSION	98	38	9.5	MISSING
TOTAL		402	100.0	100.0

P01A1 ENGLISH, LANGUAGE ARTS FOR CLASS OF 1982

RECORD: 1 COLUMN: 12-14

How many years of instruction are all students in your school required to complete for graduation in each of the following subject areas? (WRITE IN YEARS. USE FRACTIONS IF NECESSARY. IF NO REQUIREMENT, ENTER '0')

a. English/Language Arts - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
One year	1.0	1	.2	.3
1.2 years	1.2	1	.2	.3
Etc.	2.0	2	.5	.5
	2.5	2	.5	.5
	3.0	110	27.4	28.4
	3.3	1	.2	.3
	3.5	10	2.5	2.6
	4.0	255	63.4	65.9
	4.5	3	.7	.8
	6.0	1	.2	.3
	7.0	1	.2	.3
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
TOTAL		402	100.0	100.0

P01B1 MATHEMATICS FOR CLASS OF 1982

RECORD: 1 COLUMN: 15-17

REFER TO QUESTION P01A1

b. Mathematics - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	6	1.5	1.6
One year	1.0	154	38.3	39.8
1.5 years	1.5	17	4.2	4.4
Etc.	2.0	164	40.8	42.4
	3.0	40	10.0	10.3
	4.0	5	1.2	1.3
	5.0	1	.2	.3
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
TOTAL		402	100.0	100.0

P01C1 SCIENCE FOR CLASS OF 1982

RECORD: 1 COLUMN: 18-20

REFER TO QUESTION P01A1

c. Science - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	8	2.0	2.1
.9 years	.9	1	.2	.3
One year	1.0	195	48.5	50.4
Etc.	1.5	20	5.0	5.2
	2.0	144	35.8	37.2
	2.5	2	.5	.5
	3.0	15	3.7	3.9
	4.0	2	.5	.5
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
TOTAL		402	100.0	100.0

P01D1 HISTORY, SOCIAL STUDIES FOR CLASS OF 1982

RECORD: 1 COLUMN: 21-23

REFER TO QUESTION P01A1
d. History and social studies - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	1	.2	.3
1 year	1.0	19	4.7	4.9
1.2 years	1.2	1	.2	.3
Etc.	1.5	13	3.2	3.4
	2.0	116	28.9	30.0
	2.5	34	8.5	8.8
	2.6	1	.2	.3
	3.0	149	37.1	38.5
	3.5	20	5.0	5.2
	4.0	32	8.0	8.3
	4.2	1	.2	.3
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P01E1 FOREIGN LANGUAGE FOR CLASS OF 1982

RECORD: 1 COLUMN: 24-26

REFER TO QUESTION P01A1
e. Foreign language - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	341	84.8	88.1
1 year	1.0	9	2.2	2.3
2 years	2.0	25	6.2	6.5
Etc.	3.0	11	2.7	2.8
	4.0	1	.2	.3
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P01F1 PHYSICAL EDUCATION FOR CLASS OF 1982

RECORD: 1 COLUMN: 27-29

REFER TO QUESTION P01A1
f. Physical education - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	6	1.5	1.6
.3 years	.3	1	.2	.3
.5 years	.5	16	4.0	4.1
Etc.	.8	1	.2	.3
	1.0	107	26.6	27.6
	1.1	1	.2	.3
	1.5	27	6.7	7.0
	1.7	1	.2	.3
	2.0	91	22.6	23.5
	2.2	1	.2	.3
	2.5	1	.2	.3
	3.0	29	7.2	7.5
	3.5	5	1.2	1.3
	4.0	98	24.4	25.3
	5.0	1	.2	.3
	6.0	1	.2	.3
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P01G1 MUSIC AND FINE ART FOR CLASS OF 1982

RECORD: 1 COLUMN: 30-32

REFER TO QUESTION P01A1
g. Music and fine art - Class of 1982

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	281	69.9	72.6
.1 years	.1	1	.2	.3
.5 years	.5	17	4.2	4.4
Etc.	.6	1	.2	.3
	.8	1	.2	.3
	1.0	67	16.7	17.3
	1.5	4	1.0	1.0
	2.0	14	3.5	3.6
	2.5	1	.2	.3
REFUSED/UNCODABLE	97.0	1	.2	MISSING
RESPONSE OMISSION	98.0	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P01A2 ENGLISH, LANGUAGE ARTS FOR CLASS OF 1984

RECORD: 1 COLUMN: 33-35

REFER TO QUESTION P01A1
a. English/Language Arts - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1.2 years	1.2	1	.2	.3
2.0 years	2.0	2	.5	.5
2.5 years	2.5	2	.5	.5
Etc.	3.0	94	23.4	24.4
	3.3	1	.2	.3
	3.5	8	2.0	2.1
	4.0	270	67.2	70.1
	4.5	5	1.2	1.3
	6.0	1	.2	.3
	7.0	1	.2	.3
RESPONSE OMISSION	98.0	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P01B2 MATHEMATICS FOR CLASS OF 1984

RECORD: 1 COLUMN: 36-38

REFER TO QUESTION P01A1
b. Mathematics - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	5	1.2	1.3
One year	1.0	107	26.6	27.8
1.5 years	1.5	13	3.2	3.4
Etc.	2.0	193	48.0	50.1
	3.0	60	14.9	15.6
	3.5	1	.2	.3
	4.0	5	1.2	1.3
	5.0	1	.2	.3
RESPONSE OMISSION	98.0	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P01C2 SCIENCE FOR CLASS OF 1984

RECORD: 1 COLUMN: 39-41

REFER TO QUESTION P01A1
c. Science - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	4	1.0	1.0
.3 years	.3	1	.2	.3
Etc.	.9	1	.2	.3
	1.0	157	39.1	40.8
	1.5	16	4.0	4.2
	2.0	174	43.3	45.2
	2.5	2	.5	.5
	3.0	28	7.0	7.3
	4.0	2	.5	.5
RESPONSE OMISSION	98.0	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P01D2 HISTORY, SOCIAL STUDIES FOR CLASS OF 1984

RECORD: 1 COLUMN: 42-44

REFER TO QUESTION P01A1
d. History and social studies - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	1	.2	.3
1 year	1.0	14	3.5	3.6
1.2 years	1.2	1	.2	.3
Etc.	1.5	10	2.5	2.6
	2.0	103	25.6	26.8
	2.3	1	.2	.3
	2.5	35	8.7	9.1
	2.6	1	.2	.3
	3.0	158	39.3	41.0
	3.5	19	4.7	4.9
	4.0	41	10.2	10.6
	4.2	1	.2	.3
RESPONSE OMISSION	98.0	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P01E2 FOREIGN LANGUAGE FOR CLASS OF 1984

RECORD: 1 COLUMN: 45-47

REFER TO QUESTION P01A1
e. Foreign language - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	322	80.1	83.9
1 year	1.0	20	5.0	5.2
1.1 years	1.1	1	.2	.3
Etc.	2.0	29	7.2	7.6
	3.0	11	2.7	2.9
	4.0	1	.2	.3
RESPONSE OMISSION	98.0	18	4.5	MISSING
	TOTAL	402	100.0	100.0

P01F2 PHYSICAL EDUCATION FOR CLASS OF 1984

RECORD: 1 COLUMN: 48-50

REFER TO QUESTION P01A1
f. Physical education - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	7	1.7	1.8
.3 years	.3	1	.2	.3
Etc.	.5	17	4.2	4.4
	.8	1	.2	.3
	1.0	109	27.1	28.2
	1.5	28	7.0	7.3
	1.7	1	.2	.3
	2.0	96	23.9	24.9
	2.2	1	.2	.3
	2.5	1	.2	.3
	3.0	23	5.7	6.0
	3.5	5	1.2	1.3
	4.0	94	23.4	24.4
	5.0	1	.2	.3
	6.0	1	.2	.3
RESPONSE OMISSION	98.0	16	4.0	MISSING
	TOTAL	402	100.0	100.0

P01G2 MUSIC AND FINE ART FOR CLASS OF 1984

RECORD: 1 COLUMN: 51-53

REFER TO QUESTION P01A1
g. Music and fine art - Class of 1984

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
No years	.0	266	66.2	69.1
.5 years	.5	15	3.7	3.9
Etc.	.6	1	.2	.3
	.8	1	.2	.3
	1.0	80	19.9	20.8
	1.5	5	1.2	1.3
	2.0	16	4.0	4.2
	2.5	1	.2	.3
RESPONSE OMISSION	98.0	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P02 NUMBER OF REPORT CARDS PER YEAR

RECORD: 1 COLUMN: 54-55

How many times a year do students receive report cards or a comparable form of written evaluation (WRITE IN NUMBER)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Twice	2	2	.5	.5
Three times	3	12	3.0	3.0
Etc.	4	266	66.2	67.0
	5	2	.5	.5
	6	84	20.9	21.2
	7	3	.7	.8
	8	24	6.0	6.0
	9	3	.7	.8
	12	1	.2	.3
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P03 PROGRAM FOR VOLUNTEER COMMUNITY SERVICE

RECORD: 1 COLUMN: 56

Does your school offer a program of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies or on their own service projects, either during or after school hours?

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	230	57.2	57.5
YES	1	170	42.3	42.5
RESPONSE OMISSION	8	2	.5	MISSING
	TOTAL	402	100.0	100.0

P04 # PARENTS CONTACTED SCHOOL RE CHILD

RECORD: 1 COLUMN: 57-60

Since the beginning of the current school year, about how many students' parents have contacted you or your administrative staff regarding their child's behavior or academic performance? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1 - 24	1	36	9.0	9.1
25 - 49	2	40	10.0	10.2
50 - 74	3	49	12.2	12.4
75 - 99	4	25	6.2	6.3
100 - 149	5	41	10.2	10.4
150 - 199	6	36	9.0	9.1
200 - 299	7	44	10.9	11.2
300 - 399	8	27	6.7	6.9
400 - 499	9	22	5.5	5.6
500 - 3500	10	74	18.4	18.8
UNCODABLE	9997	2	.5	MISSING
RESPONSE OMISSION	9998	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P05 # PARENTS SCHOOL CONTACTED RE CHILD

RECORD: 1 COLUMN: 61-64

Since the beginning of the current school year, about how many students' parents have you or your administrative staff met with privately to discuss their child's behavior or academic performance?
(WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1 - 24	1	53	13.2	13.4
25 - 49	2	49	12.2	12.4
50 - 74	3	43	10.7	10.9
75 - 99	4	34	8.5	8.6
100 - 149	5	54	13.4	13.7
150 - 199	6	28	7.0	7.1
200 - 299	7	43	10.7	10.9
300 - 399	8	22	5.5	5.6
400 - 499	9	18	4.5	4.6
500 - 3500	10	51	12.7	12.9
UNCODABLE	9997	2	.5	MISSING
RESPONSE OMISSION	9998	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P06A BASIC LITERARY SKILLS

RECORD: 2 COLUMN: 8-9

How important do you regard each of the following educational goals for your school? Please enter "1" for the most important goal, "2" for the next most important goal, and so on through "8" for the least important goal. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)
a. Basic literacy skills (reading, math, writing, speaking)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	200	49.8	50.9
Second most important	2	77	19.2	19.6
Etc.	3	31	7.7	7.9
	4	24	6.0	6.1
	5	27	6.7	6.9
	6	19	4.7	4.8
	7	13	3.2	3.3
	8	2	.5	.5
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P06B CITIZENSHIP

RECORD: 2 COLUMN: 10-11

REFER TO QUESTION P06A
b. Citizenship (understanding institutions and public values)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	8	2.0	2.0
Second most important	2	29	7.2	7.4
Etc.	3	56	13.9	14.2
	4	71	17.7	18.1
	5	83	20.6	21.1
	6	63	15.7	16.0
	7	74	18.4	18.8
	8	9	2.2	2.3
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P06C SPECIFIC OCCUPATIONAL SKILLS

RECORD: 2 COLUMN: 12-13

REFER TO QUESTION P06A
c. Specific occupational skills

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	3	.7	.8
Second most important	2	16	4.0	4.1
Etc.	3	15	3.7	3.8
	4	27	6.7	6.9
	5	30	7.5	7.7
	6	48	11.9	12.3
	7	112	27.9	28.7
	8	139	34.6	35.6
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P06D GOOD WORK HABITS

RECORD: 2 COLUMN: 14-15

REFER TO QUESTION P06A
d. Good work habits and self discipline

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	27	6.7	6.9
Second most important	2	65	16.2	16.7
Etc.	3	106	26.4	27.2
	4	71	17.7	18.2
	5	54	13.4	13.8
	6	45	11.2	11.5
	7	21	5.2	5.4
	8	1	.2	.3
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P06E ACADEMIC EXCELLENCE

RECORD: 2 COLUMN: 16-17

REFER TO QUESTION P06A
e. Academic excellence, or mastery of subject matter

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	98	24.4	24.9
Second most important	2	117	29.1	29.8
Etc.	3	50	12.4	12.7
	4	49	12.2	12.5
	5	29	7.2	7.4
	6	28	7.0	7.1
	7	19	4.7	4.8
	8	3	.7	.8
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P06F PERSONAL GROWTH AND FULFILLMENT

RECORD: 2 COLUMN: 18-19

REFER TO QUESTION P06A
f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	36	9.0	9.2
Second most important	2	58	14.4	14.8
Etc.	3	71	17.7	18.1
	4	74	18.4	18.8
	5	62	15.4	15.8
	6	57	14.2	14.5
	7	26	6.5	6.6
	8	9	2.2	2.3
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P06G HUMAN RELATIONS SKILLS

RECORD: 2 COLUMN: 20-21

REFER TO QUESTION P06A
g. Human relations skills (cultural understanding, getting along with others)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
Most important	1	16	4.0	4.1
Second most important	2	31	7.7	7.9
Etc.	3	47	11.7	12.0
	4	56	13.9	14.2
	5	83	20.6	21.1
	6	88	21.9	22.4
	7	61	15.2	15.5
	8	11	2.7	2.8
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P06H MORAL AND RELIGIOUS CODES

RECORD: 2 COLUMN: 22-23

REFER TO QUESTION P06A
h. Moral and religious values

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	1	43	10.7	10.9
	2	21	5.2	5.3
	3	16	4.0	4.1
	4	12	3.0	3.1
	5	14	3.5	3.6
	6	34	8.5	8.7
	7	56	13.9	14.2
	8	197	49.0	50.1
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P07A PRIN'S ROLE AS POLICY LEADER

RECORD: 2 COLUMN: 24

From each pair of statements listed below, choose the one statement that best describes how you perceive your role as principal. (CIRCLE ONE NUMBER FOR EACH PAIR)
A. Choose one:
I should represent the interests of parents, leaders, and sponsors of this school.....1

I should take personal initiative in selecting and directing school policy according to my best professional judgment.....2

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
REPRESENT INTERESTS	1	136	33.8	34.2
PERSONAL INITIATIVE	2	262	65.2	65.8
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	3	.7	MISSING
	TOTAL	402	100.0	100.0

P07B PRIN'S ROLE AS EDUCATIONAL LEADER

RECORD: 2 COLUMN: 25

REFER TO QUESTION P07A
B. Choose one:
I should effectively and efficiently manage the day-to-day affairs of this school.....1

I should lead this school in new educational directions according to my best professional judgment.....2

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MANAGEMENT ROLE	1	143	35.6	35.9
NEW DIRECTIONS	2	255	63.4	64.1
MULTIPLE RESPONSE	6	1	.2	MISSING
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	2	.5	MISSING
	TOTAL	402	100.0	100.0

P07C PRIN'S ROLE AS DECISION-MAKER

RECORD: 2 COLUMN: 26

REFER TO QUESTION P07A
C. Choose one:
I should play the major role in establishing the agenda and deciding the important issues in this school.....1

I should share decision-making with the faculty on important school issues.....2

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
PRIN IS DEC-MAKER	1	48	11.9	12.1
SHARE DEC-MAKING	2	350	87.1	87.9
MULTIPLE RESPONSE	6	1	.2	MISSING
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	2	.5	MISSING
	TOTAL	402	100.0	100.0

P08 % STUDENTS ACCEPTED

RECORD: 2 COLUMN: 27-29

Last year, approximately what percentage of the students seeking admission to your school did you admit? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. ENTER 100% IF ALL APPLICANTS WERE ADMITTED.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	15	1	.2	.3
	20	4	1.0	1.0
	25	2	.5	.5
	30	3	.7	.8
	40	2	.5	.5
	45	2	.5	.5
	50	6	1.5	1.6
	54	1	.2	.3
	60	1	.2	.3
	65	1	.2	.3
	70	2	.5	.5
	71	1	.2	.3
	75	3	.7	.8
	80	9	2.2	2.3
	85	8	2.0	2.1
	90	30	7.5	7.8
	91	1	.2	.3
	93	1	.2	.3
	95	20	5.0	5.2
	96	3	.7	.8
	97	7	1.7	1.8
	98	29	7.2	7.6
	99	34	8.5	8.9
	100	213	53.0	55.5
REFUSED/UNCODABLE	997	1	.2	MISSING
RESPONSE OMISSION	998	15	3.7	MISSING
LEGIT SKIP	999	2	.5	MISSING
	TOTAL	402	100.0	100.0

P09 % TRANSFERS ACCEPTED

RECORD: 2 COLUMN: 30-32

Last year, approximately what percentage of the students seeking to transfer to your school did you accept? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. ENTER 100% IF ALL APPLICANTS WERE ADMITTED.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
One percent	1	3	.7	.8
Etc.	2	1	.2	.3
	3	1	.2	.3
	5	6	1.5	1.6
	8	1	.2	.3
	10	11	2.7	2.9
	12	1	.2	.3
	15	1	.2	.3
	20	4	1.0	1.0
	24	1	.2	.3
	25	5	1.2	1.3
	30	4	1.0	1.0
	40	1	.2	.3
	50	16	4.0	4.2
	60	4	1.0	1.0
	70	2	.5	.5
	75	13	3.2	3.4
	80	7	1.7	1.8
	85	5	1.2	1.3
	88	1	.2	.3
	90	25	6.2	6.5
	92	1	.2	.3
	95	25	6.2	6.5
	96	1	.2	.3
	97	2	.5	.5
	98	31	7.7	8.1
	99	32	8.0	8.3
	100	180	44.8	46.8
REFUSED/UNCODABLE	997	2	.5	MISSING
RESPONSE OMISSION	998	11	2.7	MISSING
LEGIT SKIP	999	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10A STUDENTS' RESIDENCE

RECORD: 2 COLUMN: 33-34

Using the scale below, how important is each of the criteria below in admitting students to your school? (CIRCLE ONE FOR EACH ITEM. IF NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "01".)
a. Students' residence

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	72	17.9	18.5
	2	19	4.7	4.9
	3	6	1.5	1.5
	4	9	2.2	2.3
	5	18	4.5	4.6
VERY IMPORTANT	6	266	66.2	68.2
MULTIPLE RESPONSE	96	1	.2	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10B LOTTERY OR RANDOM SELECTION

RECORD: 2 COLUMN: 35-36

REFER TO QUESTION P10A
b. Lottery or random selection

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	361	89.8	92.6
	2	10	2.5	2.6
	3	5	1.2	1.3
	4	4	1.0	1.0
	5	3	.7	.8
VERY IMPORTANT	6	7	1.7	1.8
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10C ACADEMIC RECORD

RECORD: 2 COLUMN: 37-38

REFER TO QUESTION P10A
c. Academic record -- grades or teacher reports

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	198	49.3	50.8
	2	35	8.7	9.0
	3	30	7.5	7.7
	4	38	9.5	9.7
	5	42	10.4	10.8
VERY IMPORTANT	6	47	11.7	12.1
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10D ACHIEVEMENT OR APTITUDE TEST

RECORD: 2 COLUMN: 39-40

REFER TO QUESTION P10A
d. Achievement or aptitude test results

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	222	55.2	56.9
	2	36	9.0	9.2
	3	28	7.0	7.2
	4	34	8.5	8.7
	5	34	8.5	8.7
VERY IMPORTANT	6	36	9.0	9.2
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10E PARTICIPATION IN EXTRA-CURR ACTIVITIES

RECORD: 2 COLUMN: 41-42

REFER TO QUESTION P10A
e. Participation in athletics or other extra-curricular activities

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	278	69.2	71.5
	2	46	11.4	11.8
	3	24	6.0	6.2
	4	24	6.0	6.2
	5	13	3.2	3.3
VERY IMPORTANT	6	4	1.0	1.0
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10F RELIGIOUS AFFILIATION

RECORD: 2 COLUMN: 43-44

REFER TO QUESTION P10A
f. Religious affiliation

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	324	80.6	83.1
	2	22	5.5	5.6
	3	11	2.7	2.8
	4	8	2.0	2.1
	5	14	3.5	3.6
VERY IMPORTANT	6	11	2.7	2.8
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10G RACE

RECORD: 2 COLUMN: 45-46

REFER TO QUESTION P10A
g. Race or ethnicity

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	338	84.1	86.7
	2	27	6.7	6.9
	3	5	1.2	1.3
	4	5	1.2	1.3
	5	5	1.2	1.3
VERY IMPORTANT	6	10	2.5	2.6
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10H RELATIVE OF ALUMNI OR CURRENT STUDENT

RECORD: 2 COLUMN: 47-48

REFER TO QUESTION P10A
h. Relative of alumni or current student

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	311	77.4	79.7
	2	27	6.7	6.9
	3	9	2.2	2.3
	4	20	5.0	5.1
	5	18	4.5	4.6
VERY IMPORTANT	6	5	1.2	1.3
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10I DISCIPLINARY RECORD

RECORD: 2 COLUMN: 49-50

REFER TO QUESTION P10A
i. Disciplinary record

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	157	39.1	40.4
	2	32	8.0	8.2
	3	29	7.2	7.5
	4	60	14.9	15.4
	5	57	14.2	14.7
VERY IMPORTANT	6	54	13.4	13.9
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P10J FINANCIAL RESOURCES OF STUD FAMILY

RECORD: 2 COLUMN: 51-52

REFER TO QUESTION P10A
j. Financial resources of students' family

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNIMPORTANT	1	318	79.1	81.7
	2	30	7.5	7.7
	3	19	4.7	4.9
	4	18	4.5	4.6
	5	2	.5	.5
VERY IMPORTANT	6	2	.5	.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P14 STUDENTS' ACADEMIC ABILITY

RECORD: 2 COLUMN: 53

How would you rate the academic ability of the students when they enter this school? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MUCH ABOVE NATL NORM	1	34	8.5	8.7
SOMEWHAT ABOVE	2	111	27.6	28.2
AT NATL NORM	3	143	35.6	36.4
SOMEWHAT BELOW	4	85	21.1	21.6
MUCH BELOW NATL NORM	5	20	5.0	5.1
MULTIPLE RESPONSE	6	3	.7	MISSING
RESPONSE OMISSION	8	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P12 # STDNTS PER MONTH REWARDED FOR ACAD ACH

RECORD: 2 COLUMN: 54-56

On the average, how many different students per month receive public, schoolwide recognition in assemblies, PA announcements, or hall displays for their academic achievement? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, WRITE "000")

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	12	3.0	3.1
One	1	1	.2	.3
Two	2	8	2.0	2.0
Etc.	3	7	1.7	1.8
	4	4	1.0	1.0
	5	25	6.2	6.4
	6	7	1.7	1.8
	7	1	.2	.3
	8	4	1.0	1.0
	10	52	12.9	13.3
	12	8	2.0	2.0
	15	21	5.2	5.4
	18	1	.2	.3
	19	1	.2	.3
	20	36	9.0	9.2
	25	30	7.5	7.7
	30	22	5.5	5.6
	35	7	1.7	1.8
	40	7	1.7	1.8
	42	1	.2	.3
	45	3	.7	.8
	50	45	11.2	11.5
	55	2	.5	.5
	60	7	1.7	1.8
	75	6	1.5	1.5
	80	2	.5	.5
	90	3	.7	.8
	95	1	.2	.3
	100	25	6.2	6.4
	120	1	.2	.3
	126	1	.2	.3
	150	11	2.7	2.8
	175	1	.2	.3
	185	1	.2	.3
	200	12	3.0	3.1
	230	1	.2	.3
	235	1	.2	.3
	250	5	1.2	1.3
	275	1	.2	.3
	300	1	.2	.3
	400	3	.7	.8
	450	1	.2	.3
	500	1	.2	.3
	700	1	.2	.3
REFUSED/UNCODABLE	997	2	.5	MISSING
RESPONSE OMISSION	998	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P13A1 # STDNTS EXPELLED FOR ACAD RSNS

RECORD: 3 COLUMN: 8-10

For an average year please estimate the number of students in your school who are removed (temporarily or permanently) from classroom instruction for academic or disciplinary reasons. (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE ENTER "000".)

a. Expelled for academic reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	314	78.1	81.6
One	1	14	3.5	3.6
Two	2	7	1.7	1.8
Etc.	3	8	2.0	2.1
	4	1	.2	.3
	5	6	1.5	1.6
	6	2	.5	.5
	7	1	.2	.3
	8	2	.5	.5
	10	12	3.0	3.1
	15	3	.7	.8
	20	3	.7	.8
	25	4	1.0	1.0
	30	2	.5	.5
	40	1	.2	.3
	50	4	1.0	1.0
	60	1	.2	.3
RESPONSE OMISSION	998	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P13B1 # STDNTS SUSPENDED OUT FOR ACAD RSNS

RECORD: 3 COLUMN: 11-13

REFER TO QUESTION P13A1
b. Suspended out of school for academic reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	342	85.1	89.3
One	1	3	.7	.8
Two	2	3	.7	.8
Etc.	5	5	1.2	1.3
	8	3	.7	.8
	10	7	1.7	1.8
	15	3	.7	.8
	20	2	.5	.5
	24	1	.2	.3
	25	1	.2	.3
	30	1	.2	.3
	36	1	.2	.3
	40	1	.2	.3
	48	1	.2	.3
	50	3	.7	.8
	60	1	.2	.3
	75	3	.7	.8
	125	1	.2	.3
	150	1	.2	.3
RESPONSE OMISSION	998	19	4.7	MISSING
	TOTAL	402	100.0	100.0

P13C1 # STDNTS SUSPENDED IN FOR ACAD RSNS

RECORD: 3 COLUMN: 14-16

REFER TO QUESTION P13A1
c. Suspended in school for academic reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	315	78.4	82.2
One	1	2	.5	.5
Two	2	6	1.5	1.6
Etc.	3	3	.7	.8
	4	1	.2	.3
	5	4	1.0	1.0
	8	1	.2	.3
	10	11	2.7	2.9
	12	1	.2	.3
	15	1	.2	.3
	16	1	.2	.3
	17	1	.2	.3
	20	6	1.5	1.6
	25	5	1.2	1.3
	28	1	.2	.3
	30	1	.2	.3
	35	1	.2	.3
	40	1	.2	.3
	43	1	.2	.3
	50	7	1.7	1.8
	60	1	.2	.3
	65	1	.2	.3
	70	3	.7	.8
	75	1	.2	.3
	80	1	.2	.3
	90	1	.2	.3
	100	2	.5	.5
	140	1	.2	.3
	150	1	.2	.3
	392	1	.2	.3
RESPONSE OMISSION	998	19	4.7	MISSING
	TOTAL	402	100.0	100.0

P13D1 # STDNTS REMOVED OTHER WAYS FOR AC RSNS

RECORD: 3 COLUMN: 17-19

REFER TO QUESTION P13A1
d. Other (specify) for academic reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	0	356	88.6	96.0
	2	1	.2	.3
	3	2	.5	.5
	4	1	.2	.3
	10	3	.7	.8
	15	1	.2	.3
	40	1	.2	.3
	50	2	.5	.5
	130	1	.2	.3
	190	1	.2	.3
	200	1	.2	.3
	300	1	.2	.3
RESPONSE OMISSION	998	17	4.2	MISSING
LEGIT SKIP	999	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P13A2 # STDNTS EXPELLED FOR DISP RSNS

RECORD: 3 COLUMN: 20-22

REFER TO QUESTION P13A1
a. Expelled for disciplinary reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	148	36.8	37.9
One	1	49	12.2	12.6
Two	2	53	13.2	13.6
Etc.	3	23	5.7	5.9
	4	16	4.0	4.1
	5	27	6.7	6.9
	6	6	1.5	1.5
	7	2	.5	.5
	8	4	1.0	1.0
	9	4	1.0	1.0
	10	25	6.2	6.4
	12	3	.7	.8
	15	5	1.2	1.3
	20	8	2.0	2.1
	25	3	.7	.8
	30	6	1.5	1.5
	40	3	.7	.8
	50	2	.5	.5
	75	1	.2	.3
	100	2	.5	.5
REFUSED/UNCODABLE	997	2	.5	MISSING
RESPONSE OMISSION	998	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P13B2 # STDNTS SUSPENDED OUT FOR DISP RSNS

RECORD: 3 COLUMN: 23-25

REFER TO QUESTION P13A1
b. Suspended out of school for disciplinary reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	33	8.2	8.5
One	1	8	2.0	2.1
Two	2	8	2.0	2.1
Etc.	3	9	2.2	2.3
	4	5	1.2	1.3
	5	11	2.7	2.8
	6	5	1.2	1.3
	7	4	1.0	1.0
	8	6	1.5	1.5
	9	1	.2	.3
	10	18	4.5	4.6
	12	4	1.0	1.0
	14	1	.2	.3
	15	11	2.7	2.8
	18	3	.7	.8
	19	1	.2	.3
	20	13	3.2	3.4
	25	20	5.0	5.2
	26	2	.5	.5
	27	1	.2	.3
	30	23	5.7	5.9
	31	1	.2	.3
	35	5	1.2	1.3
	40	9	2.2	2.3
	44	1	.2	.3
	45	1	.2	.3
	48	1	.2	.3
	50	21	5.2	5.4
	55	2	.5	.5
	58	1	.2	.3
	60	8	2.0	2.1
	63	1	.2	.3
	65	2	.5	.5
	70	3	.7	.8
	75	14	3.5	3.6
	80	2	.5	.5
	85	1	.2	.3
	90	5	1.2	1.3
	93	1	.2	.3
	95	1	.2	.3
	99	2	.5	.5
	100	19	4.7	4.9
	108	1	.2	.3
	110	2	.5	.5
	115	1	.2	.3
	120	6	1.5	1.5
	124	1	.2	.3
	125	5	1.2	1.3
	130	3	.7	.8
	135	1	.2	.3
	136	1	.2	.3
	139	1	.2	.3
	140	2	.5	.5
	150	15	3.7	3.9
	167	1	.2	.3
	170	1	.2	.3
	175	3	.7	.8
	180	1	.2	.3
	200	16	4.0	4.1
	210	2	.5	.5
	215	1	.2	.3
	220	1	.2	.3
	240	1	.2	.3
	250	7	1.7	1.8
	260	1	.2	.3
	300	11	2.7	2.8
	350	2	.5	.5
	389	1	.2	.3
	400	6	1.5	1.5
	450	1	.2	.3
	510	1	.2	.3
	580	1	.2	.3
	600	1	.2	.3
	830	1	.2	.3
	995	1	.2	.3
REFUSED/UNCODABLE	997	1	.2	MISSING
RESPONSE OMISSION	998	13	3.2	MISSING
	TOTAL	402	100.0	100.0

P13C2 # STDNTS SUSPENDED IN FOR DISP RSNS

RECORD: 3 COLUMN: 26-28

REFER TO QUESTION P13A1
c. Suspended in school for disciplinary reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	103	25.6	26.5
One	1	5	1.2	1.3
Two	2	8	2.0	2.1
Etc.	3	6	1.5	1.5
	4	3	.7	.8
	5	12	3.0	3.1
	6	6	1.5	1.5
	7	1	.2	.3
	8	4	1.0	1.0
	9	1	.2	.3
	10	31	7.7	8.0
	12	6	1.5	1.5
	14	1	.2	.3
	15	9	2.2	2.3
	19	1	.2	.3
	20	9	2.2	2.3
	24	1	.2	.3
	25	14	3.5	3.6
	28	1	.2	.3
	30	9	2.2	2.3
	34	1	.2	.3
	35	1	.2	.3
	40	9	2.2	2.3
	42	1	.2	.3
	50	13	3.2	3.3
	55	1	.2	.3
	57	1	.2	.3
	60	4	1.0	1.0
	65	2	.5	.5
	70	5	1.2	1.3
	75	8	2.0	2.1
	80	2	.5	.5
	85	3	.7	.8
	86	1	.2	.3
	90	5	1.2	1.3
	95	1	.2	.3
	100	20	5.0	5.1
	101	1	.2	.3
	110	1	.2	.3
	115	1	.2	.3
	120	4	1.0	1.0
	125	4	1.0	1.0
	133	1	.2	.3
	135	1	.2	.3
	140	1	.2	.3
	150	11	2.7	2.8
	153	1	.2	.3
	180	2	.5	.5
	197	1	.2	.3
	200	13	3.2	3.3
	213	1	.2	.3
	220	2	.5	.5
	225	1	.2	.3
	250	6	1.5	1.5
	260	2	.5	.5
	275	1	.2	.3
	300	7	1.7	1.8
	325	1	.2	.3
	336	1	.2	.3
	350	3	.7	.8
	385	1	.2	.3
	400	5	1.2	1.3
	450	1	.2	.3
	500	2	.5	.5
	600	1	.2	.3
	700	2	.5	.5
	900	1	.2	.3
REFUSED/UNCODABLE	997	1	.2	MISSING
RESPONSE OMISSION	998	12	3.0	MISSING
	TOTAL	402	100.0	100.0

P13D2 # STDNTS REMOVED OTHER WAYS FOR DISP RSN

RECORD: 3 COLUMN: 29-31

REFER TO QUESTION P13A1
d. Other (specify) for disciplinary reasons

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	351	87.3	93.4
One	1	2	.5	.5
Two	3	2	.5	.5
Etc.	4	1	.2	.3
	5	1	.2	.3
	10	2	.5	.5
	15	2	.5	.5
	20	2	.5	.5
	60	1	.2	.3
	70	1	.2	.3
	80	1	.2	.3
	100	2	.5	.5
	150	2	.5	.5
	200	1	.2	.3
	210	1	.2	.3
	250	1	.2	.3
	320	1	.2	.3
	500	2	.5	.5
RESPONSE OMISSION	998	14	3.5	MISSING
LEGIT SKIP	999	12	3.0	MISSING
	TOTAL	402	100.0	100.0

P14 # NEW TEACHERS HIRED

RECORD: 3 COLUMN: 32-34

In the past three years, how many new teachers have been hired for your school (excluding transfers)? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	24	6.0	6.1
One	1	22	5.5	5.6
Two	2	23	5.7	5.9
Etc.	3	27	6.7	6.9
	4	26	6.5	6.6
	5	32	8.0	8.2
	6	25	6.2	6.4
	7	17	4.2	4.3
	8	18	4.5	4.6
	9	7	1.7	1.8
	10	40	10.0	10.2
	11	5	1.2	1.3
	12	19	4.7	4.8
	13	6	1.5	1.5
	14	4	1.0	1.0
	15	25	6.2	6.4
	16	3	.7	.8
	17	1	.2	.3
	18	7	1.7	1.8
	19	1	.2	.3
	20	10	2.5	2.6
	21	2	.5	.5
	22	1	.2	.3
	23	1	.2	.3
	24	3	.7	.8
	25	15	3.7	3.8
	26	1	.2	.3
	27	2	.5	.5
	28	1	.2	.3
	30	8	2.0	2.0
	31	1	.2	.3
	33	1	.2	.3
	40	4	1.0	1.0
	43	1	.2	.3
	45	4	1.0	1.0
	55	1	.2	.3
	57	1	.2	.3
	60	1	.2	.3
	66	1	.2	.3
	100	1	.2	.3
REFUSED/UNCODABLE	997	1	.2	MISSING
RESPONSE OMISSION	998	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P15 # TEACHERS TRANSFERRED TO THIS SCHOOL

RECORD: 3 COLUMN: 35-37

In the past three years, how many teachers have transferred to your school? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	123	30.6	31.5
One	1	32	8.0	8.2
Two	2	44	10.9	11.3
Etc.	3	26	6.5	6.7
	4	19	4.7	4.9
	5	32	8.0	8.2
	6	13	3.2	3.3
	7	3	.7	.8
	8	6	1.5	1.5
	9	4	1.0	1.0
	10	29	7.2	7.4
	11	3	.7	.8
	12	5	1.2	1.3
	13	1	.2	.3
	14	2	.5	.5
	15	13	3.2	3.3
	16	1	.2	.3
	18	2	.5	.5
	20	10	2.5	2.6
	21	1	.2	.3
	23	1	.2	.3
	25	5	1.2	1.3
	27	1	.2	.3
	30	3	.7	.8
	31	1	.2	.3
	35	2	.5	.5
	40	1	.2	.3
	42	1	.2	.3
	45	3	.7	.8
	50	1	.2	.3
	60	1	.2	.3
	66	1	.2	.3
REFUSED/UNCODABLE	997	1	.2	MISSING
RESPONSE OMISSION	998	8	2.0	MISSING
LEGIT SKIP	999	3	.7	MISSING
	TOTAL	402	100.0	100.0

P16A NO RECRUITMENT EFFORTS

RECORD: 3 COLUMN: 38-39

When you have a staff opening, which of the following kinds of effort does your school or school district use to recruit full-time teachers? (CIRCLE ALL THAT APPLY.)
No recruitment efforts.....01

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	364	90.5	93.1
YES	1	27	6.7	6.9
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P16B ADVERTISE NATIONALLY

RECORD: 3 COLUMN: 40-41

REFER TO QUESTION P16A
Advertise in national education publications.....02

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	320	79.6	81.6
YES	1	72	17.9	18.4
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P16C ADVERTISE LOCALLY

RECORD: 3 COLUMN: 42-43

REFER TO QUESTION P16A
Advertise in local publications.....03

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	155	38.6	39.5
YES	1	237	59.0	60.5
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P16D CONTACT OTHER EDUCATORS

RECORD: 3 COLUMN: 44-45

REFER TO QUESTION P16A
Contact educators in other schools and agencies.....04

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	113	28.1	28.8
YES	1	279	69.4	71.2
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P16E CONTACT TEACHERS' ORGANIZATIONS

RECORD: 3 COLUMN: 46-47

REFER TO QUESTION P16A
Contact teachers' organizations.....05

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	310	77.1	79.1
YES	1	82	20.4	20.9
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P16F CONTACT COLLEGES & UNIVERSITIES

RECORD: 3 COLUMN: 48-49

REFER TO QUESTION P16A
Contact colleges and universities.....06

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	57	14.2	14.6
YES	1	334	83.1	85.4
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P16G OTHER

RECORD: 3 COLUMN: 50-51

REFER TO QUESTION P16A
Other (specify).....07

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	310	77.1	79.1
YES	1	82	20.4	20.9
RESPONSE OMISSION	98	10	2.5	MISSING
	TOTAL	402	100.0	100.0

P17A # CANDIDATES INTERVIEWED FOR POSITION

RECORD: 3 COLUMN: 52-54

When hiring a new teacher in a non-shortage field how many candidates are typically interviewed by you or by district staff? (WRITE IN NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	0	13	3.2	3.4
	1	2	.5	.5
	2	5	1.2	1.3
	3	55	13.7	14.2
	4	23	5.7	5.9
	5	90	22.4	23.3
	6	47	11.7	12.1
	7	8	2.0	2.1
	8	34	8.5	8.8
	9	2	.5	.5
	10	67	16.7	17.3
	12	8	2.0	2.1
	15	12	3.0	3.1
	20	4	1.0	1.0
	24	1	.2	.3
	25	7	1.7	1.8
	30	3	.7	.8
	40	1	.2	.3
	50	2	.5	.5
	90	1	.2	.3
	100	1	.2	.3
	500	1	.2	.3
REFUSED/UNCODABLE	997	5	1.2	MISSING
RESPONSE OMISSION	998	9	2.2	MISSING
LEGIT SKIP	999	1	.2	MISSING
	TOTAL	402	100.0	100.0

P17B HOW OFTEN GET APPRAISAL FROM FORMER PRIN

RECORD: 3 COLUMN: 55

Before making a job offer to a new teacher, how often do you/district staff obtain an appraisal from a former principal or supervising teacher? (CIRCLE ONE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ALWAYS GET APPRAISAL	1	264	65.7	67.7
MOSTLY GET APPRAISAL	2	94	23.4	24.1
SOMETIMES GET APPRSL	3	25	6.2	6.4
NEVER GET APPRAISAL	4	7	1.7	1.8
REFUSED/UNCODABLE	7	3	.7	MISSING
RESPONSE OMISSION	8	6	1.5	MISSING
LEGIT SKIP	9	3	.7	MISSING
	TOTAL	402	100.0	100.0

P18 % TEACHERS EXPECTED TO BE EXCELLENT

RECORD: 3 COLUMN: 56-58

Of the teachers who started working in your school within the past three years, what percentage did you think would be excellent teachers at the time they started? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	10	2.5	2.5
One percent	1	2	.5	.5
Etc.	2	7	1.7	1.8
	4	2	.5	.5
	5	2	.5	.5
	6	1	.2	.3
	7	1	.2	.3
	10	7	1.7	1.8
	15	2	.5	.5
	20	6	1.5	1.5
	25	4	1.0	1.0
	30	6	1.5	1.5
	33	1	.2	.3
	40	3	.7	.8
	46	1	.2	.3
	50	56	13.9	14.1
	60	13	3.2	3.3
	65	3	.7	.8
	66	1	.2	.3
	67	4	1.0	1.0
	68	1	.2	.3
	69	1	.2	.3
	70	8	2.0	2.0
	75	44	10.9	11.1
	80	29	7.2	7.3
	85	7	1.7	1.8
	86	1	.2	.3
	87	1	.2	.3
	90	41	10.2	10.4
	95	19	4.7	4.8
	98	5	1.2	1.3
	99	4	1.0	1.0
	100	103	25.6	26.0
RESPONSE OMISSION	998	4	1.0	MISSING
LEGIT SKIP	999	2	.5	MISSING
	TOTAL	402	100.0	100.0

P19A SHORTAGE OF QUALIFIED APPLICANTS

RECORD: 3 COLUMN: 59-60

Using the scale provided, how much of a barrier do you consider each of the following factors to be in obtaining teachers with excellent qualifications? (CIRCLE ONE FOR EACH ITEM.)
a. Shortage of qualified applicants in some fields

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	15	3.7	3.8
	2	17	4.2	4.3
	3	32	8.0	8.0
	4	54	13.4	13.5
	5	113	28.1	28.3
A VERY LARGE BARRIER	6	168	41.8	42.1
RESPONSE OMISSION	98	3	.7	MISSING
	TOTAL	402	100.0	100.0

P19B INSUFFICIENT SALARY TO OFFER

RECORD: 3 COLUMN: 61-62

REFER TO QUESTION P19A
b. Insufficient salary and benefits to offer new teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	32	8.0	8.1
	2	36	9.0	9.1
	3	46	11.4	11.6
	4	84	20.9	21.2
	5	96	23.9	24.2
A VERY LARGE BARRIER	6	103	25.6	25.9
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P19C CAN'T OFFER JOB SECURITY

RECORD: 3 COLUMN: 63-64

REFER TO QUESTION P19A
c. Inability to offer teachers job security

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	95	23.6	23.9
	2	92	22.9	23.1
	3	70	17.4	17.6
	4	55	13.7	13.8
	5	41	10.2	10.3
A VERY LARGE BARRIER	6	45	11.2	11.3
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P19D TEACHERS WON'T TEACH OUR KIND OF STDNTS

RECORD: 3 COLUMN: 65-66

REFER TO QUESTION P19A
d. Teachers' unwillingness to teach the types of students in this school

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	217	54.0	54.5
	2	100	24.9	25.1
	3	35	8.7	8.8
	4	26	6.5	6.5
	5	11	2.7	2.8
A VERY LARGE BARRIER	6	9	2.2	2.3
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P19E CAN'T IDENTIFY BEST APPLICANT

RECORD: 3 COLUMN: 67-68

REFER TO QUESTION P19A
e. Difficulty of identifying the applicant with the best qualifications

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	138	34.3	34.8
	2	129	32.1	32.5
	3	66	16.4	16.6
	4	40	10.0	10.1
	5	17	4.2	4.3
A VERY LARGE BARRIER	6	7	1.7	1.8
RESPONSE OMISSION	98	4	1.0	MISSING
LEGIT SKIP	99	1	.2	MISSING
	TOTAL	402	100.0	100.0

P19F OPENINGS OCCUR TOO LATE

RECORD: 3 COLUMN: 69-70

REFER TO QUESTION P19A
f. Openings become available too late to get a teacher with excellent qualifications

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	66	16.4	16.6
	2	92	22.9	23.2
	3	71	17.7	17.9
	4	80	19.9	20.2
	5	60	14.9	15.1
A VERY LARGE BARRIER	6	28	7.0	7.1
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P19G TOO MANY TEACHERS TRANSFERRED HERE

RECORD: 3 COLUMN: 71-72

REFER TO QUESTION P19A
g. Too many teachers transferred to this school by the central office

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	200	49.8	58.0
	2	44	10.9	12.8
	3	35	8.7	10.1
	4	27	6.7	7.8
	5	20	5.0	5.8
A VERY LARGE BARRIER	6	19	4.7	5.5
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	47	11.7	MISSING
	TOTAL	402	100.0	100.0

P19H CENTRAL OFFICE HAS TOO MUCH HIRING CNTRL

RECORD: 3 COLUMN: 73-74

REFER TO QUESTION P19A
h. Too much control over hiring decisions in the hands of the central office

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	158	39.3	44.8
	2	68	16.9	19.3
	3	41	10.2	11.6
	4	31	7.7	8.8
	5	19	4.7	5.4
A VERY LARGE BARRIER	6	36	9.0	10.2
REFUSED/UNCODABLE	97	4	1.0	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	39	9.7	MISSING
	TOTAL	402	100.0	100.0

P19I TEACHERS' ORGS IMPOSE CONSTRAINTS

RECORD: 3 COLUMN: 75-76

REFER TO QUESTION P19A
i. Constraints imposed by a teachers' organization

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	185	46.0	52.3
	2	57	14.2	16.1
	3	27	6.7	7.6
	4	23	5.7	6.5
	5	23	5.7	6.5
A VERY LARGE BARRIER	6	39	9.7	11.0
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	39	9.7	MISSING
	TOTAL	402	100.0	100.0

P19J AFFIRMATIVE ACTION IMPOSES CONSTRAINTS

RECORD: 3 COLUMN: 77-78

REFER TO QUESTION P19A
j. Constraints imposed by affirmative action considerations

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	199	49.5	55.7
	2	69	17.2	19.3
	3	33	8.2	9.2
	4	19	4.7	5.3
	5	21	5.2	5.9
A VERY LARGE BARRIER	6	16	4.0	4.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	36	9.0	MISSING
	TOTAL	402	100.0	100.0

P20A LOWEST SALARY PAID

RECORD: 4 COLUMN: 8-12

What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE TO THE NEAREST $500.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
$00-$500	1	7	1.7	1.8
10,000 - 10,999	2	12	3.0	3.0
11,000 - 11,999	3	32	8.0	8.1
12,000 - 12,999	4	53	13.2	13.5
13,000 - 13,999	5	105	26.1	26.6
14,000 - 14,999	6	80	19.9	20.3
15,000 - 15,999	7	50	12.4	12.7
16,000 - 16,999	8	26	6.5	6.6
17,000 - 17,999	9	11	2.7	2.8
18,000 - 18,999	10	11	2.7	2.8
19,000 - 19,999	11	2	.5	.5
20,000 +	12	5	1.2	1.3
RESPONSE OMISSION	99998	7	1.7	MISSING
LEGITIMATE SKIP	99999	1	.2	MISSING
	TOTAL	402	100.0	100.0

P20B HIGHEST SALARY PAID

RECORD: 4 COLUMN:13-17

REFER TO QUESTION P20A

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
UNDER 16,000	1	3	.7	.8
16,000 - 16,999	2	3	.7	.8
17,000 - 17,999	3	5	1.2	1.3
18,000 - 18,999	4	17	4.2	4.3
19,000 - 19,999	5	10	2.5	2.6
20,000 - 20,999	6	13	3.2	3.3
21,000 - 21,999	7	23	5.7	5.9
22,000 - 22,999	8	24	6.0	6.1
23,000 - 23,999	9	16	4.0	4.1
24,000 - 24,999	10	23	5.7	5.9
25,000 - 25,999	11	28	7.0	7.1
26,000 - 26,999	12	35	8.7	8.9
27,000 - 27,999	13	25	6.2	6.4
28,000 - 28,999	14	23	5.7	5.9
29,000 - 29,999	15	15	3.7	3.8
30,000 - 30,999	16	28	7.0	7.1
31,000 - 31,999	17	18	4.5	4.6
32,000 - 32,999	18	29	7.2	7.4
33,000 - 33,999	19	13	3.2	3.3
34,000 - 34,999	20	14	3.5	3.6
35,000 - 35,999	21	11	2.7	2.8
36,000 - 36,999	22	2	.5	.5
38,000 - 38,999	24	5	1.2	1.3
39,000 - 39,999	25	2	.5	.5
40,000 +	26	7	1.7	1.8
UNCODABLE	99997	1	.2	MISSING
RESPONSE OMISSION	99998	8	2.0	MISSING
LEGITIMATE SKIP	99999	1	.2	MISSING
	TOTAL	402	100.0	100.0

P21A GIVEN SPECIAL AWARDS

RECORD: 4 COLUMN: 18-19

Which of the following kinds of rewards are given to good teachers in your school? (CIRCLE ALL THAT APPLY.)
Given special awards for teaching.....01

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	278	69.2	70.7
YES	1	115	28.6	29.3
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P21B TEACH BETTER STUDENTS

RECORD: 4 COLUMN: 20-21

REFER TO QUESTION P21A
Assigned to teach the better students.....02

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	289	71.9	73.5
YES	1	104	25.9	26.5
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P21C CHOOSE OWN CLASSES

RECORD: 4 COLUMN: 22-23

REFER TO QUESTION P21A
Allowed to choose the classes they teach.....03

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	326	81.1	83.0
YES	1	67	16.7	17.0
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P21D GIVEN LIGHTER TEACHING LOAD

RECORD: 4 COLUMN: 24-25

REFER TO QUESTION P21A
Given a lighter teaching load.....04

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	384	95.5	97.7
YES	1	9	2.2	2.3
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P21E RELIEVED OF ADMIN OR DISP DUTIES

RECORD: 4 COLUMN: 26-27

REFER TO QUESTION P21A
Relieved of administrative or disciplinary duties.....05

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	372	92.5	94.7
YES	1	21	5.2	5.3
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P21F HI PRIORITY ON MATERIAL REQUESTS

RECORD: 4 COLUMN: 28-29

REFER TO QUESTION P21A
Given priority on requests for materials.....06

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	361	89.8	91.9
YES	1	32	8.0	8.1
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P21G TIME OFF TO ATTEND PROF WKSHPS

RECORD: 4 COLUMN: 30-31

REFER TO QUESTION P21A
Given time off to attend professional workshops.....07

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	232	57.7	59.2
YES	1	160	39.8	40.8
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	9	2.2	MISSING
TOTAL		402	100.0	100.0

P21H EXTRA PAY FOR EXTRA RESPONSIBILITIES

RECORD: 4 COLUMN: 32-33

REFER TO QUESTION P21A
Given extra pay for extra responsibilities.....08

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	252	62.7	64.1
YES	1	141	35.1	35.9
RESPONSE OMISSION	98	9	2.2	MISSING
TOTAL		402	100.0	100.0

P21I OTHER

RECORD: 4 COLUMN: 34-35

REFER TO QUESTION P21A
Other (specify).....09

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	348	86.6	88.5
YES	1	45	11.2	11.5
RESPONSE OMISSION	98	9	2.2	MISSING
TOTAL		402	100.0	100.0

P21J NO REWARDS ARE GIVEN

RECORD: 4 COLUMN: 36-37

REFER TO QUESTION P21A
No rewards are given.....10

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	285	70.9	72.5
YES	1	108	26.9	27.5
RESPONSE OMISSION	98	9	2.2	MISSING
TOTAL		402	100.0	100.0

P22A AVG ANN % INCREASE IN TEACHER SALARIES

RECORD: 4 COLUMN: 38-40

What was the average annual percentage increase in teacher salaries in this school over the last 3 years? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	5	1.2	1.3
One percent	1	1	.2	.3
Etc.	2	9	2.2	2.3
	3	21	5.2	5.4
	4	20	5.0	5.1
	5	78	19.4	19.9
	6	50	12.4	12.8
	7	55	13.7	14.0
	8	66	16.4	16.8
	9	16	4.0	4.1
	10	34	8.5	8.7
	11	1	.2	.3
	12	5	1.2	1.3
	13	1	.2	.3
	14	1	.2	.3
	15	9	2.2	2.3
	16	1	.2	.3
	18	1	.2	.3
	20	9	2.2	2.3
	24	1	.2	.3
	25	4	1.0	1.0
	30	1	.2	.3
	36	1	.2	.3
	55	1	.2	.3
	92	1	.2	.3
REFUSED/UNCODABLE	997	3	.7	MISSING
RESPONSE OMISSION	998	7	1.7	MISSING
TOTAL		402	100.0	100.0

P22B % TEACHERS RECEIVED MERIT PAY INCREASE

RECORD: 4 COLUMN: 41-43

Last year, what percentage of teachers in your school received some merit pay increase? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF "NONE," WRITE IN "000" AND GO TO Q.23.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	370	92.0	93.2
One percent	1	2	.5	.5
Etc.	2	1	.2	.3
	5	3	.7	.8
	7	1	.2	.3
	10	5	1.2	1.3
	15	1	.2	.3
	18	1	.2	.3
	20	2	.5	.5
	25	1	.2	.3
	30	1	.2	.3
	40	2	.5	.5
	50	1	.2	.3
	80	1	.2	.3
	90	1	.2	.3
	95	3	.7	.8
	100	1	.2	.3
RESPONSE OMISSION	998	3	.7	MISSING
LEGIT SKIP	999	2	.5	MISSING
TOTAL		402	100.0	100.0

P22C AVG % MERIT INCREASE

RECORD: 4 COLUMN: 44-46

Of those who received a merit increase, what was the average percentage increase? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000".)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	0	15	3.7	37.5
	1	1	.2	2.5
	2	8	2.0	20.0
	3	4	1.0	10.0
	4	2	.5	5.0
	5	6	1.5	15.0
	7	1	.2	2.5
	10	2	.5	5.0
	15	1	.2	2.5
REFUSED/UNCODABLE	997	239	59.5	MISSING
RESPONSE OMISSION	998	3	.7	MISSING
LEGIT SKIP	999	120	29.9	MISSING
	TOTAL	402	100.0	100.0

P23 DOES SCHOOL OFFER TENURE?

RECORD: 4 COLUMN: 47

Does your school or school district offer teachers tenure or provide the assurance of a continuing contract? (CIRCLE ONE)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	58	14.4	14.6
YES	1	339	84.3	85.4
RESPONSE OMISSION	8	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P23A % TEACHERS WITH TENURE

RECORD: 4 COLUMN: 48-50

What percentage of the teachers at your school have tenure or its equivalent? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	5	1.2	1.5
Five percent	5	2	.5	.6
Etc.	11	1	.2	.3
	12	1	.2	.3
	20	4	1.0	1.2
	25	1	.2	.3
	30	2	.5	.6
	40	4	1.0	1.2
	45	2	.5	.6
	46	1	.2	.3
	50	9	2.2	2.7
	51	1	.2	.3
	54	1	.2	.3
	58	2	.5	.6
	60	9	2.2	2.7
	62	1	.2	.3
	65	3	.7	.9
	67	1	.2	.3
	70	5	1.2	1.5
	74	1	.2	.3
	75	19	4.7	5.6
	76	1	.2	.3
	80	22	5.5	6.5
	81	1	.2	.3
	85	37	9.2	10.9
	86	1	.2	.3
	87	4	1.0	1.2
	88	3	.7	.9
	90	79	19.7	23.3
	92	7	1.7	2.1
	94	4	1.0	1.2
	95	45	11.2	13.3
	96	6	1.5	1.8
	97	5	1.2	1.5
	98	24	6.0	7.1
	99	7	1.7	2.1
	100	18	4.5	5.3
REFUSED/UNCODABLE	997	8	2.0	MISSING
RESPONSE OMISSION	998	12	3.0	MISSING
LEGIT SKIP	999	43	10.7	MISSING
	TOTAL	402	100.0	100.0

P24A % TEACHERS AT SCHOOL < 3 YEARS

RECORD: 4 COLUMN: 51-53

Of the teachers on your school's payroll, what percentage have taught in your school for: (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE.)
Less than three years

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	12	3.0	3.1
1 - 9 %	1	131	32.6	33.9
10 - 19 %	2	122	30.3	31.5
20 - 29 %	3	70	17.4	18.1
30 - 39 %	4	21	5.2	5.4
40 - 49 %	5	12	3.0	3.1
50 - 59 %	6	11	2.7	2.8
60 - 69 %	7	2	.5	.5
70 - 79 %	8	1	.2	.3
80 - 89 %	9	2	.5	.5
90 - 100 %	10	3	.7	.8
RESPONSE OMISSION	998	15	3.7	MISSING
	TOTAL	402	100.0	100.0

P24B % TEACHERS AT SCHOOL 3-10 YEARS

RECORD: 4 COLUMN: 54-56

REFER TO QUESTION P24A
Three to ten years

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	4	1.0	1.0
1 - 9 %	1	15	3.7	3.9
10 - 19 %	2	46	11.4	11.9
20 - 29 %	3	61	15.2	15.8
30 - 39 %	4	85	21.1	22.1
40 - 49 %	5	68	16.9	17.7
50 - 59 %	6	34	8.5	8.8
60 - 69 %	7	30	7.5	7.8
70 - 79 %	8	14	3.5	3.6
80 - 89 %	9	19	4.7	4.9
90 - 100 %	10	9	2.2	2.3
RESPONSE OMISSION	998	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P24C % TEACHERS AT SCHOOL > 10 YEARS

RECORD: 4 COLUMN: 57-59

REFER TO QUESTION P24A
More than ten years

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	14	3.5	3.6
1 - 9 %	1	11	2.7	2.8
10 - 19 %	2	25	6.2	6.5
20 - 29 %	3	45	11.2	11.7
30 - 39 %	4	44	10.9	11.4
40 - 49 %	5	41	10.2	10.6
50 - 59 %	6	64	15.9	16.6
60 - 69 %	7	52	12.9	13.5
70 - 79 %	8	40	10.0	10.4
80 - 89 %	9	36	9.0	9.3
90 - 100 %	10	14	3.5	3.6
RESPONSE OMISSION	998	16	4.0	MISSING
	TOTAL	402	100.0	100.0

P25A1 # TENURED TCHRS NOT REC FOR RENEWAL

RECORD: 4 COLUMN: 60-61

During the past three years, how many teachers have you recommended not have their contracts renewed because of poor teaching? (WRITE IN FOR EACH CATEGORY. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000".)
Tenured teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	285	70.9	75.4
ONE	1	53	13.2	14.0
ETC.	2	18	4.5	4.8
	3	16	4.0	4.2
	4	3	.7	.8
	5	2	.5	.5
	8	1	.2	.3
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	15	3.7	MISSING
	TOTAL	402	100.0	100.0

P25A2 # NON-TEN TCHRS NOT REC FOR RENEWAL

RECORD: 4 COLUMN: 62-63

REFER TO QUESTION P25A1
Non-tenured teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	170	42.3	43.7
ONE	1	69	17.2	17.7
ETC.	2	57	14.2	14.7
	3	42	10.4	10.8
	4	15	3.7	3.9
	5	19	4.7	4.9
	6	4	1.0	1.0
	7	3	.7	.8
	8	1	.2	.3
	10	5	1.2	1.3
	12	1	.2	.3
	15	1	.2	.3
	16	1	.2	.3
	30	1	.2	.3
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	3	.7	MISSING
	TOTAL	402	100.0	100.0

P25B1 # TENURED TCHRS NOT RENEWED

RECORD: 4 COLUMN: 64-65

During the past three years, how many teachers' contracts have you successfully prevented from being renewed? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000".)
Tenured teacher contracts

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	303	75.4	80.6
ONE	1	42	10.4	11.2
ETC.	2	15	3.7	4.0
	3	12	3.0	3.2
	4	1	.2	.3
	5	1	.2	.3
	6	1	.2	.3
	8	1	.2	.3
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	10	2.5	MISSING
LEGIT SKIP	99	15	3.7	MISSING
	TOTAL	402	100.0	100.0

P25B2 # NON-TEN TCHRS NOT RENEWED

RECORD: 4 COLUMN: 66-67

REFER TO QUESTION P25B1
Non-tenured teacher contracts

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	186	46.3	48.1
ONE	1	68	16.9	17.6
ETC.	2	49	12.2	12.7
	3	38	9.5	9.8
	4	14	3.5	3.6
	5	16	4.0	4.1
	6	4	1.0	1.0
	7	4	1.0	1.0
	8	1	.2	.3
	10	3	.7	.8
	12	1	.2	.3
	14	1	.2	.3
	15	1	.2	.3
	30	1	.2	.3
RESPONSE OMISSION	98	12	3.0	MISSING
LEGIT SKIP	99	3	.7	MISSING
	TOTAL	402	100.0	100.0

P26 # HOURS DEVOTED TO NON-RENEWAL CASE

RECORD: 4 COLUMN: 68-69

In a typical non-renewal case for tenured teachers, how many hours would you and your staff have to devote to documenting charges, attending hearings, etc.? (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO TIME	0	49	12.2	15.1
ONE HOUR	1	1	.2	.3
ETC.	2	4	1.0	1.2
	3	2	.5	.6
	4	2	.5	.6
	5	5	1.2	1.5
	6	3	.7	.9
	8	5	1.2	1.5
	9	1	.2	.3
	10	19	4.7	5.9
	12	4	1.0	1.2
	15	10	2.5	3.1
	18	2	.5	.6
	20	31	7.7	9.6
	22	2	.5	.6
	24	3	.7	.9
	25	20	5.0	6.2
	26	1	.2	.3
	30	23	5.7	7.1
	35	6	1.5	1.9
	40	23	5.7	7.1
	43	1	.2	.3
	45	2	.5	.6
	48	1	.2	.3
	50	39	9.7	12.0
	55	1	.2	.3
	60	17	4.2	5.2
	65	2	.5	.6
	66	1	.2	.3
	70	5	1.2	1.5
	72	1	.2	.3
	75	7	1.7	2.2
	80	10	2.5	3.1
	84	1	.2	.3
	89	1	.2	.3
	90	9	2.2	2.8
	95	10	2.5	3.1
REFUSED/UNCODABLE	97	10	2.5	MISSING
RESPONSE OMISSION	98	30	7.5	MISSING
LEGIT SKIP	99	38	9.5	MISSING
TOTAL		402	100.0	100.0

P27A PERSONAL RELUCTANCE TO FIRE

RECORD: 5 COLUMN: 8-9

Using the scale provided, how much of a barrier do each of the following factors present to you in firing or refusing to renew the contracts of poor teachers? (CIRCLE ONE FOR EACH ITEM.)
a. Personal reluctance to fire someone

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	135	33.6	34.4
	2	100	24.9	25.4
	3	80	19.9	20.4
	4	44	10.9	11.2
	5	30	7.5	7.6
A VERY LARGE BARRIER	6	4	1.0	1.0
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
TOTAL		402	100.0	100.0

P27B PROCEDURES TOO COMPLEX AND FORMAL

RECORD: 5 COLUMN: 10-11

REFER TO QUESTION P27A
b. Excessively complex formal procedures

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	54	13.4	13.7
	2	38	9.5	9.6
	3	54	13.4	13.7
	4	53	13.2	13.4
	5	87	21.6	22.0
A VERY LARGE BARRIER	6	109	27.1	27.6
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
TOTAL		402	100.0	100.0

P27C TOO HARD TO ID POOR TEACHERS

RECORD: 5 COLUMN: 12-13

REFER TO QUESTION P27A
c. Difficulty of identifying poor teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	179	44.5	45.5
	2	106	26.4	27.0
	3	51	12.7	13.0
	4	43	10.7	10.9
	5	11	2.7	2.8
A VERY LARGE BARRIER	6	3	.7	.8
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
TOTAL		402	100.0	100.0

P27D TENURE RULES IN SYSTEM

RECORD: 5 COLUMN: 14-15

REFER TO QUESTION P27A
d. Tenure rules in your school system

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	78	19.4	21.0
	2	30	7.5	8.1
	3	32	8.0	8.6
	4	46	11.4	12.4
	5	81	20.1	21.8
A VERY LARGE BARRIER	6	105	26.1	28.2
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	20	5.0	MISSING
TOTAL		402	100.0	100.0

P27E CONSTRAINTS BY TEACHERS' ORGS

RECORD: 5 COLUMN: 16-17

REFER TO QUESTION P27A
e. Constraints imposed by a teachers' organization

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NOT A BARRIER	1	86	21.4	23.6
	2	38	9.5	10.4
	3	37	9.2	10.1
	4	46	11.4	12.6
	5	77	19.2	21.1
A VERY LARGE BARRIER	6	81	20.1	22.2
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	11	2.7	MISSING
LEGIT SKIP	99	25	6.2	MISSING
TOTAL		402	100.0	100.0

P28 # TCHRS ENCOURAGED TO RESIGN EARLY

RECORD: 5 COLUMN: 18-19

During the past three years, how many teachers have you encouraged to resign or retire early because of poor teaching? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00".)
Teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	127	31.6	32.0
ONE	1	71	17.7	17.9
ETC.	2	85	21.1	21.4
	3	55	13.7	13.9
	4	20	5.0	5.0
	5	22	5.5	5.5
	6	4	1.0	1.0
	7	4	1.0	1.0
	8	4	1.0	1.0
	10	3	.7	.8
	12	1	.2	.3
	18	1	.2	.3
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P28A # TIMES SUCCESSFUL IN THIS

RECORD: 5 COLUMN: 20-21

How many times have you been successful in inducing a teacher to resign or retire early in the past three years? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")
Times successful

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NEVER	0	145	36.1	36.7
ONCE	1	100	24.9	25.3
ETC.	2	74	18.4	18.7
	3	39	9.7	9.9
	4	16	4.0	4.1
	5	11	2.7	2.8
	6	3	.7	.8
	7	2	.5	.5
	8	2	.5	.5
	10	1	.2	.3
	11	1	.2	.3
	18	1	.2	.3
RESPONSE OMISSION	98	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P29A % POOR TEACHERS

RECORD: 5 COLUMN: 22-24

Over the past three years, what percentage of the teachers in your school would you consider to have been . . . (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000".)
Poor teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	44	10.9	11.1
ONE PERCENT	1	34	8.5	8.6
ETC.	2	32	8.0	8.1
	3	22	5.5	5.5
	4	13	3.2	3.3
	5	98	24.4	24.7
	6	7	1.7	1.8
	8	8	2.0	2.0
	9	3	.7	.8
	10	96	23.9	24.2
	12	4	1.0	1.0
	13	1	.2	.3
	14	1	.2	.3
	15	11	2.7	2.8
	16	2	.5	.5
	20	14	3.5	3.5
	25	2	.5	.5
	30	4	1.0	1.0
	40	1	.2	.3
RESPONSE OMISSION	998	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P29B % FAIR TEACHERS

RECORD: 5 COLUMN: 25-27

REFER TO QUESTION P29A
Fair teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	9	2.2	2.3
ONE PERCENT	1	2	.5	.5
ETC.	2	10	2.5	2.5
	3	5	1.2	1.3
	4	5	1.2	1.3
	5	28	7.0	7.1
	6	2	.5	.5
	7	1	.2	.3
	8	10	2.5	2.5
	9	7	1.7	1.8
	10	76	18.9	19.1
	11	2	.5	.5
	12	7	1.7	1.8
	13	2	.5	.5
	14	2	.5	.5
	15	45	11.2	11.3
	16	2	.5	.5
	17	2	.5	.5
	18	3	.7	.8
	19	1	.2	.3
	20	85	21.1	21.4
	21	1	.2	.3
	22	1	.2	.3
	25	24	6.0	6.0
	26	2	.5	.5
	28	1	.2	.3
	30	31	7.7	7.8
	31	1	.2	.3
	34	2	.5	.5
	35	4	1.0	1.0
	40	13	3.2	3.3
	45	1	.2	.3
	46	1	.2	.3
	50	4	1.0	1.0
	55	2	.5	.5
	60	1	.2	.3
	68	1	.2	.3
	70	1	.2	.3
RESPONSE OMISSION	998	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P29C % GOOD TEACHERS

RECORD: 5 COLUMN: 28-30

REFER TO QUESTION P29A
Good teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	1	.2	.3
1 - 9 %	1	5	1.2	1.3
10 - 19 %	2	10	2.5	2.5
20 - 29 %	3	32	8.0	8.1
30 - 39 %	4	49	12.2	12.3
40 - 49 %	5	81	20.1	20.4
50 - 59 %	6	85	21.1	21.4
60 - 69 %	7	75	18.7	18.9
70 - 79 %	8	36	9.0	9.1
80 - 89 %	9	19	4.7	4.8
90 - 100 %	10	4	1.0	1.0
RESPONSE OMISSION	998	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P29D % EXCELLENT TEACHERS

RECORD: 5 COLUMN: 31-33

REFER TO QUESTION P29A
Excellent teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	1	.2	.3
1 - 9 %	1	22	5.5	5.5
10 - 19 %	2	101	25.1	25.4
20 - 29 %	3	127	31.6	32.0
30 - 39 %	4	52	12.9	13.1
40 - 49 %	5	36	9.0	9.1
50 - 59 %	6	30	7.5	7.6
60 - 69 %	7	9	2.2	2.3
70 - 79 %	8	9	2.2	2.3
80 - 89 %	9	4	1.0	1.0
90 - 100 %	10	6	1.5	1.5
RESPONSE OMISSION	998	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P30 DESCRIBE RECENT TEACHER EMPL NEGOTS

RECORD: 5 COLUMN: 34

Which one of the following statements best describes the most recent teacher employment negotiations in your school? (CIRCLE ONE ONLY)

Negotiations were held with a teachers' organization . . 1

Individual negotiations were held between the school and individual employees 2

Wages, hours, terms, and conditions of employment were essentially determined unilaterally by the school . . . 3

Wages, hours, terms, and conditions of employment were essentially determined unilaterally by the district . . 4

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NEG WITH TEACH. ORGS	1	243	60.4	65.1
NEG BETW SCHOOL, IND	2	29	7.2	7.8
SCHOOL ONLY DECIDES	3	29	7.2	7.8
DISTRICT ONLY DECIDE	4	72	17.9	19.3
MULTIPLE RESPONSE	6	14	3.5	MISSING
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	9	2.2	MISSING
LEGIT SKIP	9	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P31A STUDENTS' PERFORMANCE ON ACH TESTS

RECORD: 5 COLUMN: 35-36

On a scale of 1 to 6, how much influence do you feel each of the following has upon how your performance is evaluated by your superiors? (CIRCLE ONE FOR EACH CATEGORY)
A. The performance of your school's students on standardized tests or in gaining admission to college

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	54	13.4	13.6
	2	72	17.9	18.1
	3	82	20.4	20.7
	4	93	23.1	23.4
	5	65	16.2	16.4
GREAT DEAL OF INFLUE	6	31	7.7	7.8
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P31B GOOD DISCIPLINARY ENVIRONMENT

RECORD: 5 COLUMN: 37-38

REFER TO QUESTION P31A
B. A good disciplinary environment in the school

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	3	.7	.8
	2	9	2.2	2.3
	3	13	3.2	3.3
	4	77	19.2	19.3
	5	167	41.5	42.0
GREAT DEAL OF INFLUE	6	129	32.1	32.4
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P31C EFFICIENT ADMINISTRATION

RECORD: 5 COLUMN: 39-40

REFER TO QUESTION P31A
C. Efficient administration

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	3	.7	.8
	2	3	.7	.8
	3	17	4.2	4.3
	4	55	13.7	13.8
	5	167	41.5	42.0
GREAT DEAL OF INFLUE	6	153	38.1	38.4
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P31D PARENT OR COMMUNITY REACTION

RECORD: 5 COLUMN: 41-42

REFER TO QUESTION P31A
D. Parent or community reaction

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	5	1.2	1.3
	2	12	3.0	3.0
	3	36	9.0	9.0
	4	78	19.4	19.6
	5	161	40.0	40.5
GREAT DEAL OF INFLUE	6	106	26.4	26.6
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P32A1 INFLUENCE OF PRIN

RECORD: 5 COLUMN: 43-44

Using the scales provided, how much actual influence do you think each of the following people or organization has on establishing the curriculum and determining instructional methods used in the classroom? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09".)
a. Principal or school head - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	1	.2	.3
	2	6	1.5	1.5
	3	20	5.0	5.1
	4	65	16.2	16.7
	5	144	35.8	36.9
GREAT DEAL INFLUENCE	6	154	38.3	39.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	3	.7	MISSING
	TOTAL	402	100.0	100.0

P32B1 INFLUENCE OF SUPERINTENDENT

RECORD: 5 COLUMN: 45-46

REFER TO QUESTION P32A1
b. Superintendent - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	15	3.7	4.2
	2	40	10.0	11.1
	3	44	10.9	12.2
	4	87	21.6	24.2
	5	79	19.7	21.9
GREAT DEAL INFLUENCE	6	95	23.6	26.4
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	34	8.5	MISSING
	TOTAL	402	100.0	100.0

P32C1 INFLUENCE OF CENTRAL OFFICE

RECORD: 5 COLUMN: 47-48

REFER TO QUESTION P32A1
c. Central office administrators - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	28	7.0	8.6
	2	43	10.7	13.1
	3	31	7.7	9.5
	4	66	16.4	20.2
	5	78	19.4	23.9
GREAT DEAL INFLUENCE	6	81	20.1	24.8
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	66	16.4	MISSING
	TOTAL	402	100.0	100.0

P32D1 INFLUENCE OF TEACHERS

RECORD: 5 COLUMN: 49-50

REFER TO QUESTION P32A1
d. Teachers at this school - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	2	.5	.5
	2	16	4.0	4.1
	3	31	7.7	7.9
	4	76	18.9	19.4
	5	135	33.6	34.4
GREAT DEAL INFLUENCE	6	132	32.8	33.7
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	3	.7	MISSING
	TOTAL	402	100.0	100.0

P32E1 INFLUENCE OF PARENTS

RECORD: 5 COLUMN: 51-52

REFER TO QUESTION P32A1
e. Parents - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	33	8.2	8.4
	2	89	22.1	22.7
	3	125	31.1	31.9
	4	96	23.9	24.5
	5	42	10.4	10.7
GREAT DEAL INFLUENCE	6	7	1.7	1.8
UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P32F1 INFLUENCE OF SCHOOL BOARD

RECORD: 5 COLUMN: 53-54

REFER TO QUESTION P32A1
f. School board or governing board - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	24	6.0	6.4
	2	49	12.2	13.0
	3	73	18.2	19.4
	4	82	20.4	21.8
	5	70	17.4	18.6
GREAT DEAL INFLUENCE	6	79	19.7	21.0
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P32G1 INFLUENCE OF TEACHERS' ORGS

RECORD: 5 COLUMN: 55-56

REFER TO QUESTION P32A1
g. Teachers' associations or unions - establishing the curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	121	30.1	36.1
	2	97	24.1	29.0
	3	46	11.4	13.7
	4	43	10.7	12.8
	5	19	4.7	5.7
GREAT DEAL INFLUENCE	6	9	2.2	2.7
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	59	14.7	MISSING
	TOTAL	402	100.0	100.0

P321A APPROPRIATE INFLUENCE FOR PRIN

RECORD: 5 COLUMN: 57-58

REFER TO QUESTION P32A1
a. How much influence is appropriate for the school head - establishing the curriculum?

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	2	1	.2	.3
	3	7	1.7	1.8
	4	40	10.0	10.3
	5	163	40.5	42.0
GREAT DEAL INFLUENCE	6	177	44.0	45.6
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P32A2 INFLUENCE OF PRIN

RECORD: 5 COLUMN: 59-60

REFER TO QUESTION P32A1
a. Principal or school head - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	3	.7	.8
	2	15	3.7	3.9
	3	48	11.9	12.5
	4	114	28.4	29.6
	5	113	28.1	29.4
GREAT DEAL INFLUENCE	6	92	22.9	23.9
RESPONSE OMISSION	98	11	2.7	MISSING
LEGIT SKIP	99	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P32B2 INFLUENCE OF SUPERINTENDENT

RECORD: 5 COLUMN: 61-62

REFER TO QUESTION P32A1
b. Superintendent - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	49	12.2	13.6
	2	66	16.4	18.3
	3	84	20.9	23.3
	4	75	18.7	20.8
	5	50	12.4	13.9
GREAT DEAL INFLUENCE	6	36	9.0	10.0
RESPONSE OMISSION	98	11	2.7	MISSING
LEGIT SKIP	99	31	7.7	MISSING
TOTAL		402	100.0	100.0

P32C2 INFLUENCE OF CENTRAL OFFICE

RECORD: 5 COLUMN: 63-64

REFER TO QUESTION P32A1
c. Central office administrators - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	62	15.4	19.0
	2	56	13.9	17.1
	3	57	14.2	17.4
	4	79	19.7	24.2
	5	42	10.4	12.8
GREAT DEAL INFLUENCE	6	31	7.7	9.5
RESPONSE OMISSION	98	13	3.2	MISSING
LEGIT SKIP	99	62	15.4	MISSING
TOTAL		402	100.0	100.0

P32D2 INFLUENCE OF TEACHERS

RECORD: 5 COLUMN: 65-66

REFER TO QUESTION P32A1
d. Teachers at this school - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	2	.5	.5
	2	4	1.0	1.1
	3	10	2.5	2.7
	4	19	4.7	5.1
	5	74	18.4	19.8
GREAT DEAL INFLUENCE	6	265	65.9	70.9
RESPONSE OMISSION	98	12	3.0	MISSING
LEGIT SKIP	99	16	4.0	MISSING
TOTAL		402	100.0	100.0

P32E2 INFLUENCE OF PARENTS

RECORD: 5 COLUMN: 67-68

REFER TO QUESTION P32A1
e. Parents - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	85	21.1	22.4
	2	134	33.3	35.3
	3	91	22.6	23.9
	4	47	11.7	12.4
	5	19	4.7	5.0
GREAT DEAL INFLUENCE	6	4	1.0	1.1
RESPONSE OMISSION	98	17	4.2	MISSING
LEGIT SKIP	99	5	1.2	MISSING
TOTAL		402	100.0	100.0

P32F2 INFLUENCE OF SCHOOL BOARD

RECORD: 5 COLUMN: 69-70

REFER TO QUESTION P32A1
f. School Board or governing board - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	80	19.9	21.5
	2	104	25.9	28.0
	3	80	19.9	21.5
	4	56	13.9	15.1
	5	32	8.0	8.6
GREAT DEAL INFLUENCE	6	20	5.0	5.4
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	10	2.5	MISSING
LEGIT SKIP	99	19	4.7	MISSING
TOTAL		402	100.0	100.0

P32G2 INFLUENCE OF TEACHERS' ORGS

RECORD: 5 COLUMN: 71-72

REFER TO QUESTION P32A1
g. Teachers' associations or unions - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	139	34.6	42.1
	2	84	20.9	25.5
	3	57	14.2	17.3
	4	29	7.2	8.8
	5	13	3.2	3.9
GREAT DEAL INFLUENCE	6	8	2.0	2.4
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	12	3.0	MISSING
LEGIT SKIP	99	59	14.7	MISSING
TOTAL		402	100.0	100.0

P32H2A APPROPRIATE INFLUENCE FOR PRIN

RECORD: 5 COLUMN: 73-74

REFER TO QUESTION P32A1
a. How much influence is appropriate for the school head - determining instructional methods used in classrooms

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	2	9	2.2	2.4
	3	24	6.0	6.3
	4	77	19.2	20.3
	5	151	37.6	39.7
GREAT DEAL INFLUENCE	6	119	29.6	31.3
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	19	4.7	MISSING
LEGIT SKIP	99	1	.2	MISSING
TOTAL		402	100.0	100.0

P33A1 INFLUENCE OF PRIN

RECORD: 6 COLUMN: 8-9

How much actual influence do you think each of the following people and organizations has on allocating school funds and hiring new full-time teachers? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09".)
a. School head - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	21	5.2	5.4
	2	32	8.0	8.2
	3	45	11.2	11.5
	4	69	17.2	17.7
	5	100	24.9	25.6
GREAT DEAL INFLUENCE	6	123	30.6	31.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	5	1.2	MISSING
TOTAL		402	100.0	100.0

P33B1 INFLUENCE OF SUPERINTENDENT

RECORD: 6 COLUMN: 10-11

REFER TO QUESTION P33A1
b. Superintendent - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	19	4.7	5.4
	2	12	3.0	3.4
	3	10	2.5	2.8
	4	30	7.5	8.5
	5	82	20.4	23.2
GREAT DEAL INFLUENCE	6	201	50.0	56.8
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	42	10.4	MISSING
	TOTAL	402	100.0	100.0

P33C1 INFLUENCE OF CENTRAL OFFICE

RECORD: 6 COLUMN: 12-13

REFER TO QUESTION P33A1
c. Central office administrators - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	33	8.2	10.1
	2	25	6.2	7.7
	3	31	7.7	9.5
	4	56	13.9	17.2
	5	94	23.4	28.8
GREAT DEAL INFLUENCE	6	87	21.6	26.7
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	69	17.2	MISSING
	TOTAL	402	100.0	100.0

P33D1 INFLUENCE OF TEACHERS

RECORD: 6 COLUMN: 14-15

REFER TO QUESTION P33A1
d. Teachers at this school - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	90	22.4	23.1
	2	82	20.4	21.1
	3	79	19.7	20.3
	4	93	23.1	23.9
	5	39	9.7	10.0
GREAT DEAL INFLUENCE	6	6	1.5	1.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P33E1 INFLUENCE OF PARENTS

RECORD: 6 COLUMN: 16-17

REFER TO QUESTION P33A1
e. Parents - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	159	39.6	41.2
	2	98	24.4	25.4
	3	75	18.7	19.4
	4	34	8.5	8.8
	5	13	3.2	3.4
GREAT DEAL INFLUENCE	6	7	1.7	1.8
RESPONSE OMISSION	98	12	3.0	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P33F1 INFLUENCE OF SCHOOL BOARD

RECORD: 6 COLUMN: 18-19

REFER TO QUESTION P33A1
f. School Board or governing board - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	23	5.7	6.2
	2	21	5.2	5.6
	3	32	8.0	8.6
	4	48	11.9	12.9
	5	78	19.4	20.9
GREAT DEAL INFLUENCE	6	171	42.5	45.8
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	23	5.7	MISSING
	TOTAL	402	100.0	100.0

P33G1 INFLUENCE OF TEACHERS' ORGS

RECORD: 6 COLUMN: 20-21

REFER TO QUESTION P33A1
g. Teachers' associations or unions - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	177	44.0	53.0
	2	68	16.9	20.4
	3	44	10.9	13.2
	4	27	6.7	8.1
	5	11	2.7	3.3
GREAT DEAL INFLUENCE	6	7	1.7	2.1
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	61	15.2	MISSING
	TOTAL	402	100.0	100.0

P33LA APPROPRIATE INFLUENCE FOR PRIN

RECORD: 6 COLUMN: 22-23

REFER TO QUESTION P33A1
a. How much influence is appropriate for the school head - allocating school funds

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	2	.5	.5
	2	1	.2	.3
	3	8	2.0	2.1
	4	39	9.7	10.2
	5	156	38.8	40.7
GREAT DEAL INFLUENCE	6	177	44.0	46.2
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	13	3.2	MISSING
LEGIT SKIP	99	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P33A2 INFLUENCE OF PRIN

RECORD: 6 COLUMN: 24-25

REFER TO QUESTION P33A1
a. School head - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	13	3.2	3.4
	2	17	4.2	4.4
	3	20	5.0	5.2
	4	39	9.7	10.2
	5	94	23.4	24.5
GREAT DEAL INFLUENCE	6	201	50.0	52.3
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P33B2 INFLUENCE OF SUPERINTENDENT

RECORD: 6 COLUMN: 26-27

REFER TO QUESTION P33A1
b. Superintendent - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	32	8.0	8.9
	2	35	8.7	9.8
	3	43	10.7	12.0
	4	43	10.7	12.0
	5	77	19.2	21.5
GREAT DEAL INFLUENCE	6	128	31.8	35.8
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	35	8.7	MISSING
	TOTAL	402	100.0	100.0

P33C2 INFLUENCE OF CENTRAL OFFICE

RECORD: 6 COLUMN: 28-29

REFER TO QUESTION P33A1
c. Central office administrators - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	37	9.2	11.4
	2	37	9.2	11.4
	3	37	9.2	11.4
	4	62	15.4	19.1
	5	74	18.4	22.8
GREAT DEAL INFLUENCE	6	78	19.4	24.0
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	68	16.9	MISSING
	TOTAL	402	100.0	100.0

P33D2 INFLUENCE OF TEACHERS

RECORD: 6 COLUMN: 30-31

REFER TO QUESTION P33A1
d. Teachers at this school - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	150	37.3	39.4
	2	79	19.7	20.7
	3	61	15.2	16.0
	4	61	15.2	16.0
	5	26	6.5	6.8
GREAT DEAL INFLUENCE	6	4	1.0	1.0
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	12	3.0	MISSING
	TOTAL	402	100.0	100.0

P33E2 INFLUENCE OF PARENTS

RECORD: 6 COLUMN: 32-33

REFER TO QUESTION P33A1
e. Parents - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	237	59.0	63.5
	2	76	18.9	20.4
	3	38	9.5	10.2
	4	17	4.2	4.6
	5	4	1.0	1.1
GREAT DEAL INFLUENCE	6	1	.2	.3
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	14	3.5	MISSING
LEGIT SKIP	99	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P33F2 INFLUENCE OF SCHOOL BOARD

RECORD: 6 COLUMN: 34-35

REFER TO QUESTION P33A1
f. School Board or governing board - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	73	18.2	19.6
	2	53	13.2	14.2
	3	60	14.9	16.1
	4	34	8.5	9.1
	5	46	11.4	12.4
GREAT DEAL INFLUENCE	6	106	26.4	28.5
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	22	5.5	MISSING
	TOTAL	402	100.0	100.0

P33G2 INFLUENCE OF TEACHERS' ORGS

RECORD: 6 COLUMN: 36-37

REFER TO QUESTION P33A1
g. Teachers' associations or unions - hiring new full-time teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	199	49.5	60.5
	2	73	18.2	22.2
	3	32	8.0	9.7
	4	17	4.2	5.2
	5	6	1.5	1.8
GREAT DEAL INFLUENCE	6	2	.5	.6
RESPONSE OMISSION	98	10	2.5	MISSING
LEGIT SKIP	99	63	15.7	MISSING
	TOTAL	402	100.0	100.0

P332A APPROPRIATE INFLUENCE FOR PRIN

RECORD: 6 COLUMN: 38-39

REFER TO QUESTION P33A1
a. How much influence is appropriate for the school head - hiring new full-time teachers?

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	4	1.0	1.0
	3	3	.7	.8
	4	23	5.7	6.0
	5	93	23.1	24.3
GREAT DEAL INFLUENCE	6	259	64.4	67.8
RESPONSE OMISSION	98	12	3.0	MISSING
LEGIT SKIP	99	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P34A1 INFLUENCE OF PRIN

RECORD: 6 COLUMN: 40-41

How much actual influence do you think each of the following people and organizations has on dismissing or transferring teachers and setting disciplinary policy? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09".)
a. Principal or school head - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	4	1.0	1.0
	2	7	1.7	1.8
	3	17	4.2	4.3
	4	53	13.2	13.5
	5	120	29.9	30.5
GREAT DEAL INFLUENCE	6	193	48.0	49.0
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	3	.7	MISSING
	TOTAL	402	100.0	100.0

P34B1 INFLUENCE OF SUPERINTENDENT

RECORD: 6 COLUMN: 42-43

REFER TO QUESTION P34A1
b. Superintendent - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	16	4.0	4.5
	2	10	2.5	2.8
	3	21	5.2	5.8
	4	40	10.0	11.1
	5	90	22.4	25.1
GREAT DEAL INFLUENCE	6	182	45.3	50.7
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	38	9.5	MISSING
	TOTAL	402	100.0	100.0

P34C1 INFLUENCE OF CENTRAL OFFICE

RECORD: 6 COLUMN: 44-45

REFER TO QUESTION P34A1
c. Central office administrators - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	43	10.7	13.1
	2	33	8.2	10.1
	3	40	10.0	12.2
	4	65	16.2	19.9
	5	77	19.2	23.5
GREAT DEAL INFLUENCE	6	69	17.2	21.1
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	69	17.2	MISSING
	TOTAL	402	100.0	100.0

P34D1 INFLUENCE OF TEACHERS

RECORD: 6 COLUMN: 46-47

REFER TO QUESTION P34A1
d. Teachers at this school - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	178	44.3	46.4
	2	94	23.4	24.5
	3	60	14.9	15.6
	4	28	7.0	7.3
	5	15	3.7	3.9
GREAT DEAL INFLUENCE	6	9	2.2	2.3
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	13	3.2	MISSING
	TOTAL	402	100.0	100.0

P34E1 INFLUENCE OF PARENTS

RECORD: 6 COLUMN: 48-49

REFER TO QUESTION P34A1
e. Parents - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	149	37.1	38.9
	2	115	28.6	30.0
	3	63	15.7	16.4
	4	34	8.5	8.9
	5	19	4.7	5.0
GREAT DEAL INFLUENCE	6	3	.7	.8
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	11	2.7	MISSING
	TOTAL	402	100.0	100.0

P34F1 INFLUENCE OF SCHOOL BOARD

RECORD: 6 COLUMN: 50-51

REFER TO QUESTION P34A1
f. School Board or governing board - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	38	9.5	10.2
	2	38	9.5	10.2
	3	36	9.0	9.7
	4	55	13.7	14.8
	5	69	17.2	18.5
GREAT DEAL INFLUENCE	6	136	33.8	36.6
RESPONSE OMISSION	98	4	1.0	MISSING
LEGIT SKIP	99	26	6.5	MISSING
	TOTAL	402	100.0	100.0

P34G1 INFLUENCE OF TEACHERS' ORGS

RECORD: 6 COLUMN: 52-53

REFER TO QUESTION P34A1
g. Teachers' associations or unions - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	144	35.8	43.0
	2	49	12.2	14.6
	3	38	9.5	11.3
	4	43	10.7	12.8
	5	27	6.7	8.1
GREAT DEAL INFLUENCE	6	34	8.5	10.1
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	61	15.2	MISSING
	TOTAL	402	100.0	100.0

P341A APPROPRIATE INFLUENCE FOR PRIN

RECORD: 6 COLUMN: 54-55

REFER TO QUESTION P34A1
a. How much influence is appropriate for the school head - dismissing or transferring teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	2	1	.2	.3
	4	22	5.5	5.7
	5	119	29.6	30.6
GREAT DEAL INFLUENCE	6	247	61.4	63.5
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P34A2 INFLUENCE OF PRIN

RECORD: 6 COLUMN: 56-57

REFER TO QUESTION P34A1
a. Principal or school head - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	4	1.0	1.0
	2	5	1.2	1.3
	3	9	2.2	2.3
	4	28	7.0	7.2
	5	113	28.1	28.9
GREAT DEAL INFLUENCE	6	232	57.7	59.3
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P34B2 INFLUENCE OF SUPERINTENDENT

RECORD: 6 COLUMN: 58-59

REFER TO QUESTION P34A1
b. Superintendent - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	13	3.2	3.6
	2	20	5.0	5.6
	3	28	7.0	7.8
	4	73	18.2	20.3
	5	85	21.1	23.6
GREAT DEAL INFLUENCE	6	141	35.1	39.2
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	36	9.0	MISSING
	TOTAL	402	100.0	100.0

P34C2 INFLUENCE OF CENTRAL OFFICE

RECORD: 6 COLUMN: 60-61

REFER TO QUESTION P34A1
c. Central office administrators - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	54	13.4	16.6
	2	39	9.7	12.0
	3	45	11.2	13.8
	4	67	16.7	20.6
	5	66	16.4	20.3
GREAT DEAL INFLUENCE	6	54	13.4	16.6
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	69	17.2	MISSING
	TOTAL	402	100.0	100.0

P34D2 INFLUENCE OF TEACHERS

RECORD: 6 COLUMN: 62-63

REFER TO QUESTION P34A1
d. Teachers at this school - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	25	6.2	6.4
	2	29	7.2	7.4
	3	34	8.5	8.7
	4	116	28.9	29.6
	5	122	30.3	31.1
GREAT DEAL INFLUENCE	6	66	16.4	16.8
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	3	.7	MISSING
	TOTAL	402	100.0	100.0

P34E2 INFLUENCE OF PARENTS

RECORD: 6 COLUMN: 64-65

REFER TO QUESTION P34A1
e. Parents - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	58	14.4	15.1
	2	84	20.9	21.9
	3	90	22.4	23.4
	4	91	22.6	23.7
	5	45	11.2	11.7
GREAT DEAL INFLUENCE	6	16	4.0	4.2
RESPONSE OMISSION	98	13	3.2	MISSING
LEGIT SKIP	99	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P34F2 INFLUENCE OF SCHOOL BOARD

RECORD: 6 COLUMN: 66-67

REFER TO QUESTION P34A1
f. School Board or governing board - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	27	6.7	7.2
	2	30	7.5	8.0
	3	46	11.4	12.2
	4	60	14.9	15.9
	5	75	18.7	19.9
GREAT DEAL INFLUENCE	6	139	34.6	36.9
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	19	4.7	MISSING
	TOTAL	402	100.0	100.0

P34G2 INFLUENCE OF TEACHERS' ORGS

RECORD: 6 COLUMN: 68-69

REFER TO QUESTION P34A1
g. Teachers' associations or unions - setting disciplinary policy

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	1	133	33.1	39.7
	2	67	16.7	20.0
	3	49	12.2	14.6
	4	40	10.0	11.9
	5	36	9.0	10.7
GREAT DEAL INFLUENCE	6	10	2.5	3.0
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	60	14.9	MISSING
	TOTAL	402	100.0	100.0

P342A APPROPRIATE INFLUENCE FOR PRIN

RECORD: 6 COLUMN: 70-71

REFER TO QUESTION P34A1
a. How much influence is appropriate for the school head - setting disciplinary policy?

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO INFLUENCE	2	2	.5	.5
	3	1	.2	.3
	4	18	4.5	4.7
	5	113	28.1	29.2
GREAT DEAL INFLUENCE	6	253	62.9	65.4
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P35A CLEAR SCHOOL GOALS AND PRIORITIES

RECORD: 7 COLUMN: 8-9

Using the scale below, indicate the extent to which you agree or disagree with each of the following statements regarding your school. Please consider the term 'staff' as referring to the administrative personnel and the teachers combined.
(CIRCLE ONE NUMBER FOR EACH ITEM)
a. Goals and priorities for this school are clear.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	1	.2	.2
	2	6	1.5	1.5
	3	17	4.2	4.2
	4	92	22.9	23.0
	5	175	43.5	43.8
STRONGLY AGREE	6	109	27.1	27.2
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35B STAFF CONTINUALLY EVALS ITS PROGRAMS

RECORD: 7 COLUMN: 10-11

REFER TO QUESTION P35A
b. The staff is continually evaluating its programs and activities.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	2	.5	.5
	2	17	4.2	4.2
	3	45	11.2	11.2
	4	126	31.3	31.5
	5	141	35.1	35.2
STRONGLY AGREE	6	69	17.2	17.2
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35C TEACHERS CONTINUALLY SEEK NEW IDEAS

RECORD: 7 COLUMN: 12-13

REFER TO QUESTION P35A
c. Teachers are continually learning and seeking new ideas.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	2	.5	.5
	2	21	5.2	5.3
	3	86	21.4	21.6
	4	154	38.3	38.7
	5	102	25.4	25.6
STRONGLY AGREE	6	33	8.2	8.3
RESPONSE OMISSION	98	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P35D STAFF RECOGNIZED FOR JOB WELL DONE

RECORD: 7 COLUMN: 14-15

REFER TO QUESTION P35A
d. Staff members are recognized for a job well done.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	6	1.5	1.5
	2	10	2.5	2.5
	3	59	14.7	14.8
	4	111	27.6	27.8
	5	154	38.3	38.6
STRONGLY AGREE	6	59	14.7	14.8
RESPONSE OMISSION	98	3	.7	MISSING
	TOTAL	402	100.0	100.0

P35E STAFF INVOLVED IN DECISION-MAKING

RECORD: 7 COLUMN: 16-17

REFER TO QUESTION P35A
e. Staff members are involved in making decisions that affect them.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	1	.2	.2
	2	8	2.0	2.0
	3	26	6.5	6.5
	4	127	31.6	31.7
	5	188	46.8	47.0
STRONGLY AGREE	6	50	12.4	12.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35F ADMINISTRATION KNOWS STAFF PRBLMS

RECORD: 7 COLUMN: 18-19

REFER TO QUESTION P35A
f. The administration knows the problems faced by the staff.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	2	2	.5	.5
	3	11	2.7	2.7
	4	56	13.9	14.0
	5	229	57.0	57.1
STRONGLY AGREE	6	103	25.6	25.7
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35G PAPERWORK INTERFERES WITH TEACHING

RECORD: 7 COLUMN: 20-21

REFER TO QUESTION P35A
g. Routine duties and paperwork interfere with the job of teaching.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	13	3.2	3.3
	2	60	14.9	15.0
	3	95	23.6	23.8
	4	106	26.4	26.6
	5	82	20.4	20.6
STRONGLY AGREE	6	43	10.7	10.8
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	2	.5	MISSING
	TOTAL	402	100.0	100.0

P35H WE SOLVE PRBLMS, NOT JUST TALK ABT THEM

RECORD: 7 COLUMN: 22-23

REFER TO QUESTION P35A
h. We solve problems; we don't just talk about them.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	2	6	1.5	1.5
	3	34	8.5	8.5
	4	137	34.1	34.2
	5	168	41.8	41.9
STRONGLY AGREE	6	56	13.9	14.0
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35I STAFF HAS HI STANDARDS FOR ITSELF

RECORD: 7 COLUMN: 24-25

REFER TO QUESTION P35A
i. Staff members maintain high standards of performance for themselves.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	2	.5	.5
	2	4	1.0	1.0
	3	36	9.0	9.0
	4	153	38.1	38.2
	5	169	42.0	42.2
STRONGLY AGREE	6	36	9.0	9.0
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35J ADMIN ENCOURAGES TEACHING EXPERIMENTS

RECORD: 7 COLUMN: 26-27

REFER TO QUESTION P35A
j. The administration encourages teachers to experiment with their teaching.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	1	.2	.2
	2	6	1.5	1.5
	3	22	5.5	5.5
	4	106	26.4	26.4
	5	187	46.5	46.6
STRONGLY AGREE	6	79	19.7	19.7
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35K STAFF HAS LOW MORALE

RECORD: 7 COLUMN: 28-29

REFER TO QUESTION P35A
k. The morale of staff members is low.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	94	23.4	23.6
	2	140	34.8	35.1
	3	49	12.2	12.3
	4	75	18.7	18.8
	5	33	8.2	8.3
STRONGLY AGREE	6	8	2.0	2.0
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	2	.5	MISSING
	TOTAL	402	100.0	100.0

P35L STAFF MEMBERS ENCRG AND SUPPRT EACH OTHE

RECORD: 7 COLUMN: 30-31

REFER TO QUESTION P35A
l. Staff members support and encourage each other.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	2	.5	.5
	2	10	2.5	2.5
	3	59	14.7	14.7
	4	153	38.1	38.2
	5	137	34.1	34.2
STRONGLY AGREE	6	39	9.7	9.7
RESPONSE OMISSION	98	2	.5	MISSING
	TOTAL	402	100.0	100.0

P35M STAFF MEMBERS ARE COOPERATIVE

RECORD: 7 COLUMN: 32-33

REFER TO QUESTION P35A
m. There is a great deal of cooperative effort among staff members.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	1	.2	.2
	2	11	2.7	2.7
	3	60	14.9	15.0
	4	145	36.1	36.2
	5	138	34.3	34.4
STRONGLY AGREE	6	46	11.4	11.5
RESPONSE OMISSION	98	1	.2	MISSING
	TOTAL	402	100.0	100.0

P35N TEACHERS' ORGS AND ADMIN WORK TOGETHER

RECORD: 7 COLUMN: 34-35

REFER TO QUESTION P35A
n. The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	41	10.2	12.9
	2	52	12.9	16.3
	3	55	13.7	17.2
	4	82	20.4	25.7
	5	73	18.2	22.9
STRONGLY AGREE	6	16	4.0	5.0
RESPONSE OMISSION	98	2	.5	MISSING
LEGIT SKIP	99	81	20.1	MISSING
	TOTAL	402	100.0	100.0

P35O NECESSARY MATERIALS ALWAYS THERE

RECORD: 7 COLUMN: 36-37

REFER TO QUESTION P35A
o. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	1	.2	.3
	2	13	3.2	3.3
	3	25	6.2	6.3
	4	65	16.2	16.4
	5	168	41.8	42.4
STRONGLY AGREE	6	124	30.8	31.3
RESPONSE OMISSION	98	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P35P I LOOK FORWARD TO MY SCHOOL DAY

RECORD: 7 COLUMN: 38-39

REFER TO QUESTION P35A
p. I usually look forward to each working day at this school.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	2	3	.7	.8
	3	11	2.7	2.8
	4	46	11.4	11.6
	5	179	44.5	45.3
STRONGLY AGREE	6	156	38.8	39.5
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P35Q BASE GRADES ON ACHVMENT NOT EFFORT

RECORD: 7 COLUMN: 40-41

REFER TO QUESTION P35A
q. Course credits and grades should be based on strict standards of achievement not on effort.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	9	2.2	2.3
	2	32	8.0	8.1
	3	65	16.2	16.4
	4	103	25.6	25.9
	5	139	34.6	35.0
STRONGLY AGREE	6	49	12.2	12.3
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTA'	402	100.0	100.0

P35R HARD TO OVERCOME BAD ATTITDS TOWRD SCHL

RECORD: 7 COLUMN: 42-43

REFER TO QUESTION P35A
r. Bad attitudes that students develop about school and learning over the years are difficult or impossible to overcome in school.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	40	10.0	10.1
	2	111	27.6	28.0
	3	90	22.4	22.7
	4	97	24.1	24.4
	5	48	11.9	12.1
STRONGLY AGREE	6	11	2.7	2.8
RESPONSE OMISSION	98	5	1.2	MISSING
	TOTAL	402	100.0	100.0

P35S HIRE TCHRS ON COMPETENCE NOT SENIORITY

RECORD: 7 COLUMN: 44-45

REFER TO QUESTION P35A
s. When two teachers with the same credentials apply for permanent transfer to this school, we decide which one to accept on the basis of their competence, not on the basis of their seniority.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	61	15.2	16.1
	2	30	7.5	7.9
	3	15	3.7	4.0
	4	25	6.2	6.6
	5	111	27.6	29.4
STRONGLY AGREE	6	136	33.8	36.0
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	15	3.7	MISSING
LEGIT SKIP	99	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P35T STRONG ATHLETIC PRGM VERY IMP

RECORD: 7 COLUMN: 46-47

REFER TO QUESTION P35A
t. A strong athletic program is very important for the accomplishment of this school's educational goals.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	19	4.7	4.8
	2	30	7.5	7.6
	3	52	12.9	13.1
	4	128	31.8	32.3
	5	111	27.6	28.0
STRONGLY AGREE	6	56	13.9	14.1
RESPONSE OMISSION	98	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P35U ALMOST ALL STDNTS CAN MASTER COURSEWORK

RECORD: 7 COLUMN: 48-49

REFER TO QUESTION P35A
u. Almost all students in this school are capable of mastering their coursework.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
STRONGLY DISAGREE	1	3	.7	.8
	2	19	4.7	4.8
	3	41	10.2	10.4
	4	104	25.9	26.4
	5	161	40.0	40.9
STRONGLY AGREE	6	66	16.4	16.8
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P36A UP TO INDIV TEACHER

RECORD: 7 COLUMN: 50

How would you describe your school's policy regarding the amount of homework that should be assigned? (CIRCLE ALL THAT APPLY)
Up to the individual teacher.....1

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	78	19.4	19.7
YES	1	318	79.1	80.3
RESPONSE OMISSION	8	5	1.2	MISSING
LEGIT SKIP	9	1	.2	MISSING
	TOTAL	402	100.0	100.0

P36B SCHOOL HEADS SET UPPER LIMITS

RECORD: 7 COLUMN: 51

REFER TO QUESTION P36A
Department heads and/or school/district administrators set upper limits.....2

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	332	82.6	84.1
YES	1	63	15.7	15.9
RESPONSE OMISSION	8	6	1.5	MISSING
LEGIT SKIP	9	1	.2	MISSING
	TOTAL	402	100.0	100.0

P36C SCHOOL HEADS ENCOURAGE INCREASES

RECORD: 7 COLUMN: 52

REFER TO QUESTION P36A
Department heads and/or school/district administrators encourage an increase in amount of homework assigned.....3

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	267	66.4	67.6
YES	1	128	31.8	32.4
RESPONSE OMISSION	8	5	1.2	MISSING
LEGIT SKIP	9	2	.5	MISSING
	TOTAL	402	100.0	100.0

P36D SCHOOL HEADS SET MINIMUMS

RECORD: 7 COLUMN: 53

REFER TO QUESTION P36A
Department heads and/or school administrators set minimums for certain subjects.....4

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	309	76.9	78.2
YES	1	86	21.4	21.8
RESPONSE OMISSION	8	6	1.5	MISSING
LEGIT SKIP	9	1	.2	MISSING
	TOTAL	402	100.0	100.0

P37A1 PARENTS

RECORD: 7 COLUMN: 54-55

On a scale of 1 to 6, how would you characterize your school's relationship with each of the following individuals or groups in terms of constraint, predictability, conflict, or cooperation?
How constrained by rules or norms is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)?
Parents

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONSTRAINED	1	2	.5	.5
	2	5	1.2	1.3
	3	14	3.5	3.6
	4	84	20.9	21.3
	5	180	44.8	45.7
VERY UNCONSTRAINED	6	109	27.1	27.7
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	1	.2	MISSING
	TOTAL	402	100.0	100.0

P37A2 SUPERINTENDENT

RECORD: 7 COLUMN: 56-57

REFER TO QUESTION 37A1
Superintendent

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONSTRAINED	1	8	2.0	2.2
	2	22	5.5	6.1
	3	37	9.2	10.3
	4	60	14.9	16.7
	5	123	30.6	34.3
VERY UNCONSTRAINED	6	109	27.1	30.4
RESPONSE OMISSION	98	10	2.5	MISSING
LEGIT SKIP	99	33	8.2	MISSING
	TOTAL	402	100.0	100.0

P37A3 SCHOOL BOARD

RECORD: 7 COLUMN: 58-59

REFER TO QUESTION P37A1
School board or governing board

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONSTRAINED	1	17	4.2	4.5
	2	32	8.0	8.5
	3	52	12.9	13.8
	4	89	22.1	23.6
	5	115	28.6	30.5
VERY UNCONSTRAINED	6	72	17.9	19.1
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	18	4.5	MISSING
	TOTAL	402	100.0	100.0

P37A4 CENTRAL OFFICE

RECORD: 7 COLUMN: 60-61

REFER TO QUESTION P37A1
Central office administrators

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONSTRAINED	1	6	1.5	1.9
	2	16	4.0	5.0
	3	34	8.5	10.6
	4	74	18.4	23.1
	5	110	27.4	34.3
VERY UNCONSTRAINED	6	81	20.1	25.2
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	10	2.5	MISSING
LEGIT SKIP	99	70	17.4	MISSING
	TOTAL	402	100.0	100.0

P37A5 TEACHERS' ORGS

RECORD: 7 COLUMN: 62-63

REFER TO QUESTION P37A1
Teachers' association or union (including but not limited to the contract)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONSTRAINED	1	22	5.5	7.1
	2	35	8.7	11.2
	3	49	12.2	15.7
	4	75	18.7	24.0
	5	80	19.9	25.6
VERY UNCONSTRAINED	6	51	12.7	16.3
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	82	20.4	MISSING
	TOTAL	402	100.0	100.0

P37B1 PARENTS

RECORD: 7 COLUMN: 64-65

REFER TO QUESTION 37A1
How predictable is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)
Parents

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNPREDICTABLE	1	6	1.5	1.5
	2	7	1.7	1.8
	3	7	1.7	1.8
	4	82	20.4	20.8
	5	229	57.0	58.1
VERY PREDICTABLE	6	63	15.7	16.0
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	1	.2	MISSING
	TOTAL	402	100.0	100.0

P37B2 SUPERINTENDENT

RECORD: 7 COLUMN: 66-67

REFER TO QUESTION P37B1
Superintendent

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNPREDICTABLE	1	9	2.2	2.5
	2	7	1.7	1.9
	3	16	4.0	4.4
	4	58	14.4	16.0
	5	173	43.0	47.7
VERY PREDICTABLE	6	100	24.9	27.5
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	30	7.5	MISSING
	TOTAL	402	100.0	100.0

P37B3 SCHOOL BOARD

RECORD: 7 COLUMN: 68-69

REFER TO QUESTION P37B1
School board or governing board

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNPREDICTABLE	1	9	2.2	2.4
	2	15	3.7	4.0
	3	42	10.4	11.2
	4	84	20.9	22.4
	5	163	40.5	43.5
VERY PREDICTABLE	6	62	15.4	16.5
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P37B4 CENTRAL OFFICE

RECORD: 7 COLUMN: 70-71

REFER TO QUESTION P37B1
Central office administrators

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNPREDICTABLE	1	6	1.5	1.9
	2	6	1.5	1.9
	3	15	3.7	4.6
	4	67	16.7	20.7
	5	168	41.8	52.0
VERY PREDICTABLE	6	61	15.2	18.9
RESPONSE OMISSION	98	10	2.5	MISSING
LEGIT SKIP	99	69	17.2	MISSING
	TOTAL	402	100.0	100.0

P37B5 TEACHERS' ORGS

RECORD: 7 COLUMN: 72-73

REFER TO QUESTION P37B1
Teachers' association or union (including but not limited to the contract)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY UNPREDICTABLE	1	13	3.2	4.2
	2	19	4.7	6.1
	3	37	9.2	11.9
	4	80	19.9	25.8
	5	111	27.6	35.8
VERY PREDICTABLE	6	50	12.4	16.1
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	83	20.6	MISSING
	TOTAL	402	100.0	100.0

P37C1 PARENTS

RECORD: 8 COLUMN: 8-9

How conflictual or cooperative is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)
Parents

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONFLICTUAL	1	1	.2	.3
	3	4	1.0	1.0
	4	68	16.9	17.2
	5	219	54.5	55.4
VERY COOPERATIVE	6	103	25.6	26.1
RESPONSE OMISSION	98	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P37C2 SUPERINTENDENT

RECORD: 8 COLUMN: 10-11

REFER TO QUESTION P37C1
Superintendent

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONFLICTUAL	1	4	1.0	1.1
	2	4	1.0	1.1
	3	13	3.2	3.6
	4	55	13.7	15.2
	5	151	37.6	41.6
VERY COOPERATIVE	6	136	33.8	37.5
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	31	7.7	MISSING
	TOTAL	402	100.0	100.0

P37C3 SCHOOL BOARD

RECORD: 8 COLUMN: 12-13

REFER TO QUESTION P37C1
School board or governing board

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONFLICTUAL	1	6	1.5	1.6
	2	11	2.7	2.9
	3	18	4.5	4.8
	4	72	17.9	19.3
	5	159	39.6	42.5
VERY COOPERATIVE	6	108	26.9	28.9
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	19	4.7	MISSING
	TOTAL	402	100.0	100.0

P37C4 CENTRAL OFFICE

RECORD: 8 COLUMN: 14-15

REFER TO QUESTION P37C1
Central office administrators

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONFLICTUAL	1	3	.7	.9
	2	8	2.0	2.5
	3	16	4.0	5.0
	4	57	14.2	17.6
	5	158	39.3	48.9
VERY COOPERATIVE	6	81	20.1	25.1
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	70	17.4	MISSING
	TOTAL	402	100.0	100.0

P37C5 TEACHERS' ORGS

RECORD: 8 COLUMN: 16-17

REFER TO QUESTION P37C1
Teachers' association or union (including but not limited to the contract)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VERY CONFLICTUAL	1	13	3.2	4.2
	2	24	6.0	7.7
	3	49	12.2	15.8
	4	91	22.6	29.3
	5	86	21.4	27.7
VERY COOPERATIVE	6	48	11.9	15.4
RESPONSE OMISSION	98	9	2.2	MISSING
LEGIT SKIP	99	82	20.4	MISSING
	TOTAL	402	100.0	100.0

P37E VOCATIONAL TEACHERS?

RECORD: 8 COLUMN: 18

REFER TO QUESTION P37A1

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
VOC TEACHERS-NO	0	290	72.1	72.9
VOC TEACHERS-YES	1	108	26.9	27.1
RESPONSE OMISSION	8	4	1.0	MISSING
	TOTAL	402	100.0	100.0

P38A INCLUDE BASIC SKILLS

RECORD: 8 COLUMN: 19

To what extent are vocational teachers at this school evaluated on each of the following responsibilities?

Vocational teachers are encouraged but not evaluated on the basis of this responsibility 1

Vocational teachers are evaluated partly on the basis of this responsibility 2

Vocational teachers do not have this responsibility . 3

a. Including instruction in math/reading/writing skills in their teaching.

(NOTE: Q'AIRE CODE '9' CHANGED TO '3')

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ENCG THIS RESPBLTY	1	146	36.3	37.5
EVAL THIS RESPBLTY	2	91	22.6	23.4
DON'T HAVE RESPBLTY	3	152	37.8	39.1
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	12	3.0	MISSING
TOTAL		402	100.0	100.0

P38B PLACE GRADUATING SENIORS IN JOB

RECORD: 8 COLUMN: 20

REFER TO QUESTION P38A
b. Placing their graduating seniors in jobs that are related to their training.

(NOTE: Q'AIRE CODE '9' CHANGED TO '3')

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ENCG THIS RESPBLTY	1	134	33.3	34.4
EVAL THIS RESPBLTY	2	60	14.9	15.4
DON'T HAVE RESPBLTY	3	195	48.5	50.1
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	12	3.0	MISSING
TOTAL		402	100.0	100.0

P38C SPEND TIME CONTACTING EMPLOYERS

RECORD: 8 COLUMN: 21

REFER TO QUESTION P38A
c. Spending time outside of school hours contacting employers.

(NOTE: Q'AIRE CODE '9' CHANGED TO '3')

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ENCG THIS RESPBLTY	1	105	26.1	27.1
EVAL THIS RESPBLTY	2	94	23.4	24.2
DON'T HAVE RESPBLTY	3	189	47.0	48.7
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	13	3.2	MISSING
TOTAL		402	100.0	100.0

P39A NEWSLETTER SENT ONCE OR MORE A SEMESTER

RECORD: 8 COLUMN: 22

Do the following practices exist in your school? (CIRCLE ONE FOR EACH ITEM)
a. Newsletter sent to parents at least once a semester.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	94	23.4	23.9
YES	1	300	74.6	76.1
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P39B PARENTS NOTIFIED AFTER 2-3 ABSENCES

RECORD: 8 COLUMN: 23

REFER TO QUESTION P39A
b. Parents notified after 2-3 days of unexcused absence.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	30	7.5	7.6
YES	1	364	90.5	92.4
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P39C PARENTS NOTIFIED EARLY IF GRADES LOW

RECORD: 8 COLUMN: 24

REFER TO QUESTION P39A
c. Parents informed halfway through the grading period if grades are low.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	25	6.2	6.3
YES	1	369	91.8	93.7
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	7	1.7	MISSING
TOTAL		402	100.0	100.0

P39D PARENTS NOTIFIED IF STDNT MISBEHAVES

RECORD: 8 COLUMN: 25

REFER TO QUESTION P39A
d. Parents notified when student sent to the office the first time for disruptive behavior.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	256	63.7	65.3
YES	1	136	33.8	34.7
MULTIPLE RESPONSE	6	2	.5	MISSING
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P39E PARENTS TALK TO CLASSES RE THEIR JOBS

RECORD: 8 COLUMN: 26

REFER TO QUESTION P39A
e. Parents speak to classes about their jobs.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	140	34.8	35.6
YES	1	253	62.9	64.4
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P39F PARENTS HELP ADVISE RE SCHL POLICY

RECORD: 8 COLUMN: 27

REFER TO QUESTION P39A
f. Parent advisors used for curriculum, instruction, or student discipline code development.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	173	43.0	44.0
YES	1	220	54.7	56.0
RESPONSE OMISSION	8	9	2.2	MISSING
TOTAL		402	100.0	100.0

P39G PARENT OPEN HOUSE HELD

RECORD: 8 COLUMN: 28

REFER TO QUESTION P39A
g. Parent open house held at school.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	18	4.5	4.6
YES	1	375	93.3	95.4
RESPONSE OMISSION	8	9	2.2	MISSING
TOTAL		402	100.0	100.0

P39H REGULAR PTA CONFERENCES HELD

RECORD: 8 COLUMN: 29

REFER TO QUESTION P39A
h. Regular parent/teacher conferences held.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	88	21.9	22.4
YES	1	305	75.9	77.6
RESPONSE OMISSION	8	9	2.2	MISSING
TOTAL		402	100.0	100.0

P40A INCREASED GRAD REQUIREMENTS

RECORD: 8 COLUMN: 30

Since the 1980-81 school year, have any of the following changes occurred in your school? (CIRCLE ONE FOR EACH ITEM)
a. Increased graduation requirements in English, mathematics, science, social studies, computer science, or foreign language

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	86	21.4	21.8
YES	1	308	76.6	78.2
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P40B INCREASED HOMEWORK

RECORD: 8 COLUMN: 31

REFER TO QUESTION P40A
b. A policy of increased homework

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	227	56.5	57.9
YES	1	165	41.0	42.1
RESPONSE OMISSION	8	10	2.5	MISSING
TOTAL		402	100.0	100.0

P40C LONGER SCHOOL DAY

RECORD: 8 COLUMN: 32

REFER TO QUESTION P40A
c. Lengthened the school day

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	295	73.4	75.1
YES	1	98	24.4	24.9
RESPONSE OMISSION	8	9	2.2	MISSING
TOTAL		402	100.0	100.0

P40D LONGER SCHOOL YEAR

RECORD: 8 COLUMN: 33

REFER TO QUESTION P40A
d. Lengthened the school year

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	322	80.1	82.4
YES	1	69	17.2	17.6
RESPONSE OMISSION	8	11	2.7	MISSING
TOTAL		402	100.0	100.0

P40E ESTAB MASTER TCHR POS

RECORD: 8 COLUMN: 34

REFER TO QUESTION P40A
e. Established career ladders for teachers (e.g., a position of master teacher)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	345	85.8	88.0
YES	1	47	11.7	12.0
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	9	2.2	MISSING
TOTAL		402	100.0	100.0

P40F ESTAB NEW PERF EVAL SYS FOR TCHRS

RECORD: 8 COLUMN: 35

REFER TO QUESTION P40A
f. Established new performance evaluation system for teachers

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	179	44.5	45.4
YES	1	215	53.5	54.6
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P40G ESTAB FINAN INCENTIVES FOR PERF

RECORD: 8 COLUMN: 36

REFER TO QUESTION P40A
g. Established financial incentives based on performance

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	367	91.3	93.1
YES	1	27	6.7	6.9
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P40H ESTAB NEW CODES FOR STDNT CONDUCT

RECORD: 8 COLUMN: 37

REFER TO QUESTION P40A
h. Established new consistently enforced codes of student conduct

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	92	22.9	23.4
YES	1	302	75.1	76.6
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P40I GROUP STDNTS BY ACAD NEEDS NOT AGE

RECORD: 8 COLUMN: 38

REFER TO QUESTION P40A
i. Placed and grouped students by academic needs rather than by age

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	194	48.3	49.5
YES	1	198	49.3	50.5
RESPONSE OMISSION	8	10	2.5	MISSING
TOTAL		402	100.0	100.0

P40J ADOPT 11-MONTH CONTRACT

RECORD: 8 COLUMN: 39

REFER TO QUESTION P40A
j. Adopted an 11 month contract for teachers

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	386	96.0	98.5
YES	1	6	1.5	1.5
RESPONSE OMISSION	8	10	2.5	MISSING
TOTAL		402	100.0	100.0

P40K CHANGES IN SOCIAL BACKGRND OF STDNTS

RECORD: 8 COLUMN: 40

REFER TO QUESTION P40A
k. Significant changes in the social background of the student body

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	312	77.6	79.6
YES	1	80	19.9	20.4
RESPONSE OMISSION	8	10	2.5	MISSING
TOTAL		402	100.0	100.0

P40L NEW DESEGREGATN PLAN

RECORD: 8 COLUMN: 41

REFER TO QUESTION P40A
l. New desegregation plan implemented

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	356	88.6	91.5
YES	1	33	8.2	8.5
MULTIPLE RESPONSE	6	1	.2	MISSING
RESPONSE OMISSION	8	12	3.0	MISSING
TOTAL		402	100.0	100.0

P40M COMPETENCY TEST FOR GRADUATION

RECORD: 8 COLUMN: 42

REFER TO QUESTION P40A
m. Competency testing for graduation implemented

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	228	56.7	58.0
YES	1	165	41.0	42.0
RESPONSE OMISSION	8	9	2.2	MISSING
TOTAL		402	100.0	100.0

P45AB GUIDANCE COUNSELORS ETC.

RECORD: 8 COLUMN: 52

REFER TO QUESTION P45AA
b. Guidance counselors/school psychologists, etc.

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	7	1.7	5.4
YES	1	123	30.6	94.6
REFUSED/UNCODABLE	7	2	.5	MISSING
RESPONSE OMISSION	8	8	2.0	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AC DEPARTMENT HEADS

RECORD: 8 COLUMN: 53

REFER TO QUESTION P45AA
c. Department heads

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	6	1.5	4.7
YES	1	121	30.1	95.3
MULTIPLE RESPONSE	6	1	.2	MISSING
REFUSED/UNCODABLE	7	2	.5	MISSING
RESPONSE OMISSION	8	10	2.5	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AD TEACHERS

RECORD: 8 COLUMN: 54

REFER TO QUESTION P45AA
d. Teachers

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	8	2.0	6.3
YES	1	120	29.9	93.8
REFUSED/UNCODABLE	7	2	.5	MISSING
RESPONSE OMISSION	8	10	2.5	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AE NON-TEACHING STAFF

RECORD: 8 COLUMN: 55

REFER TO QUESTION P45AA
e. Non-teaching staff (e.g., secretaries, aides, custodians, etc.)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	63	15.7	52.5
YES	1	57	14.2	47.5
REFUSED/UNCODABLE	7	2	.5	MISSING
RESPONSE OMISSION	8	18	4.5	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AF DISTRICT OFFICE

RECORD: 8 COLUMN: 56

REFER TO QUESTION P45AA
f. Personnel from district office or larger administration system

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	11	2.7	9.1
YES	1	110	27.4	90.9
MULTIPLE RESPONSE	6	1	.2	MISSING
REFUSED/UNCODABLE	7	2	.5	MISSING
RESPONSE OMISSION	8	16	4.0	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AG SCHOOL BOARD

RECORD: 8 COLUMN: 57

REFER TO QUESTION P45AA
g. School board members

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	30	7.5	25.0
YES	1	90	22.4	75.0
REFUSED/UNCODABLE	7	3	.7	MISSING
RESPONSE OMISSION	8	17	4.2	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AH PRESS

RECORD: 8 COLUMN: 58

REFER TO QUESTION P45AA
h. The press

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	63	15.7	55.3
YES	1	51	12.7	44.7
REFUSED/UNCODABLE	7	3	.7	MISSING
RESPONSE OMISSION	8	23	5.7	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P45AI PARENTS OR PTA

RECORD: 8 COLUMN: 59

REFER TO QUESTION P45AA
i. Parents or parent/teacher organizations

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	24	6.0	19.4
YES	1	100	24.9	80.6
REFUSED/UNCODABLE	7	3	.7	MISSING
RESPONSE OMISSION	8	13	3.2	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P40N MAJOR CURR CHANGE TO ATTRACT NEW STDNTS

RECORD: 8 COLUMN: 43

REFER TO QUESTION P40A
n. Major curriculum change implemented (e.g., starting a specialty program or becoming a magnet school) to attract new student body

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	288	71.6	73.8
YES	1	102	25.4	26.2
RESPONSE OMISSION	8	11	2.7	MISSING
LEGIT SKIP	9	1	.2	MISSING
TOTAL		402	100.0	100.0

P40O OTHER

RECORD: 8 COLUMN: 44

REFER TO QUESTION P40A
o. Other (specify)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	363	90.3	92.6
YES	1	29	7.2	7.4
RESPONSE OMISSION	8	10	2.5	MISSING
TOTAL		402	100.0	100.0

P41 TCHRS' STRIKE SINCE 1980-81?

RECORD: 8 COLUMN: 45

Since the 1980-81 school year, has your school had a teachers' strike?

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	357	88.8	90.2
YES	1	39	9.7	9.8
MULTIPLE RESPONSE	6	1	.2	MISSING
RESPONSE OMISSION	8	5	1.2	MISSING
TOTAL		402	100.0	100.0

P42 HAVE EFFECTIVE SCHOOL PROJECT?

RECORD: 8 COLUMN: 46

Recent research has compared schools whose students score higher than predicted on standardized tests with schools whose students do less well. The studies' findings emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated "effective schools" projects based on this research. Is your school presently involved in a similar, research based, school-wide improvement project to increase the academic achievement of all students? (CIRCLE ONE. DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	230	57.2	58.4
YES	1	164	40.8	41.6
RESPONSE OMISSION	8	8	2.0	MISSING
TOTAL		402	100.0	100.0

P43 WHEN DID PROJECT BEGIN?

RECORD: 8 COLUMN: 47

In what year did the school-wide project begin? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1979-80 SCHOOL YEAR	1	18	4.5	10.9
1980-81 SCHOOL YEAR	2	19	4.7	11.5
1981-82 SCHOOL YEAR	3	31	7.7	18.8
1982-83 SCHOOL YEAR	4	50	12.4	30.3
1983-84 SCHOOL YEAR	5	47	11.7	28.5
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	9	2.2	MISSING
LEGIT SKIP	9	227	56.5	MISSING
TOTAL		402	100.0	100.0

P44 WHO RESPONSIBLE FOR INITIATION?

RECORD: 8 COLUMN: 48-49

Who was primarily responsible for initiating your school improvement project? (CIRCLE ONE ONLY) (SEE QUESTIONNAIRE FOR FULL ANSWER WORDING)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
BOARD EDUC-INIT	1	23	5.7	16.5
DISTRCT-INIT	2	32	8.0	23.0
STATE DPT ED-INIT	3	12	3.0	8.6
PARENT-INIT	5	1	.2	.7
TEACHER-INIT	6	6	1.5	4.3
COMM GRP-INIT	7	2	.5	1.4
PRINCIPAL-INIT	8	54	13.4	38.8
OTHER GRP-INIT	9	9	2.2	6.5
MULTIPLE RESPONSE	96	28	7.0	MISSING
REFUSED/UNCODABLE	97	2	.5	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
LEGIT SKIP	99	225	56.0	MISSING
TOTAL		402	100.0	100.0

P45 HAVE WRITTEN PLAN?

RECORD: 8 COLUMN: 50

Does your school have a written school improvement plan? (CIRCLE ONE)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
WRITTEN PLAN-NO	0	44	10.9	25.6
WRITTEN PLAN-YES	1	128	31.8	74.4
REFUSED/UNCODABLE	7	9	2.2	MISSING
RESPONSE OMISSION	8	10	2.5	MISSING
LEGIT SKIP	9	211	52.5	MISSING
TOTAL		402	100.0	100.0

P45AA ASST PRINS, DEANS

RECORD: 8 COLUMN: 51

Has this plan been distributed to any of the following: (CIRCLE ONE FOR EACH CATEGORY)
a. Building administrators (e.g., assistant principals, deans)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	1	.2	.8
YES	1	127	31.6	99.2
MULTIPLE RESPONSE	6	1	.2	MISSING
REFUSED/UNCODABLE	7	2	.5	MISSING
RESPONSE OMISSION	8	9	2.2	MISSING
LEGIT SKIP	9	262	65.2	MISSING
TOTAL		402	100.0	100.0

P46A STAFF RESP FOR ANALYZING SCHOOL PRBLMS

RECORD: 8 COLUMN: 60-61

Using the scale below, how much emphasis does each of the following receive in your written school improvement plan? (CIRCLE ONE FOR EACH CATEGORY)
a. Giving the staff responsibility for analyzing and solving school problems

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	2	.5	1.5
	2	2	.5	1.5
	3	16	4.0	11.9
	4	38	9.5	28.4
	5	58	14.4	43.3
MAJOR EMPHASIS	6	18	4.5	13.4
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46B PRIN GIVES INSTRUCTIONAL LDRSHIP

RECORD: 8 COLUMN: 62-63

REFER TO QUESTION P46A
b. Providing instructional leadership by the principal or other building administrators

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	2	2	.5	1.5
	3	2	.5	1.5
	4	15	3.7	11.2
	5	70	17.4	52.2
MAJOR EMPHASIS	6	45	11.2	33.6
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46C REDUCE FACULTY TRANSFERS

RECORD: 8 COLUMN: 64-65

REFER TO QUESTION P46A
c. Establishing a stable staff by reducing faculty transfers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	39	9.7	29.5
	2	17	4.2	12.9
	3	11	2.7	8.3
	4	21	5.2	15.9
	5	28	7.0	21.2
MAJOR EMPHASIS	6	16	4.0	12.1
REFUSED/UNCODABLE	97	6	1.5	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46D CHANGE CURRICULUM

RECORD: 8 COLUMN: 66-67

REFER TO QUESTION P46A
d. Changing curriculum (e.g., increasing academic course requirements)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	4	1.0	3.0
	2	4	1.0	3.0
	3	6	1.5	4.5
	4	29	7.2	21.6
	5	58	14.4	43.3
MAJOR EMPHASIS	6	33	8.2	24.6
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46E HAVE STAFF DEVELOPMENT ACTIVITIES

RECORD: 8 COLUMN: 68-69

REFER TO QUESTION P46A
e. Instituting systematic schoolwide staff development activities linked to staff-identified needs and concerns

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	2	1	.2	.7
	3	13	3.2	9.7
	4	31	7.7	23.1
	5	53	13.2	39.6
MAJOR EMPHASIS	6	35	8.7	26.1
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46F MORE PARENTAL SUPPORT

RECORD: 8 COLUMN: 70-71

REFER TO QUESTION P46A
f. Increasing parental support for the schools' instructional program

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	3	.7	2.2
	2	5	1.2	3.7
	3	15	3.7	11.2
	4	40	10.0	29.9
	5	42	10.4	31.3
MAJOR EMPHASIS	6	29	7.2	21.6
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46G PUBLICIZE AND HONOR ACAD ACHVMNT

RECORD: 8 COLUMN: 72-73

REFER TO QUESTION P46A
g. Publicizing and honoring academic achievement

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	2	2	.5	1.5
	3	5	1.2	3.7
	4	24	6.0	17.9
	5	39	9.7	29.1
MAJOR EMPHASIS	6	63	15.7	47.0
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46H INCREASE STDNTS' LEARNING TIME

RECORD: 8 COLUMN: 74-75

REFER TO QUESTION P46A
h. Taking steps (e.g., teacher training) to increase students' academic learning time

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	2	1	.2	.7
	3	13	3.2	9.7
	4	23	5.7	17.2
	5	54	13.4	40.3
MAJOR EMPHASIS	6	42	10.4	31.3
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46I IMPROVE DISTRICT OFFICE SUPPORT

RECORD: 8 COLUMN: 76-77

REFER TO QUESTION P46A
i. Improving district office support of school activities and programs

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	11	2.7	8.2
	2	9	2.2	6.7
	3	16	4.0	11.9
	4	33	8.2	24.6
	5	46	11.4	34.3
MAJOR EMPHASIS	6	19	4.7	14.2
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46J ENCOURAGE COLLEGIALITY

RECORD: 9 COLUMN: 8-9

REFER TO QUESTION P46A
j. Promoting staff collaboration and collegiality

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	2	4	1.0	3.0
	3	9	2.2	6.7
	4	39	9.7	29.1
	5	54	13.4	40.3
MAJOR EMPHASIS	6	27	6.7	20.1
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46K BUILD SENSE OF COMMUNITY

RECORD: 9 COLUMN: 10-11

REFER TO QUESTION P46A
k. Building a sense of community within the school

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	2	4	1.0	3.0
	3	9	2.2	6.7
	4	25	6.2	18.7
	5	57	14.2	42.5
MAJOR EMPHASIS	6	38	9.5	28.4
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46L ESTABLISH CLEAR GOALS

RECORD: 9 COLUMN: 12-13

REFER TO QUESTION P46A
l. Establishing clear, commonly accepted school priorities and goals

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	3	3	.7	2.2
	4	13	3.2	9.7
	5	54	13.4	40.3
MAJOR EMPHASIS	6	63	15.7	47.0
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46M RAISE STAFF EXPECTATIONS RE STDNTS

RECORD: 9 COLUMN: 14-15

REFER TO QUESTION P46A
m. Raising staff expectations for students' academic performance and behavior

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	3	6	1.5	4.5
	4	10	2.5	7.5
	5	61	15.2	45.5
MAJOR EMPHASIS	6	57	14.2	42.5
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46N IMPROVE ORDER AND DISCIPLINE

RECORD: 9 COLUMN: 16-17

REFER TO QUESTION P46A
n. Improving order and discipline within the school

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	2	4	1.0	3.0
	3	7	1.7	5.2
	4	19	4.7	14.2
	5	53	13.2	39.6
MAJOR EMPHASIS	6	51	12.7	38.1
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46O MONITOR STDNT PROGRESS MORE CLOSELY

RECORD: 9 COLUMN: 18-19

REFER TO QUESTION P46A
o. Monitoring student academic progress more frequently and providing systematic feedback to staff

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	1	.2	.7
	3	14	3.5	10.4
	4	24	6.0	17.8
	5	51	12.7	37.8
MAJOR EMPHASIS	6	45	11.2	33.3
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	257	63.9	MISSING
	TOTAL	402	100.0	100.0

P46P ESTABLISH MINIMUM COMPETENCIES

RECORD: 9 COLUMN: 20-21

REFER TO QUESTION P46A
p. Establishing minimum competencies

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO EMPHASIS	1	6	1.5	4.5
	2	8	2.0	6.0
	3	11	2.7	8.2
	4	30	7.5	22.4
	5	37	9.2	27.6
MAJOR EMPHASIS	6	42	10.4	31.3
REFUSED/UNCODABLE	97	5	1.2	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	257	63.9	MISSING
TOTAL		402	100.0	100.0

P47 COMM TO DEVELOP AND MONITOR?

RECORD: 9 COLUMN: 22

Do (did) you have a school improvement committee responsible for developing your written plans and monitoring its implementation? (CIRCLE ONE)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO COMM	0	24	6.0	17.5
COMM DEVLPS,MONITORS	1	113	28.1	82.5
REFUSED/UNCODABLE	7	11	2.7	MISSING
RESPONSE OMISSION	8	8	2.0	MISSING
LEGIT SKIP	9	246	61.2	MISSING
TOTAL		402	100.0	100.0

P47AA # ASST PRINS, DEANS

RECORD: 9 COLUMN: 23-24

Which of the following groups are represented on your school improvement committee? Enter the number of committee members from each group in the space provided. (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE. IF NONE ENTER '00')
a. Building administrators (e.g., assistant principal, deans)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	3	.7	2.5
One committee member	1	18	4.5	15.3
Etc.	2	36	9.0	30.5
	3	31	7.7	26.3
	4	16	4.0	13.6
	5	10	2.5	8.5
	6	2	.5	1.7
	7	1	.2	.8
	16	1	.2	.8
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	4	1.0	MISSING
LEGIT SKIP	99	277	68.9	MISSING
TOTAL		402	100.0	100.0

P47AB # GUIDANCE COUNSELORS ETC.

RECORD: 9 COLUMN: 25-26

REFER TO QUESTION P47AA
b. Guidance counselors/school psychologists, etc.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	14	3.5	11.9
One committee member	1	49	12.2	41.5
Etc.	2	23	5.7	19.5
	3	13	3.2	11.0
	4	10	2.5	8.5
	5	5	1.2	4.2
	6	3	.7	2.5
	7	1	.2	.8
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	4	1.0	MISSING
LEGIT SKIP	99	277	68.9	MISSING
TOTAL		402	100.0	100.0

P47AC # DEPARTMENT HEADS

RECORD: 9 COLUMN: 27-28

REFER TO QUESTION P47AA
c. Department heads

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	13	3.2	11.2
One committee member	1	6	1.5	5.2
Etc.	2	18	4.5	15.5
	3	8	2.0	6.9
	4	13	3.2	11.2
	5	9	2.2	7.8
	6	9	2.2	7.8
	7	8	2.0	6.9
	8	7	1.7	6.0
	9	4	1.0	3.4
	10	9	2.2	7.8
	12	5	1.2	4.3
	13	4	1.0	3.4
	14	1	.2	.9
	15	2	.5	1.7
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	277	68.9	MISSING
TOTAL		402	100.0	100.0

P47AD # TEACHERS

RECORD: 9 COLUMN: 29-30

REFER TO QUESTION P47AA
d. Teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	12	3.0	10.3
One committee member	1	4	1.0	3.4
Etc.	2	11	2.7	9.4
	3	12	3.0	10.3
	4	8	2.0	6.8
	5	8	2.0	6.8
	6	11	2.7	9.4
	7	3	.7	2.6
	8	4	1.0	3.4
	9	2	.5	1.7
	10	10	2.5	8.5
	11	1	.2	.9
	12	3	.7	2.6
	13	2	.5	1.7
	14	1	.2	.9
	15	2	.5	1.7
	20	3	.7	2.6
	22	1	.2	.9
	25	1	.2	.9
	26	1	.2	.9
	30	4	1.0	3.4
	35	1	.2	.9
	40	3	.7	2.6
	47	1	.2	.9
	52	1	.2	.9
	55	1	.2	.9
	56	1	.2	.9
	60	1	.2	.9
	67	1	.2	.9
	80	1	.2	.9
	90	2	.5	1.7
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P47AE # NON-TEACHING STAFF

RECORD: 9 COLUMN: 31-32

REFER TO QUESTION P47AA
e. Non-teaching staff (e.g., secretaries, aides, custodians, etc.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	77	19.2	66.4
One committee member	1	14	3.5	12.1
Etc.	2	11	2.7	9.5
	3	5	1.2	4.3
	4	2	.5	1.7
	5	1	.2	.9
	8	2	.5	1.7
	12	1	.2	.9
	14	1	.2	.9
	16	1	.2	.9
	30	1	.2	.9
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P47AF # DISTRICT OFFICE

RECORD: 9 COLUMN: 33-34

REFER TO QUESTION P47AA
f. Personnel from district office or larger Administration system

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	56	13.9	48.3
One committee member	1	22	5.5	19.0
Etc.	2	16	4.0	13.8
	3	10	2.5	8.6
	4	1	.2	.9
	5	6	1.5	5.2
	6	1	.2	.9
	9	1	.2	.9
	10	3	.7	2.6
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P47AG # SCHOOL BOARD

RECORD: 9 COLUMN: 35-36

REFER TO QUESTION P47AA
g. School board members

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	77	19.2	66.4
One committee member	1	13	3.2	11.2
Etc.	2	9	2.2	7.8
	3	3	.7	2.6
	4	1	.2	.9
	5	4	1.0	3.4
	6	1	.2	.9
	7	5	1.2	4.3
	9	1	.2	.9
	13	2	.5	1.7
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P47AH # PARENTS

RECORD: 9 COLUMN: 37-38

REFER TO QUESTION P47AA
h. Parents

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	41	10.2	35.3
One committee member	1	10	2.5	8.6
Etc.	2	11	2.7	9.5
	3	8	2.0	6.9
	4	5	1.2	4.3
	5	14	3.5	12.1
	6	3	.7	2.6
	7	3	.7	2.6
	8	3	.7	2.6
	9	2	.5	1.7
	10	5	1.2	4.3
	11	1	.2	.9
	12	4	1.0	3.4
	20	2	.5	1.7
	30	2	.5	1.7
	40	1	.2	.9
	50	1	.2	.9
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	6	1.5	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P47AI # STUDENTS

RECORD: 9 COLUMN: 39-40

REFER TO QUESTION P47AA
i. Students

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	49	12.2	41.9
One committee member	1	3	.7	2.6
Etc.	2	20	5.0	17.1
	3	9	2.2	7.7
	4	6	1.5	5.1
	5	8	2.0	6.8
	6	6	1.5	5.1
	8	2	.5	1.7
	9	2	.5	1.7
	10	3	.7	2.6
	12	1	.2	.9
	15	2	.5	1.7
	25	2	.5	1.7
	30	2	.5	1.7
	34	1	.2	.9
	90	1	.2	.9
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	5	1.2	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P47AJ # COMMUNITY REPRESENTATIVES

RECORD: 9 COLUMN: 41-42

REFER TO QUESTION P47AA
j. Community representatives (from businesses, colleges, and universities, civil rights groups, church groups, etc.)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
None	0	73	18.2	63.5
One committee member	1	9	2.2	7.8
Etc.	2	11	2.7	9.6
	3	2	.5	1.7
	4	5	1.2	4.3
	5	1	.2	.9
	6	1	.2	.9
	8	3	.7	2.6
	9	1	.2	.9
	10	5	1.2	4.3
	12	1	.2	.9
	25	1	.2	.9
	30	1	.2	.9
	40	1	.2	.9
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	7	1.7	MISSING
LEGIT SKIP	99	277	68.9	MISSING
	TOTAL	402	100.0	100.0

P48 CAREER DEVELOPMENT PROJECT?

RECORD: 9 COLUMN: 43

Is your school presently involved in a special project to improve the career development of all students in your school? (CIRCLE ONE)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
CAR. DEVEL PROJ-NO	0	176	43.8	44.7
CAR. DEVEL PROJ-YES	1	218	54.2	55.3
RESPONSE OMISSION	8	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P49 PRIN'S YRS TEACHING EXPERIENCE

RECORD: 9 COLUMN: 44-45

How many years of teaching experience have you had? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01". IF NONE, ENTER "00")

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ONE YEAR OR LESS	1	2	.5	.5
THREE YEARS	3	10	2.5	2.5
ETC.	4	11	2.7	2.8
	5	25	6.2	6.3
	6	20	5.0	5.1
	7	18	4.5	4.6
	8	31	7.7	7.8
	9	16	4.0	4.1
	10	28	7.0	7.1
	11	11	2.7	2.8
	12	11	2.7	2.8
	13	17	4.2	4.3
	14	12	3.0	3.0
	15	20	5.0	5.1
	16	8	2.0	2.0
	17	10	2.5	2.5
	18	13	3.2	3.3
	19	6	1.5	1.5
	20	15	3.7	3.8
	21	11	2.7	2.8
	22	10	2.5	2.5
	23	10	2.5	2.5
	24	4	1.0	1.0
	25	12	3.0	3.0
	26	8	2.0	2.0
	27	5	1.2	1.3
	28	8	2.0	2.0
	29	7	1.7	1.8
	30	9	2.2	2.3
	31	1	.2	.3
	32	3	.7	.8
	33	2	.5	.5
	34	7	1.7	1.8
	35	5	1.2	1.3
	36	3	.7	.8
	37	1	.2	.3
	38	2	.5	.5
	39	2	.5	.5
	42	1	.2	.3
RESPONSE OMISSION	98	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P50 HOW MANY YEARS AS PRIN?

RECORD: 9 COLUMN: 46-47

How many years have you been a principal? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01")

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ONE YEAR OR LESS	1	27	6.7	6.8
TWO YEARS	2	14	3.5	3.5
ETC.	3	25	6.2	6.3
	4	21	5.2	5.3
	5	32	8.0	8.1
	6	24	6.0	6.1
	7	32	8.0	8.1
	8	25	6.2	6.3
	9	14	3.5	3.5
	10	23	5.7	5.8
	11	15	3.7	3.8
	12	26	6.5	6.6
	13	12	3.0	3.0
	14	9	2.2	2.3
	15	24	6.0	6.1
	16	11	2.7	2.8
	17	8	2.0	2.0
	18	9	2.2	2.3
	19	6	1.5	1.5
	20	7	1.7	1.8
	21	4	1.0	1.0
	22	4	1.0	1.0
	23	2	.5	.5
	24	3	.7	.8
	25	6	1.5	1.5
	26	1	.2	.3
	27	2	.5	.5
	28	2	.5	.5
	29	2	.5	.5
	30	3	.7	.8
	31	1	.3	.3
	36	1	.2	.3
RESPONSE OMISSION	98	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P51 HOW MANY YEARS ADMIN EXPERIENCE?

RECORD: 9 COLUMN: 48-49

Other than as a principal, how many years have you had of administrative experience in schools? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01". IF NONE, ENTER "00")

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	79	19.7	19.9
ONE YEAR OR LESS	1	31	7.7	7.8
TWO YEARS	2	36	9.0	9.1
ETC.	3	33	8.2	8.3
	4	32	8.0	8.1
	5	39	9.7	9.8
	6	21	5.2	5.3
	7	28	7.0	7.1
	8	19	4.7	4.8
	9	8	2.0	2.0
	10	24	6.0	6.1
	11	6	1.5	1.5
	12	14	3.5	3.5
	13	2	.5	.5
	14	5	1.2	1.3
	15	6	1.5	1.5
	16	3	.7	.8
	17	1	.2	.3
	18	4	1.0	1.0
	19	1	.2	.3
	20	1	.2	.3
	23	1	.2	.3
	29	1	.2	.3
	30	1	.2	.3
RESPONSE OMISSION	98	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P52 HOW MANY YEARS PRIN THIS SCHL?

RECORD: 9 COLUMN: 50-51

How many years have you been the principal of this school? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01")

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	2	.5	.5
ONE YEAR OR LESS	1	61	15.2	15.4
TWO YEARS	2	43	10.7	10.9
ETC.	3	47	11.7	11.9
	4	35	8.7	8.8
	5	31	7.7	7.8
	6	18	4.5	4.5
	7	21	5.2	5.3
	8	22	5.5	5.6
	9	15	3.7	3.8
	10	23	5.7	5.8
	11	13	3.2	3.3
	12	14	3.5	3.5
	13	4	1.0	1.0
	14	12	3.0	3.0
	15	10	2.5	2.5
	16	7	1.7	1.8
	17	2	.5	.5
	18	6	1.5	1.5
	19	4	1.0	1.0
	20	2	.5	.5
	22	1	.2	.3
	23	1	.2	.3
	25	1	.2	.3
	28	1	.2	.3
RESPONSE OMISSION	98	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P53 ANNUAL SALARY BEFORE TAXES

RECORD: 9 COLUMN: 52-56

What is your annual salary from your school before taxes?

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
0 - 9,999	1	20	5.0	5.1
10,000 - 19,999	2	9	2.2	2.3
20,000 - 29,999	3	42	10.4	10.8
30,000 - 39,999	4	145	36.1	37.3
40,000 - 49,999	5	122	30.3	31.4
50,000 - 59,999	6	45	11.2	11.6
60,000 +	7	6	1.5	1.5
UNCODABLE	99997	1	.2	MISSING
RESPONSE OMISSION	99998	10	2.5	MISSING
LEGITIMATE SKIP	99999	2	.5	MISSING
	TOTAL	402	100.0	100.0

P53Z PRIN OF PUBLIC SCHOOL?

RECORD: 9 COLUMN: 57

If you are a principal of a public school, check the box and skip to Q 55.

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
PUBLIC SCH PRIN-NO	0	79	19.7	19.9
PUBLIC SCH PRIN-YES	1	317	78.9	80.1
RESPONSE OMISSION	8	6	1.5	MISSING
	TOTAL	402	100.0	100.0

P54 SALARY TO RELIGIOUS ORDER OR TO SCHOOL?

RECORD: 9 COLUMN: 58

Does all or part of your salary go directly to your school or to a religious community or order of which you are a member? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NNO SAL TO REL	0	55	13.7	63.2
ALL-PART SAL TO REL	1	32	8.0	36.8
REFUSED/UNCODABLE	7	11	2.7	MISSING
RESPONSE OMISSION	8	10	2.5	MISSING
LEGIT SKIP	9	294	73.1	MISSING
	TOTAL	402	100.0	100.0

P54A ANNUAL CASH PAYMENT FROM SCHOOL

RECORD: 9 COLUMN: 59-63

What is the annual cash payment you receive from your school? (IF NONE, ENTER ZEROES)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	0	18	4.5	54.5
	3300	1	.2	3.0
	5800	2	.5	6.1
	6300	1	.2	3.0
	6500	1	.2	3.0
	7125	1	.2	3.0
	7200	1	.2	3.0
	7500	1	.2	3.0
	12400	1	.2	3.0
	14610	1	.2	3.0
	15000	1	.2	3.0
	16350	1	.2	3.0
	25000	1	.2	3.0
	30000	1	.2	3.0
	38400	1	.2	3.0
REFUSED/UNCODABLE	99997	10	2.5	MISSING
RESPONSE OMISSION	99998	14	3.5	MISSING
LEGITIMATE SKIP	99999	345	85.8	MISSING
	TOTAL	402	100.0	100.0

P55A HOUSING OR HOUSING EXPENSES

RECORD: 10 COLUMN: 8-9

Which of the following job prerequisites and fringe benefits do you receive from your school or district in addition to your salary? (CIRCLE ALL THAT APPLY)
Housing or housing expenses

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	354	88.1	90.1
YES	1	39	9.7	9.9
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55B MEALS

RECORD: 10 COLUMN: 10-11

REFER TO QUESTION P55A
Meals

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	371	92.3	94.4
YES	1	22	5.5	5.6
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55C TUITION FOR CHILDREN

RECORD: 10 COLUMN: 12-13

REFER TO QUESTION P55A
Tuition for your children

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	368	91.5	93.6
YES	1	25	6.2	6.4
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55D COLLEGE TUITION FOR SELF

RECORD: 10 COLUMN: 14-15

REFER TO QUESTION P55A
College tuition for yourself

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	363	90.3	92.4
YES	1	30	7.5	7.6
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55E MEDICAL INSURANCE

RECORD: 10 COLUMN: 16-17

REFER TO QUESTION P55A
General medical insurance

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	70	17.4	17.8
YES	1	323	80.3	82.2
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55F DENTAL INSURANCE

RECORD: 10 COLUMN: 18-19

REFER TO QUESTION P55A
Dental insurance

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	172	42.8	43.8
YES	1	221	55.0	56.2
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55G GROUP LIFE INSURANCE

RECORD: 10 COLUMN: 20-21

REFER TO QUESTION P55A
Group life insurance

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	132	32.8	33.6
YES	1	261	64.9	66.4
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P55H NONE OF THE ABOVE

RECORD: 10 COLUMN: 22-23

REFER TO QUESTION P55A
None of the above

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	358	89.1	91.1
YES	1	35	8.7	8.9
RESPONSE OMISSION	98	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P56 # OF SCHOOLS YOU'VE WORKED AT

RECORD: 10 COLUMN: 24-25

In how many different schools have you worked as a regular member of the school staff? (IF NONE, ENTER '00')

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	30	7.5	7.7
ONE	1	25	6.2	6.4
ETC.	2	74	18.4	19.1
	3	83	20.6	21.4
	4	69	17.2	17.8
	5	55	13.7	14.2
	6	26	6.5	6.7
	7	17	4.2	4.4
	8	1	.2	.3
	9	4	1.0	1.0
	10	4	1.0	1.0
RESPONSE OMISSION	98	14	3.5	MISSING
	TOTAL	402	100.0	100.0

P57 WHERE DID YOU LAST WORK?

RECORD: 10 COLUMN: 26-27

Where did you last work before you became principal of this school? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
AT THIS SCHOOL	1	110	27.4	28.1
PUBSCH, THIS DISTRIC	2	132	32.8	33.7
PUBSCH, OTHER DISTRC	3	85	21.1	21.7
PRIVSCH, THIS SYSTEM	4	12	3.0	3.1
PRIVSCH, OTHER SYSTEM	5	20	5.0	5.1
OTHER	6	33	8.2	8.4
MULTIPLE RESPONSE	96	2	.5	MISSING
RESPONSE OMISSION	98	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P58 DESIRE HIGHER ADMIN POSITION?

RECORD: 10 COLUMN: 28

Would you ultimately like to move up to a higher administrative position in the field of education? (CIRCLE ONE)

(NOTE: Q'AIRE CODES OF 1/2 CHANGED TO 1/0)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NO	0	209	52.0	53.3
YES	1	183	45.5	46.7
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P59A ASSIGNMENT MADE BY SUPERIORS

RECORD: 10 COLUMN: 29-30

How important to you was each of the following reasons in deciding to serve as a principal? Please enter "1" for the most important reason, "2" for the next most important reason, and so on through "8" for the least important reason. (FILL IN ONE NUMBER ON EACH LINE. DO NOT DUPLICATE RANKINGS)
a. Assignment made by superiors

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MOST IMPORTANT	1	40	10.0	10.5
SECOND MOST IMP.	2	24	6.0	6.3
ETC.	3	14	3.5	3.7
	4	21	5.2	5.5
	5	15	3.7	3.9
	6	10	2.5	2.6
	7	25	6.2	6.6
	8	232	57.7	60.9
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	18	4.5	MISSING
LEGIT SKIP	99	2	.5	MISSING
	TOTAL	402	100.0	100.0

P59B ECONOMIC BENEFITS

RECORD: 10 COLUMN: 31-32

REFER TO QUESTION P59A
b. Economic benefits (salary, health benefits, pensions)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MOST IMPORTANT	1	36	9.0	9.3
SECOND MOST IMP.	2	41	10.2	10.6
ETC.	3	59	14.7	15.3
	4	73	18.2	18.9
	5	36	9.0	9.3
	6	40	10.0	10.4
	7	57	14.2	14.8
	8	44	10.9	11.4
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	15	3.7	MISSING
	TOTAL	402	100.0	100.0

P59C PREP FOR ADMIN RESPONSIBILITIES

RECORD: 10 COLUMN: 33-34

REFER TO QUESTION P59A
c. Preference for administrative responsibilities

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MOST IMPORTANT	1	56	13.9	14.6
SECOND MOST IMP.	2	71	17.7	18.5
ETC.	3	63	15.7	16.4
	4	55	13.7	14.4
	5	60	14.9	15.7
	6	33	8.2	8.6
	7	31	7.7	8.1
	8	13	3.2	3.4
	9	1	.2	.3
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	18	4.5	MISSING
	TOTAL	402	100.0	100.0

P59D DESIRE MORE CONTROL OVER CURR

RECORD: 10 COLUMN: 35-36

REFER TO QUESTION P59A
d. Desire for greater control over curriculum

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MOST IMPORTANT	1	14	3.5	3.6
SECOND MOST IMP.	2	43	10.7	11.2
ETC.	3	45	11.2	11.7
	4	43	10.7	11.2
	5	64	15.9	16.7
	6	103	25.6	26.8
	7	66	16.4	17.2
	8	6	1.5	1.6
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P59E DESIRE MORE CONTROL OVER STAFF QUAL

RECORD: 10 COLUMN: 37-38

REFER TO QUESTION P59A
e. Desire for greater control over quality of personnel

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MOST IMPORTANT	1	6	1.5	1.6
SECOND MOST IMP.	2	19	4.7	4.9
ETC.	3	42	10.4	10.9
	4	51	12.7	13.3
	5	80	19.9	20.8
	6	81	20.1	21.1
	7	75	18.7	19.5
	8	30	7.5	7.8
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P59F DESIRE MORE CONTROL OVER POLICIES

RECORD: 10 COLUMN: 39-40

REFER TO QUESTION P59A
f. Desire for greater control over other school policies

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	1	6	1.5	1.6
	2	25	6.2	6.5
	3	54	13.4	14.1
	4	63	15.7	16.4
	5	77	19.2	20.1
	6	66	16.4	17.2
	7	61	15.2	15.9
	8	32	8.0	8.3
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P59G DESIRE TO FURTHER CAREER

RECORD: 10 COLUMN: 41-42

REFER TO QUESTION P59A
g. Desire to further your career

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	1	68	16.9	17.7
	2	73	18.2	19.0
	3	59	14.7	15.4
	4	43	10.7	11.2
	5	36	9.0	9.4
	6	33	8.2	8.6
	7	57	14.2	14.8
	8	15	3.7	3.9
REFUSED/UNCODABLE	97	1	.2	MISSING
RESPONSE OMISSION	98	17	4.2	MISSING
	TOTAL	402	100.0	100.0

P59H DESIRE TO TAKE ON CHALLENGES

RECORD: 10 COLUMN: 43-44

REFER TO QUESTION P59A
h. Desire to take on the challenges of being a principal

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
	1	168	41.8	43.4
	2	94	23.4	24.3
	3	50	12.4	12.9
	4	33	8.2	8.5
	5	15	3.7	3.9
	6	16	4.0	4.1
	7	8	2.0	2.1
	8	3	.7	.8
REFUSED/UNCODABLE	97	3	.7	MISSING
RESPONSE OMISSION	98	12	3.0	MISSING
	TOTAL	402	100.0	100.0

P60 HOW OFTEN SATISFIED WITH JOB

RECORD: 10 COLUMN: 45

How much of the time do you feel satisfied with your job? (CIRCLE ONE)

All of the time 1

Most of the time 2

Some of the time 3

Almost never 4

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
ALWAYS SATISFIED	1	49	12.2	12.4
MOSTLY SATISFIED	2	327	81.3	82.8
SOMETIMES SATISFIED	3	19	4.7	4.8
RESPONSE OMISSION	8	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P61 YEAR HIGH SCHOOL FOUNDED

RECORD: 10 COLUMN: 46-47

In what year was your high school founded? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
EST. 1975-PRESENT	1	15	3.7	3.8
EST. 1970-74	2	18	4.5	4.6
EST. 1965-1969	3	35	8.7	8.9
EST. 1960-1964	4	38	9.5	9.6
EST. 1955-1959	5	48	11.9	12.2
EST. 1954 OR EARLIER	6	241	60.0	61.0
RESPONSE OMISSION	98	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P62A1 # NINTH GRADE STUDENTS

RECORD: 10 COLUMN: 48-51

As of January 1, 1984, how many students were enrolled in your school in each of the following grades? (ENTER NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE.)
Ninth grade

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	53	13.2	13.7
1 - 99	1	65	16.2	16.8
100 - 199	2	68	16.9	17.5
200 - 299	3	51	12.7	13.1
300 - 399	4	55	13.7	14.2
400 - 499	5	34	8.5	8.8
500 - 599	6	18	4.5	4.6
600 - 699	7	16	4.0	4.1
700 - 799	8	9	2.2	2.3
800 - 899	9	10	2.5	2.6
900 - 999	10	3	.7	.8
1,000 +	11	6	1.5	1.5
REFUSED/UNCODABLE	9997	1	.2	MISSING
RESPONSE OMISSION	9998	13	3.2	MISSING
	TOTAL	402	100.0	100.0

P62A2 # TENTH GRADE STUDENTS

RECORD: 10 COLUMN: 52-55

REFER TO QUESTION P62A1
Tenth grade

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1 - 99	1	66	16.4	16.8
100 - 199	2	71	17.7	18.0
200 - 299	3	57	14.2	14.5
300 - 399	4	73	18.2	18.5
400 - 499	5	50	12.4	12.7
500 - 599	6	22	5.5	5.6
600 - 699	7	26	6.5	6.6
700 - 799	8	8	2.0	2.0
800 - 899	9	12	3.0	3.0
900 - 999	10	4	1.0	1.0
1,000 +	11	5	1.2	1.3
RESPONSE OMISSION	9998	8	2.0	MISSING
	TOTAL	402	100.0	100.0

P62A3 # ELEVENTH GRADE STUDENTS

RECORD: 10 COLUMN: 56-59

REFER TO QUESTION P62A1
Eleventh grade

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1 - 99	1	67	16.7	17.0
100 - 199	2	77	19.2	19.6
200 - 299	3	66	16.4	16.8
300 - 399	4	78	19.4	19.8
400 - 499	5	47	11.7	12.0
500 - 599	6	23	5.7	5.9
600 - 699	7	16	4.0	4.1
700 - 799	8	10	2.5	2.5
800 - 899	9	6	1.5	1.5
900 - 999	10	1	.2	.3
1,000 +	11	2	.5	.5
RESPONSE OMISSION	9998	9	2.2	MISSING
	TOTAL	402	100.0	100.0

P62A4 # TWELFTH GRADE STUDENTS

RECORD: 10 COLUMN: 60-63

REFER TO QUESTION P62A1
Twelfth grade

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
1 - 99	1	72	17.9	18.2
100 - 199	2	81	20.1	20.5
200 - 299	3	82	20.4	20.8
300 - 399	4	78	19.4	19.7
400 - 499	5	34	8.5	8.6
500 - 599	6	26	6.5	6.6
600 - 699	7	11	2.7	2.8
700 - 799	8	3	.7	.8
800 - 899	9	5	1.2	1.3
900 - 999	10	1	.2	.3
1,000 +	11	2	.5	.5
RESPONSE OMISSION	9998	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P62B # FULL-TIME TEACHERS

RECORD: 10 COLUMN: 64-67

How many full-time equivalent classroom teachers are there at this high school? (PLEASE ANSWER IN TERMS OF GRADES 9-12 ONLY)
Teachers

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	2	.5	.5
1 - 24	1	53	13.2	13.8
25 - 49	2	102	25.4	26.6
50 - 74	3	104	25.9	27.2
75 - 99	4	67	16.7	17.5
100 - 124	5	25	6.2	6.5
125 - 149	6	15	3.7	3.9
150 - 174	7	8	2.0	2.1
175 - 199	8	3	.7	.8
200 +	9	4	1.0	1.0
REFUSED/UNCODABLE	9997	3	.7	MISSING
RESPONSE OMISSION	9998	16	4.0	MISSING
	TOTAL	402	100.0	100.0

P63 # SUBST-TEACHER DAYS PER WEEK

RECORD: 10 COLUMN: 68-70

In a typical week how many person days of substitute teaching do you use in this school?
Days

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NONE	0	19	4.7	4.8
ONE DAY	1	44	10.9	11.2
ETC.	2	34	8.5	8.6
	3	29	7.2	7.4
	4	17	4.2	4.3
	5	25	6.2	6.3
	6	11	2.7	2.8
	7	6	1.5	1.5
	8	14	3.5	3.6
	9	3	.7	.8
	10	35	8.7	8.9
	11	2	.5	.5
	12	11	2.7	2.8
	13	3	.7	.8
	14	1	.2	.3
	15	42	10.4	10.7
	16	1	.2	.3
	17	1	.2	.3
	18	5	1.2	1.3
	19	2	.5	.5
	20	22	5.5	5.6
	22	1	.2	.3
	25	29	7.2	7.4
	26	2	.5	.5
	30	13	3.2	3.3
	35	6	1.5	1.5
	40	6	1.5	1.5
	50	5	1.2	1.3
	54	1	.2	.3
	70	1	.2	.3
	75	1	.2	.3
	125	1	.2	.3
	140	1	.2	.3
REFUSED/UNCODABLE	997	1	.2	MISSING
RESPONSE OMISSION	998	7	1.7	MISSING
	TOTAL	402	100.0	100.0

P64 AGE

RECORD: 10 COLUMN: 71-72

How old are you? (WRITE IN)
Age

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
30 - 34	1	13	3.2	3.3
35 - 39	2	50	12.4	12.5
40 - 44	3	73	18.2	18.3
45 - 49	4	99	24.6	24.8
50 - 54	5	73	18.2	18.3
55 - 59	6	68	16.9	17.0
60 - 64	7	20	5.0	5.0
65 +	8	3	.7	.8
RESPONSE OMISSION	98	3	.7	MISSING
	TOTAL	402	100.0	100.0

P65 SEX

RECORD: 10 COLUMN: 73

What is your sex? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
MALE	1	360	89.6	90.0
FEMALE	2	40	10.0	10.0
RESPONSE OMISSION	8	2	.5	MISSING
	TOTAL	402	100.0	100.0

P66 ORIGIN OR DESCENT

RECORD: 10 COLUMN: 74

What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
NON-HISPANIC	1	370	92.0	95.4
MEX,MEX-AM,CHICANO	2	12	3.0	3.1
PUERTO RICAN,BORICUA	4	1	.2	.3
OTHER LATIN-AM,SPAN	5	5	1.2	1.3
REFUSED/UNCODABLE	7	1	.2	MISSING
RESPONSE OMISSION	8	13	3.2	MISSING
	TOTAL	402	100.0	100.0

P67 RACE

RECORD: 10 COLUMN: 75

What is your race? (CIRCLE ONE)

CATEGORY LABEL	CODE	FREQUENCY	PERCENT	ADJUSTED PERCENT
WHITE	1	368	91.5	92.0
BLACK	2	28	7.0	7.0
ASIAN OR PAC ISLANDS	4	2	.5	.5
OTHER	5	2	.5	.5
RESPONSE OMISSION	8	2	.5	MISSING
	TOTAL	402	100.0	100.0

CODEBOOK FOR TEACHER QUESTIONNAIRE

NOTES ON IDENTIFICATION NUMBERS:

Three identification numbers appear in the first 12 columns of the first record only. Due to the space that would have been required to include a table of 10,370 identification numbers, no table was generated for the codebook. The fields and their contents are as follows:

Columns 1 - 6: Processing number used by the subcontractor responsible for optically scanning questionnaires.

Columns 7 - 10: School code matching codes in HSB files.

Columns 11 - 12: Teacher identification number within schools.

A unique respondent identification number can be obtained by combining the school code and the teacher identification number.

TMONTH MONTH QUESTIONNAIRE COMPLETED

RECORD: 1 COLUMN: 14-15

Please enter today's date:
MONTH:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FEBRUARY	2.	7	0.1	0.1
MARCH	3.	5403	52.1	57.1
APRIL	4.	2564	24.7	27.1
MAY	5.	1207	11.6	12.8
JUNE	6.	285	2.7	3.0
MISSING	98.	904	8.7	MISSING
	TOTAL	10370	100.0	100.0

TDAY DAY QUESTIONNAIRE COMPLETED

RECORD: 1 COLUMN: 16-17

Please enter today's date:
DAY:

CODE	FREQ	ADJ PCT	CODE	FREQ	ADJ PCT	CODE	FREQ	ADJ PCT
1.	192	2	12.	111	1	23.	600	7
2.	521	6	13.	72	1	24.	166	2
3.	344	4	14.	59	1	25.	169	2
4.	350	4	15.	82	1	26.	642	7
5.	196	2	16.	164	2	27.	592	7
6.	172	2	17.	118	1	28.	601	7
7.	83	1	18.	102	1	29.	449	5
8.	118	1	19.	229	3	30.	465	5
9.	248	3	20.	398	4	31.	64	1
10.	240	3	21.	625	7			
11.	152	2	22.	670	7			

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
96.	335	98.	1041		

T01A T INFLU - STUD BEHAVIOR CODES

RECORD: 1 COLUMN: 18-19

How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)
Determining student behavior codes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	1035	10.0	10.1
	2.	1804	17.4	17.5
	3.	2300	22.2	22.3
	4.	2713	26.2	26.4
	5.	1660	16.0	16.1
GREAT DEAL	6.	779	7.5	7.6
MISSING	98.	79	0.8	MISSING
	TOTAL	10370	100.0	100.0

T01B T INFLU - CONTENT INSERVICE PROG

RECORD: 1 COLUMN: 20-21

How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)
Determining the content of inservice programs

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	1481	14.3	14.5
	2.	2192	21.1	21.4
	3.	2240	21.6	21.9
	4.	2078	20.0	20.3
	5.	1519	14.6	14.8
GREAT DEAL	6.	732	7.1	7.1
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	126	1.2	MISSING
	TOTAL	10370	100.0	100.0

T01C T INFLU - STUD GROUPING BY ABILITY

RECORD: 1 COLUMN: 22-23

How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)
Setting policy on grouping students in classes by ability

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	2389	23.0	23.4
	2.	2213	21.3	21.6
	3.	2099	20.2	20.5
	4.	1699	16.4	16.6
	5.	1224	11.8	12.0
GREAT DEAL	6.	604	5.8	5.9
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	141	1.4	MISSING
	TOTAL	10370	100.0	100.0

T01D T INFLU - SCHOOL CURRICULUM

RECORD: 1 COLUMN: 24-25

How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)
Establishing the school curriculum

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	1128	10.9	11.0
	2.	1782	17.2	17.4
	3.	2122	20.5	20.7
	4.	2293	22.1	22.4
	5.	2010	19.4	19.7
GREAT DEAL	6.	893	8.6	8.7
MISSING	98.	142	1.4	MISSING
	TOTAL	10370	100.0	100.0

T02A T INFLU - TEXTBOOKS, INSTRUCTIONAL MATER

RECORD: 1 COLUMN: 26-27

Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)
Selecting textbooks and other instructional materials

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	332	3.2	3.2
	2.	655	6.3	6.3
	3.	946	9.1	9.2
	4.	1667	16.1	16.2
	5.	3696	35.6	35.8
COMPLETE CONTROL	6.	3025	29.2	29.3
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	48	0.5	MISSING
	TOTAL	10370	100.0	100.0

T02B T INFLU - CONTENT, SKILL TO BE TAUGHT

RECORD: 1 COLUMN: 28-29

Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)
Selecting content, topics, and skills to be taught

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	171	1.6	1.7
	2.	375	3.6	3.6
	3.	696	6.7	6.8
	4.	1558	15.0	15.1
	5.	3836	37.0	37.2
COMPLETE CONTROL	6.	3673	35.4	35.6
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	60	0.6	MISSING
	TOTAL	10370	100.0	100.0

T02C T INFLU - TEACHING TECHNIQUES

RECORD: 1 COLUMN: 30-31

Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)
Selecting teaching techniques

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	37	0.4	0.4
	2.	71	0.7	0.7
	3.	178	1.7	1.7
	4.	526	5.1	5.1
	5.	2794	26.9	27.1
COMPLETE CONTROL	6.	6694	64.6	65.0
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	64	0.6	MISSING
	TOTAL	10370	100.0	100.0

T02D T INFLU - STUD DISCIPLINING

RECORD: 1 COLUMN: 32-33

Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)
Disciplining students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	104	1.0	1.0
	2.	377	3.6	3.7
	3.	907	8.7	8.8
	4.	1870	18.0	18.2
	5.	3694	35.6	35.9
COMPLETE CONTROL	6.	3343	32.2	32.5
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	74	0.7	MISSING
	TOTAL	10370	100.0	100.0

T02E T INFLU - AMOUNT HOMEWORK ASSIGNED

RECORD: 1 COLUMN: 34-35

Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)
Determining the amount of homework to be assigned

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	28	0.3	0.3
	2.	74	0.7	0.7
	3.	178	1.7	1.8
	4.	586	5.7	5.8
	5.	2272	21.9	22.4
COMPLETE CONTROL	6.	7027	67.8	69.1
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	62	0.6	MISSING
LEGIT SKIP	99.	141	1.4	MISSING
	TOTAL	10370	100.0	100.0

T03A PRINCIPAL OR SCH HEAD HELP IMPROVE R

RECORD: 1 COLUMN: 36-37

To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)
Principal or school head

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO HELP	1.	2120	20.4	20.8
	2.	1514	14.6	14.9
	3.	1588	15.3	15.6
	4.	1922	18.5	18.9
	5.	1444	13.9	14.2
EXTREMELY HELPFUL	6.	1318	12.7	12.9
HINDRANCE	7.	286	2.8	2.8
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	173	1.7	MISSING
	TOTAL	10370	100.0	100.0

T03B DEPT CHAIR HELP IMPROVE R

RECORD: 1 COLUMN: 38-39

To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)
Department Chair

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO HELP	1.	1362	13.1	16.8
	2.	968	9.3	11.9
	3.	1145	11.0	14.1
	4.	1469	14.2	18.1
	5.	1417	13.7	17.5
EXTREMELY HELPFUL	6.	1617	15.6	19.9
HINDRANCE	7.	140	1.4	1.7
MULTIPLE RESPONSE	96.	9	0.1	MISSING
MISSING	98.	139	1.3	MISSING
NOT APP	99.	2104	20.3	MISSING
	TOTAL	10370	100.0	100.0

T03C OTHER SCH ADM HELP IMPROVE R

RECORD: 1 COLUMN: 40-41

To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)
Other school level administrators

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO HELP	1.	2069	20.0	21.8
	2.	1419	13.7	15.0
	3.	1652	15.9	17.4
	4.	1818	17.5	19.2
	5.	1406	13.6	14.8
EXTREMELY HELPFUL	6.	866	8.4	9.1
HINDRANCE	7.	241	2.3	2.5
MULTIPLE RESPONSE	96.	7	0.1	MISSING
MISSING	98.	122	1.2	MISSING
NOT APP	99.	770	7.4	MISSING
	TOTAL	10370	100.0	100.0

T03D OTHER TEACHERS HELP IMPROVE R

RECORD: 1 COLUMN: 42-43

To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)
Other teachers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO HELP	1.	1119	10.8	11.0
	2.	1189	11.5	11.7
	3.	1886	18.2	18.5
	4.	2413	23.3	23.7
	5.	2141	20.6	21.0
EXTREMELY HELPFUL	6.	1407	13.6	13.8
HINDRANCE	7.	40	0.4	0.4
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	173	1.7	MISSING
	TOTAL	10370	100.0	100.0

T04A HALF DAY INSER. PROG THIS YEAR-ALL STAFF

RECORD: 1 COLUMN: 44-45

Since the beginning of the current school year, how many half-days have you spent in inservice programs that were held for...
...the whole staff together (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	2872	27.7	28.0
1 HALF DAY	2.	1664	16.0	16.2
2 HALF DAYS	3.	2524	24.3	24.6
3 HALF DAYS	4.	1285	12.4	12.5
4 HALF DAYS	5.	976	9.4	9.5
5 OR MORE HALF DAYS	6.	945	9.1	9.2
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	101	1.0	MISSING
	TOTAL	10370	100.0	100.0

T04B HALF DAY INSER. PROG THIS YEAR-SMALL GRO

RECORD: 1 COLUMN: 46-47

Since the beginning of the current school year, how many half-days have you spent in inservice programs that were held for...
...a smaller group (e.g., as a department, staff in a special program or a group of volunteers)? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	3989	38.5	39.0
1 HALF DAY	2.	1880	18.1	18.4
2 HALF DAYS	3.	1823	17.6	17.8
3 HALF DAYS	4.	903	8.7	8.8
4 HALF DAYS	5.	649	6.3	6.4
5 OR MORE HALF DAYS	6.	973	9.4	9.5
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	151	1.5	MISSING
	TOTAL	10370	100.0	100.0

T05 NUM PARENT CONFERENCES THIS YEAR

RECORD: 1 COLUMN: 48-49

Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	105	1.0	1.0
1-4 STUDENTS' PARENTS	2.	1417	13.7	13.8
5-9 STUDENTS' PARENTS	3.	2050	19.8	20.1
10-19 STUDENTS' PARENTS	4.	2514	24.2	24.5
20-29 STUDENTS' PARENTS	5.	1633	15.7	15.9
30-39 STUDENTS' PARENTS	6.	1046	10.1	10.2
40-59 STUDENTS' PARENTS	7.	696	6.7	6.8
60 OR MORE	0.	780	7.5	7.6
MISSING	98.	121	1.2	MISSING
	TOTAL	10370	100.0	100.0

T06 AVG DAILY INTERRUPTIONS OF TEACHING

RECORD: 1 COLUMN: 50-51

On an average day, how often are the classes you teach interrupted (e.g., by announcements, messengers from the office, students coming in tardy, noise in hallway, etc.)? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NEVER	1.	79	0.8	0.8
LESS THAN ONCE A DAY	2.	1233	11.9	12.1
1-3 TIMES	3.	3879	37.4	38.0
4-6 TIMES	4.	2852	27.5	27.9
7-14 TIMES	5.	1576	15.2	15.4
15 OR MORE TIMES	6.	596	5.7	5.8
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	153	1.5	MISSING
	TOTAL	10370	100.0	100.0

T07A IMP TO TEACHING - BASIC SKILLS

RECORD: 1 COLUMN: 52-53

If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal. (FIRST, RANK EACH GOAL. THEN MARK THE MATCHING CIRCLE NEXT TO EACH RANKING. DO NOT DUPLICATE RANKINGS.)
Basic literacy skills (reading, math, writing, speaking)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	4449	42.9	43.7
	2.	1822	17.6	17.9
	3.	1173	11.3	11.5
	4.	857	8.3	8.4
	5.	668	6.4	6.6
	6.	596	5.7	5.8
	7.	379	3.7	3.7
LEAST IMPORTANT	8.	248	2.4	2.4
MULTIPLE RESPONSE	96.	14	0.1	MISSING
MISSING	98.	164	1.6	MISSING
	TOTAL	10370	100.0	100.0

T07B IMP TO TEACHING - ACADEMIC EXCELLENCE

RECORD: 1 COLUMN: 54-55

REFER TO QUESTION T07A.

Academic excellence or mastery of the subject matter of the course

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	1943	18.7	19.1
	2.	1853	17.9	18.2
	3.	1601	15.4	15.8
	4.	1236	11.9	12.2
	5.	1066	10.3	10.5
	6.	945	9.1	9.3
	7.	928	8.9	9.1
LEAST IMPORTANT	8.	590	5.7	5.8
MULTIPLE RESPONSE	96.	27	0.3	MISSING
MISSING	98.	181	1.7	MISSING
	TOTAL	10370	100.0	100.0

T07C IMP TO TEACHING - CITIZENSHIP

RECORD: 1 COLUMN: 56-57

REFER TO QUESTION T07A.

Citizenship (understanding institutions and public values)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	411	4.0	4.1
	2.	675	6.5	6.7
	3.	941	9.1	9.3
	4.	1233	11.9	12.2
	5.	1633	15.7	16.1
	6.	2133	20.6	21.1
	7.	2182	21.0	21.6
LEAST IMPORTANT	8.	915	8.8	9.0
MULTIPLE RESPONSE	96.	21	0.2	MISSING
MISSING	98.	226	2.2	MISSING
	TOTAL	10370	100.0	100.0

T07D IMP TO TEACHING - SPECIFIC OCC. SKILLS

RECORD: 1 COLUMN: 58-59

REFER TO QUESTION T07A.

Specific occupational skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	399	3.8	4.0
	2.	485	4.7	4.8
	3.	651	6.3	6.5
	4.	817	7.9	8.1
	5.	944	9.1	9.4
	6.	1184	11.4	11.8
	7.	2072	20.0	20.6
LEAST IMPORTANT	8.	3515	33.9	34.9
MULTIPLE RESPONSE	96.	27	0.3	MISSING
MISSING	98.	276	2.7	MISSING
	TOTAL	10370	100.0	100.0

T07E IMP TO TEACHING - SELF-DISCIPLINE

RECORD: 1 COLUMN: 60-61

REFER TO QUESTION T07A.

Good work habits and self-discipline

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	1832	17.7	18.0
	2.	2839	27.4	28.0
	3.	2266	21.9	22.3
	4.	1440	13.9	14.2
	5.	875	8.4	8.6
	6.	520	5.0	5.1
	7.	251	2.4	2.5
LEAST IMPORTANT	8.	128	1.2	1.3
MULTIPLE RESPONSE	96.	40	0.4	MISSING
MISSING	98.	179	1.7	MISSING
	TOTAL	10370	100.0	100.0

T07F IMP TO TEACHING - PERSONAL GROWTH

RECORD: 1 COLUMN: 62-63

REFER TO QUESTION T07A.

Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	1314	12.7	12.9
	2.	1403	13.5	13.8
	3.	1661	16.0	16.4
	4.	1940	18.7	19.1
	5.	1618	15.6	15.9
	6.	1266	12.2	12.5
	7.	674	6.5	6.6
LEAST IMPORTANT	8.	275	2.7	2.7
MULTIPLE RESPONSE	96.	19	0.2	MISSING
MISSING	98.	200	1.9	MISSING
	TOTAL	10370	100.0	100.0

T07G IMP TO TEACHING - HUMAN RELATIONS SKILLS

RECORD: 1 COLUMN: 64-65

REFER TO QUESTION T07A.

Human relations skills (cultural understanding, getting along with others)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	626	6.0	6.2
	2.	1057	10.2	10.4
	3.	1300	12.5	12.8
	4.	1721	16.6	17.0
	5.	2007	19.4	19.8
	6.	1817	17.5	17.9
	7.	1253	12.1	12.4
LEAST IMPORTANT	8.	362	3.5	3.6
MULTIPLE RESPONSE	96.	18	0.2	MISSING
MISSING	98.	209	2.0	MISSING
	TOTAL	10370	100.0	100.0

T07H IMP TO TEACHING - MORAL, RELIGIOUS VALUE

RECORD: 1 COLUMN: 66-67

REFER TO QUESTION T07A.

Moral or religious values

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	901	8.7	8.9
	2.	574	5.5	5.7
	3.	601	5.8	5.9
	4.	750	7.2	7.4
	5.	902	8.7	8.9
	6.	1107	10.7	10.9
	7.	1746	16.8	17.2
LEAST IMPORTANT	8.	3576	34.5	35.2
MULTIPLE RESPONSE	96.	16	0.2	MISSING
MISSING	98.	197	1.9	MISSING
	TOTAL	10370	100.0	100.0

T081 PCT JUNIORS AND SENIORS TAUGHT - 1980-81

RECORD: 1 COLUMN: 68

For the following school years, what proportion of the students you taught were members of the junior and senior classes? (MARK ONE FOR EACH SCHOOL YEAR)
1980-81

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-10%	1.	2169	20.9	25.7
11-50%	2.	3109	30.0	36.8
51-100%	3.	3170	30.6	37.5
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	359	3.5	MISSING
NOT APPLICABLE	9.	1562	15.1	MISSING
	TOTAL	10370	100.0	100.0

T082 PCT JUNIORS AND SENIORS TAUGHT - 1981-82

RECORD: 2 COLUMN: 69

For the following school years, what proportion of the students you taught were members of the junior and senior classes? (MARK ONE FOR EACH SCHOOL YEAR)
1981-82

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-10%	1.	2083	20.1	23.9
11-50%	2.	3269	31.5	37.5
51-100%	3.	3368	32.5	38.6
MISSING	8.	418	4.0	MISSING
NOT APPLICABLE	9.	1232	11.9	MISSING
	TOTAL	10370	100.0	100.0

T083 PCT JUNIORS AND SENIORS TAUGHT - 1982-83

RECORD: 1 COLUMN: 70

For the following school years, what proportion of the students you taught were members of the junior and senior classes? (MARK ONE FOR EACH SCHOOL YEAR)
1982-83

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-10%	1.	2131	20.5	23.3
11-50%	2.	3421	33.0	37.4
51-100%	3.	3606	34.8	39.4
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	334	3.2	MISSING
NOT APPLICABLE	9.	877	8.5	MISSING
	TOTAL	10370	100.0	100.0

T084 PCT JUNIORS AND SENIORS TAUGHT - 1983-84

RECORD: 1 COLUMN: 71

For the following school years, what proportion of the students you taught were members of the junior and senior classes? (MARK ONE FOR EACH SCHOOL YEAR)
1983-84

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-10%	1.	2353	22.7	24.0
11-50%	2.	3579	34.5	36.5
51-100%	3.	3868	37.3	39.5
MISSING	8.	225	2.2	MISSING
NOT APPLICABLE	9.	345	3.3	MISSING
	TOTAL	10370	100.0	100.0

T09 AVG ACADEMIC ABILITY OF ENTERING STUD

RECORD: 1 COLUMN: 72

How would you rate the average academic ability of students when they enter this school? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH ABOVE NAT. NORM	1.	476	4.6	4.6
SOMEWHAT ABOVE NAT N	2.	2429	23.4	23.7
AT NATIONAL NORM	3.	3713	35.8	36.2
SOMEWHAT BELOW NAT N	4.	2776	26.8	27.1
MUCH BELOW NAT NORM	5.	861	8.3	8.4
MULTIPLE RESPONSE	6.	2	0.0	MISSING
MISSING	8.	113	1.1	MISSING
	TOTAL	10370	100.0	100.0

T10 PCT R'S STUD ABOVE SCH AVG THIS YEAR

RECORD: 1 COLUMN: 73-74

Compare the academic ability of the students you have taught since the beginning of the current school year to the average for the school. What percentage of your students have been above the school average? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-9%	1.	2291	22.1	22.4
10-29%	2.	2928	28.2	28.6
30-49%	3.	1898	18.3	18.6
50-69%	4.	1738	16.8	17.0
70-89%	5.	1123	10.8	11.0
90-100%	6.	248	2.4	2.4
MISSING	98.	144	1.4	MISSING
	TOTAL	10370	100.0	100.0

T11 AVG CLASS SIZE THIS SCHOOL YEAR

RECORD: 1 COLUMN: 75-76

What is the average size of the classes you have taught since the beginning of the current school year? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
LESS THAN 10 STUDENT	1.	338	3.3	3.3
11-15 STUDENTS	2.	873	8.4	8.5
16-20 STUDENTS	3.	1598	15.4	15.5
21-25 STUDENTS	4.	2825	27.2	27.4
26-30 STUDENTS	5.	2906	28.0	28.2
31-35 STUDENTS	6.	1302	12.6	12.6
MORE THAN 35 STUDENT	7.	476	4.6	4.6
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	46	0.4	MISSING
	TOTAL	10370	100.0	100.0

T12 NUM FACULTY SOCIAL ACTIVITIES PARTICIPAT

RECORD: 1 COLUMN: 77-78

Since the beginning of the current school year, how often have you participated in predominantly faculty social activities (such as potlucks, musical activities, parties, athletic teams, special group efforts to help a colleague)? Exclude contacts that are part of your duties as a coach, leader of a school club, or similar activity. (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NEVER	1.	1792	17.3	17.3
1-2 TIMES	2.	4222	40.7	40.9
3-5 TIMES	3.	2708	26.1	26.2
6-9 TIMES	4.	800	7.7	7.7
10-20 TIMES	5.	462	4.5	4.5
MORE THAN 20 TIMES	6.	347	3.3	3.4
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	37	0.4	MISSING
	TOTAL	10370	100.0	100.0

T13 AVG TIME PER MONTH PLANNING WITH OTHER T

RECORD: 1 COLUMN: 79-80

Since the beginning of the current school year, how much time per month (on the average) have you spent meeting with other teachers on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
LESS THAN 15 MINUTES	1.	1776	17.1	17.2
15-29 MINUTES	2.	1482	14.3	14.3
30-59 MINUTES	3.	1567	15.1	15.2
1 HR UP, LESS THAN 5	4.	3102	29.9	30.0
5 HR UP, LESS THAN 1	5.	1394	13.4	13.5
10 HOURS OR MORE	6.	1018	9.8	9.8
MISSING	98.	31	0.3	MISSING
	TOTAL	10370	100.0	100.0

T14 NUM VISITS OTHER T CLASSROOMS THIS YEAR

RECORD: 2 COLUMN: 1-2

Except for monitoring student teachers or substitute teachers, how often have you visited another teacher's classroom to observe and discuss their teaching since the beginning of the current school year? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NEVER	1.	7193	69.4	69.6
ONCE	2.	845	8.1	8.2
TWICE	3.	766	7.4	7.4
3-4 TIMES	4.	799	7.7	7.7
5-9 TIMES	5.	314	3.0	3.0
10 TIMES OR MORE	6.	418	4.0	4.0
MISSING	98.	35	0.3	MISSING
	TOTAL	10370	100.0	100.0

T15 NUM TIMES OBSERVED IN CLASS THIS YEAR

RECORD: 2 COLUMN: 3-4

Since the beginning of the current school year, how many times has the department head or any other supervisor observed your teaching? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NEVER	1.	2693	26.0	26.2
ONCE	2.	2798	27.0	27.2
TWICE	3.	2393	23.1	23.2
3-4 TIMES	4.	1794	17.3	17.4
5-9 TIMES	5.	444	4.3	4.3
10 TIMES OR MORE	6.	176	1.7	1.7
MISSING	98.	72	0.7	MISSING
	TOTAL	10370	100.0	100.0

T16 NUM TEACHING DAYS MISSED THIS YEAR

RECORD: 2 COLUMN: 5-6

How many days of teaching have you missed since the beginning of the current school year for any reason? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO DAYS ABSENT	1.	1076	10.4	10.4
1-2 DAYS ABSENT	2.	2955	28.5	28.6
3-4 DAYS ABSENT	3.	2956	28.5	28.6
5-7 DAYS ABSENT	4.	2133	20.6	20.6
8-11 DAYS ABSENT	5.	754	7.3	7.3
12-15 DAYS ABSENT	6.	232	2.2	2.2
16-20 DAYS ABSENT	7.	91	0.9	0.9
21-29 DAYS ABSENT	8.	49	0.5	0.5
30 OR > DAYS ABSENT	9.	85	0.8	0.8
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	37	0.4	MISSING
	TOTAL	10370	100.0	100.0

T17 HOW SUCCESSFUL AT EDUCATING STUDENTS

RECORD: 2 COLUMN: 7

To what extent do you feel successful in providing the kind of education you would like to provide for most of your students? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT SUCCESSFUL	1.	163	1.6	1.6
SLIGHTLY SUCCESSFUL	2.	1203	11.6	11.7
MODERATELY SUCCESSFU	3.	5927	57.2	57.6
VERY SUCCESSFUL	4.	2998	28.9	29.1
MULTIPLE RESPONSE	6.	2	0.0	MISSING
MISSING	8.	77	0.7	MISSING
	TOTAL	10370	100.0	100.0

T18 NATURE OF ETHNIC GROUP CONTACT AT SCHOOL

RECORD: 2 COLUMN: 8

How would you describe the contact between the different student ethnic groups in this school? (MARK ONE ONLY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
TENSE RELATIONS	1.	191	1.8	2.5
OK FORM REL, NO INFO	2.	611	5.9	8.1
FEW INTERGROUP FRIEN	3.	2663	25.7	35.5
MANY INTERGROUP FRIE	4.	2381	23.0	31.8
MANY FRIEND, SOME TE	5.	1651	15.9	22.0
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	183	1.8	MISSING
NOT APPLICABLE	9.	2689	25.9	MISSING
	TOTAL	10370	100.0	100.0

T19A SCH ENVIRON. NOT CONDUCIVE TO ACHIEVEMEN

RECORD: 2 COLUMN: 9-10

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The learning environment in this school is not conducive to school achievement for most students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	2954	28.5	28.7
	2.	3073	29.6	29.8
	3.	1764	17.0	17.1
	4.	1288	12.4	12.5
	5.	815	7.9	7.9
STRONGLY AGREE	6.	408	3.9	4.0
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	62	0.6	MISSING
	TOTAL	10370	100.0	100.0

T19B STAFF LACKS SCHOOL SPIRIT

RECORD: 2 COLUMN: 11-12

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Staff members in this school generally don't have much school spirit

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1371	13.2	13.3
	2.	2243	21.6	21.8
	3.	2094	20.2	20.3
	4.	1921	18.5	18.7
	5.	1697	16.4	16.5
STRONGLY AGREE	6.	974	9.4	9.5
MULTIPLE RESPONSE	96.	12	0.1	MISSING
MISSING	98.	58	0.6	MISSING
	TOTAL	10370	100.0	100.0

T19C CONSCIOUS EFFORT TO COORD WITH OTHER T'S

RECORD: 2 COLUMN: 13-14

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
I make a conscious effort to coordinate the content of my courses with other teachers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	550	5.3	5.4
	2.	1243	12.0	12.2
	3.	1963	18.9	19.2
	4.	2352	22.7	23.0
	5.	2563	24.7	25.1
STRONGLY AGREE	6.	1550	14.9	15.2
MULTIPLE RESPONSE	96.	9	0.1	MISSING
MISSING	98.	140	1.4	MISSING
	TOTAL	10370	100.0	100.0

T19D CAN COUNT ON OTHER STAFF FOR HELP ANYTIM

RECORD: 2 COLUMN: 15-16

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
You can count on most staff members to help out anywhere, anytime--even though it may not be part of their official assignment

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	683	6.6	6.6
	2.	1309	12.6	12.7
	3.	1743	16.8	16.9
	4.	2223	21.4	21.6
	5.	2715	26.2	26.4
STRONGLY AGREE	6.	1627	15.7	15.8
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	65	0.6	MISSING
	TOTAL	10370	100.0	100.0

T19E MOST COLLEAGUES SHARE BELIEFS AND VALUE

RECORD: 2 COLUMN: 17-18

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Most of my colleagues share my beliefs and values about what the central mission of the school should be

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	356	3.4	3.5
	2.	789	7.6	7.7
	3.	1724	16.6	16.8
	4.	2940	28.4	28.7
	5.	3168	30.5	30.9
STRONGLY AGREE	6.	1261	12.2	12.3
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	130	1.3	MISSING
	TOTAL	10370	100.0	100.0

T19F SUCCEED-FAIL DUE TO OUT-OF-CONTROL FACTO

RECORD: 2 COLUMN: 19-20

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1841	17.8	18.0
	2.	2036	19.6	19.9
	3.	1310	12.6	12.8
	4.	1571	15.1	15.3
	5.	2022	19.5	19.7
STRONGLY AGREE	6.	1467	14.1	14.3
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	119	1.1	MISSING
	TOTAL	10370	100.0	100.0

T19G STUD BEHAV & DRUG USE INTERFER WITH TEAC

RECORD: 2 COLUMN: 21-22

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) and/or drug or alcohol use in this school interferes with my teaching

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	2152	20.8	20.9
	2.	2876	27.7	27.9
	3.	1452	14.0	14.1
	4.	1570	15.1	15.2
	5.	1274	12.3	12.4
STRONGLY AGREE	6.	981	9.5	9.5
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	59	0.6	MISSING
	TOTAL	10370	100.0	100.0

T19H AVOID STUDENTS PERSONAL CONCERNS

RECORD: 2 COLUMN: 23-24

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
I try to avoid getting involved in students' personal concerns

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1967	19.0	19.2
	2.	2943	28.4	28.7
	3.	2304	22.2	22.4
	4.	1643	15.8	16.0
	5.	1009	9.7	9.8
STRONGLY AGREE	6.	404	3.9	3.9
MULTIPLE RESPONSE	96.	9	0.1	MISSING
MISSING	98.	91	0.9	MISSING
	TOTAL	10370	100.0	100.0

T19I PRINCIPAL POOR AT GETTING RESOURCES

RECORD: 2 COLUMN: 25-26

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal does a poor job of getting resources for this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	3205	30.9	31.5
	2.	2887	27.8	28.4
	3.	1698	16.4	16.7
	4.	1157	11.2	11.4
	5.	742	7.2	7.3
STRONGLY AGREE	6.	486	4.7	4.8
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	189	1.8	MISSING
	TOTAL	10370	100.0	100.0

T19J PRINCIPAL DEALS WITH OUTSIDE PRESSURES

RECORD: 2 COLUMN: 27-28

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal deals effectively with pressures from outside the school that might interfere with my teaching

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	801	7.7	7.9
	2.	1083	10.4	10.6
	3.	1414	13.6	13.9
	4.	1810	17.5	17.8
	5.	2809	27.1	27.6
STRONGLY AGREE	6.	2267	21.9	22.3
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	185	1.8	MISSING
	TOTAL	10370	100.0	100.0

T19K PRINCIPAL SETS PLANS AND PRIORITIES

RECORD: 2 COLUMN: 29-30

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal sets priorities, makes plans, and sees that they are carried out

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	642	6.2	6.3
	2.	1087	10.5	10.7
	3.	1546	14.9	15.3
	4.	2197	21.2	21.7
	5.	2663	25.7	26.3
STRONGLY AGREE	6.	1988	19.2	19.6
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	245	2.4	MISSING
	TOTAL	10370	100.0	100.0

T19L MANY STUD INCAPABLE LEARING MATERIAL

RECORD: 2 COLUMN: 31-32

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Many of the students I teach are not capable of learning the material I am supposed to teach them

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	2212	21.3	21.5
	2.	2717	26.2	26.4
	3.	1537	14.8	14.9
	4.	1659	16.0	16.1
	5.	1304	12.6	12.7
STRONGLY AGREE	6.	852	8.2	8.3
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	87	0.8	MISSING
	TOTAL	10370	100.0	100.0

T19M GOALS AND PRIORITES FOR SCH CLEAR

RECORD: 2 COLUMN: 33-34

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Goals and priorities for the school are clear

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	589	5.7	5.7
	2.	1080	10.4	10.5
	3.	1639	15.8	16.0
	4.	2252	21.7	22.0
	5.	2845	27.4	27.7
STRONGLY AGREE	6.	1852	17.9	18.1
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	107	1.0	MISSING
	TOTAL	10370	100.0	100.0

T19N STAFF SELDOM EVAL. PROG OR ACTIVITIES

RECORD: 2 COLUMN: 35-36

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The staff seldom evaluates its programs and activities

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1706	16.5	16.7
	2.	2635	25.6	26.0
	3.	1996	19.2	19.5
	4.	1751	16.9	17.1
	5.	1442	13.9	14.1
STRONGLY AGREE	6.	678	6.5	6.6
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	140	1.4	MISSING
	TOTAL	10370	100.0	100.0

T19O STAFF RECOGNIZES JOB WELL DONE

RECORD: 2 COLUMN: 37-38

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Staff members are recognized for a job well done

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1574	15.2	15.5
	2.	1864	18.0	18.3
	3.	1729	16.7	17.0
	4.	2044	19.7	20.1
	5.	1951	18.8	19.2
STRONGLY AGREE	6.	1024	9.9	10.1
MULTIPLE RESPONSE	96.	7	0.1	MISSING
MISSING	98.	177	1.7	MISSING
	TOTAL	10370	100.0	100.0

T19P TARDINESS, CLASS-CUTTING INTERFER WITH T

RECORD: 2 COLUMN: 39-40

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The amount of student tardiness and class cutting in this school interferes with my teaching

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1625	15.7	15.8
	2.	2165	20.9	21.1
	3.	1319	12.7	12.8
	4.	1675	16.2	16.3
	5.	1829	17.6	17.8
STRONGLY AGREE	6.	1653	15.9	16.1
MULTIPLE RESPONSE	96.	9	0.1	MISSING
MISSING	98.	95	0.9	MISSING
	TOTAL	10370	100.0	100.0

T19Q STAFF PARTICIPATE IN DECISION-MAKING

RECORD: 2 COLUMN: 41-42

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Staff are involved in making decisions that affect them

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1183	11.4	11.6
	2.	1825	17.6	17.9
	3.	2039	19.7	20.0
	4.	2620	25.3	25.7
	5.	1919	18.5	18.8
STRONGLY AGREE	6.	625	6.0	6.1
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	157	1.5	MISSING
	TOTAL	10370	100.0	100.0

T19R PRINCIPAL COMMUNICATES DESIRES WITH STAF

RECORD: 2 COLUMN: 43-44

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal knows what kind of school he/she wants and has communicated it to the staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	651	6.3	6.3
	2.	992	9.6	9.7
	3.	1414	13.6	13.8
	4.	2048	19.7	20.0
	5.	2833	27.3	27.6
STRONGLY AGREE	6.	2317	22.3	22.6
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	111	1.1	MISSING
	TOTAL	10370	100.0	100.0

T19S ADMIN KNOWS PROBLEMS FACES BY STAFF

RECORD: 2 COLUMN: 45-46

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
This school's administration knows the problems faced by the staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	910	8.8	8.9
	2.	1329	12.8	13.0
	3.	1564	15.1	15.3
	4.	2206	21.3	21.6
	5.	2775	26.8	27.1
STRONGLY AGREE	6.	1449	14.0	14.2
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	132	1.3	MISSING
	TOTAL	10370	100.0	100.0

T19T ENCOURAGED TO EXPERIMENT WITH TEACHING

RECORD: 2 COLUMN: 47-48

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
In this school I am encouraged to experiment with my teaching

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	783	7.6	7.7
	2.	1194	11.5	11.7
	3.	1793	17.3	17.5
	4.	2595	25.0	25.4
	5.	2568	24.8	25.1
STRONGLY AGREE	6.	1287	12.4	12.6
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	144	1.4	MISSING
	TOTAL	10370	100.0	100.0

T19U ROUTINE DUTIES INTERFER WITH TEACHING

RECORD: 2 COLUMN: 49-50

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Routine duties and paperwork interfere with my job of teaching

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	688	6.6	6.7
	2.	1284	12.4	12.5
	3.	1390	13.4	13.5
	4.	1988	19.2	19.4
	5.	2392	23.1	23.3
STRONGLY AGREE	6.	2523	24.3	24.6
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	102	1.0	MISSING
	TOTAL	10370	100.0	100.0

T19V FEEL ACCEPTED AND RESPECTED BY COLLEAGUE

RECORD: 2 COLUMN: 51-52

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
I feel accepted and respected as a colleague by most staff members

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	168	1.6	1.6
	2.	246	2.4	2.4
	3.	465	4.5	4.5
	4.	1310	12.6	12.8
	5.	4251	41.0	41.4
STRONGLY AGREE	6.	3827	36.9	37.3
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	98	0.9	MISSING
	TOTAL	10370	100.0	100.0

T19W ADMIN SUPPORTIVE OF STAFF

RECORD: 2 COLUMN: 53-54

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The school administration's behavior toward the staff is supportive and encouraging

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	763	7.4	7.4
	2.	1055	10.2	10.3
	3.	1313	12.7	12.8
	4.	2238	21.6	21.8
	5.	2841	27.4	27.7
STRONGLY AGREE	6.	2044	19.7	19.9
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	112	1.1	MISSING
	TOTAL	10370	100.0	100.0

T19X TEACHER IN THIS SCHOOL SEEK NEW IDEAS

RECORD: 2 COLUMN: 55-56

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Teachers in this school are continually learning and seeking new ideas

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	419	4.0	4.1
	2.	1079	10.4	10.6
	3.	2108	20.3	20.6
	4.	3328	32.1	32.6
	5.	2399	23.1	23.5
STRONGLY AGREE	6.	890	8.6	8.7
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	143	1.4	MISSING
	TOTAL	10370	100.0	100.0

T19Y PRINCIPAL SELDOM CONSULTS WITH STAFF

RECORD: 2 COLUMN: 57-58

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal seldom consults with staff members before he/she makes decisions that affect us

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1229	11.9	12.1
	2.	2344	22.6	23.0
	3.	2007	19.4	19.7
	4.	1926	18.6	18.9
	5.	1565	15.1	15.4
STRONGLY AGREE	6.	1111	10.7	10.9
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	183	1.8	MISSING
	TOTAL	10370	100.0	100.0

T19X NECESSARY MATERIALS ARE READILY AVAILABL

RECORD: 2 COLUMN: 59-60

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	844	8.1	8.2
	2.	1158	11.2	11.2
	3.	1332	12.8	12.9
	4.	1748	16.9	17.0
	5.	2913	28.1	28.3
STRONGLY AGREE	6.	2303	22.2	22.4
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	71	0.7	MISSING
	TOTAL	10370	100.0	100.0

T19AA T EXPECTED TO MAINTAIN DISCIP SCH WIDE

RECORD: 2 COLUMN: 61-62

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Teachers are expected to help maintain discipline in the entire school, not just their classroom

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	146	1.4	1.4
	2.	298	2.9	2.9
	3.	499	4.8	4.8
	4.	1485	14.3	14.4
	5.	3699	35.7	35.9
STRONGLY AGREE	6.	4167	40.2	40.5
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	75	0.7	MISSING
	TOTAL	10370	100.0	100.0

T19BB ADMIN AND T AGREE ON DISCIPLINARY POLICY

RECORD: 2 COLUMN: 63-64

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
In this school the teachers and the administration are in close agreement on school discipline policy

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	875	8.4	8.5
	2.	1194	11.5	11.6
	3.	1546	14.9	15.0
	4.	2480	23.9	24.1
	5.	2898	27.9	28.2
STRONGLY AGREE	6.	1293	12.5	12.6
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	83	0.8	MISSING
	TOTAL	10370	100.0	100.0

T19CC STUD ATTITUDES AND HABITS REDUCE CHANCES

RECORD: 2 COLUMN: 65-66

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The attitudes and habits my students bring to my class greatly reduce their chances for academic success

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	844	8.1	8.2
	2.	1861	17.9	18.1
	3.	1591	15.3	15.5
	4.	2155	20.8	21.0
	5.	2126	20.5	20.7
STRONGLY AGREE	6.	1681	16.2	16.4
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	109	1.1	MISSING
	TOTAL	10370	100.0	100.0

T19DD MUCH COOPERATIVE EFFORT AMONG STAFF

RECORD: 2 COLUMN: 67-68

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
There is a great deal of cooperative effort among staff members

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	327	3.2	3.2
	2.	918	8.9	9.0
	3.	1990	19.2	19.4
	4.	3275	31.6	32.0
	5.	2646	25.5	25.8
STRONGLY AGREE	6.	1081	10.4	10.6
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	132	1.3	MISSING
	TOTAL	10370	100.0	100.0

T19EE STAFF MEMBERS MAINTAIN HIGH PERFORM STD

RECORD: 2 COLUMN: 69-70

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Staff members maintain high standards of performance for themselves

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	170	1.6	1.7
	2.	484	4.7	4.7
	3.	1380	13.3	13.5
	4.	3250	31.3	31.9
	5.	3693	35.6	36.2
STRONGLY AGREE	6.	1219	11.8	12.0
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	170	1.6	MISSING
	TOTAL	10370	100.0	100.0

T19FF I LOOK FORWARD TO EACH WORKING DAY

RECORD: 2 COLUMN: 71-72

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
I usually look forward to each working day at this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	418	4.0	4.1
	2.	641	6.2	6.3
	3.	1110	10.7	10.8
	4.	2331	22.5	22.8
	5.	3561	34.3	34.8
STRONGLY AGREE	6.	2177	21.0	21.3
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	128	1.2	MISSING
	TOTAL	10370	100.0	100.0

T19GG THIS SCHOOL SEEMS LIKE BIG FAMILY

RECORD: 2 COLUMN: 73-74

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
This school seems like a big family; everyone is so close and cordial

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1559	15.0	15.2
	2.	1959	18.9	19.1
	3.	2242	21.6	21.9
	4.	2496	24.1	24.4
	5.	1386	13.4	13.5
STRONGLY AGREE	6.	603	5.8	5.9
MISSING	98.	125	1.2	MISSING
	TOTAL	10370	100.0	100.0

T19HH PRINCIPAL INDICATES WHAT IS EXPECTED

RECORD: 2 COLUMN: 75-76

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal lets staff members know what is expected of them

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	485	4.7	4.7
	2.	963	9.3	9.4
	3.	1473	14.2	14.4
	4.	2386	23.0	23.4
	5.	3043	29.3	29.8
STRONGLY AGREE	6.	1868	18.0	18.3
MULTIPLE RESPONSE	96.	8	0.1	MISSING
MISSING	98.	144	1.4	MISSING
	TOTAL	10370	100.0	100.0

T19II SOMETIMES FEEL EFFORT WASTE OF TIME

RECORD: 2 COLUMN: 77-78

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
I sometimes feel it is a waste of time to try to do my best as a teacher

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	3231	31.2	31.5
	2.	2242	21.6	21.9
	3.	1063	10.3	10.4
	4.	1539	14.8	15.0
	5.	1364	13.2	13.3
STRONGLY AGREE	6.	808	7.8	7.9
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	119	1.1	MISSING
	TOTAL	10370	100.0	100.0

T19JJ PRINCIPAL INTERESTED IN INNOVATIVE IDEAS

RECORD: 2 COLUMN: 79-80

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The principal is interested in innovation and new ideas

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	689	6.6	6.8
	2.	1040	10.0	10.3
	3.	1642	15.8	16.2
	4.	2510	24.2	24.8
	5.	2583	24.9	25.5
STRONGLY AGREE	6.	1669	16.1	16.5
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	235	2.3	MISSING
	TOTAL	10370	100.0	100.0

T19KK KNOW CONTENT AND GOALS OF OTHER TEACHERS

RECORD: 3 COLUMN: 1-2

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
I am familiar with the content and specific goals of the courses taught by other teachers in my department

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	305	2.9	3.1
	2.	655	6.3	6.7
	3.	963	9.3	9.8
	4.	1865	18.0	19.0
	5.	3294	31.8	33.6
STRONGLY AGREE	6.	2715	26.2	27.7
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	111	1.1	MISSING
LEGIT SKIP	99.	460	4.4	MISSING
	TOTAL	10370	100.0	100.0

T19LL T UNION AND ADMIN WORK TOGETHER

RECORD: 3 COLUMN: 3-4

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1660	16.0	19.2
	2.	1611	15.5	18.7
	3.	1697	16.4	19.7
	4.	1954	18.8	22.6
	5.	1202	11.6	13.9
STRONGLY AGREE	6.	503	4.9	5.8
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	166	1.6	MISSING
LEGIT SKIP	99.	1574	15.2	MISSING
	TOTAL	10370	100.0	100.0

T19MM INSERVICE PROGS RELEVANT THIS YEAR

RECORD: 3 COLUMN: 5-6

Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements (MARK ONE FOR EACH)
Most of the inservice programs I attended this school year dealt with issues specific to the needs and concerns of this school's students or staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	1364	13.2	15.4
	2.	1317	12.7	14.8
	3.	1341	12.9	15.1
	4.	1820	17.6	20.5
	5.	1859	17.9	20.9
STRONGLY AGREE	6.	1179	11.4	13.3
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	149	1.4	MISSING
LEGIT SKIP	99.	1338	12.9	MISSING
	TOTAL	10370	100.0	100.0

T20 AVG HOURS PER WEEK ASSIGNED TO TEACH

RECORD: 3 COLUMN: 7-8

On average, how many hours per week are you assigned to teach? (Exclude study hall, homeroom, preparation periods, etc.) (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
LESS THAN 15 HOURS	1.	313	3.0	3.1
15-17 HOURS	2.	842	8.1	8.3
18-20 HOURS	3.	1451	14.0	14.2
21-23 HOURS	4.	948	9.1	9.3
24-25 HOURS	5.	4468	43.1	43.8
26-30 HOURS	6.	1692	16.3	16.6
MORE THAN 30 HOURS	7.	481	4.6	4.7
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	174	1.7	MISSING
	TOTAL	10370	100.0	100.0

T21A WEEKLY HOURS IN HALL, STUDY HALL, ETC

RECORD: 3 COLUMN: 9-10

In addition to the hours you are assigned to teach, about how many hours outside of class do you spend each week in each of the following activities? (IF UNSURE, GIVE YOUR BEST ESTIMATE. ROUND TO THE NEAREST WHOLE HOUR. IF NONE, MARK "0." IF BETWEEN ZERO AND ONE, MARK "1.")
Hall duty, study hall, homeroom, lunchroom, supervising students on detention or similar duty

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	2370	22.9	23.2
1 HOUR	2.	2539	24.5	24.8
2 HOURS	3.	1140	11.0	11.2
3 HOURS	4.	878	8.5	8.6
4 HOURS	5.	649	6.3	6.3
5-6 HOURS	6.	1913	18.4	18.7
7-8 HOURS	7.	333	3.2	3.3
9-10 HOURS	8.	247	2.4	2.4
11-14 HOURS	9.	76	0.7	0.7
15-20 HOURS	10.	47	0.5	0.5
21 OR MORE HOURS	11.	30	0.3	0.3
MULTIPLE RESPONSE	96.	8	0.1	MISSING
MISSING	98.	140	1.4	MISSING
	TOTAL	10370	100.0	100.0

T21B WEEKLY HOURS COMPLETING FORMS, ETC

RECORD: 3 COLUMN: 11-12

REFER TO QUESTION T21A.
Completing forms and administrative paperwork

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	611	5.9	6.0
1 HOUR	2.	4710	45.4	46.3
2 HOURS	3.	2348	22.6	23.1
3 HOURS	4.	998	9.6	9.8
4 HOURS	5.	521	5.0	5.1
5-6 HOURS	6.	588	5.7	5.8
7-8 HOURS	7.	131	1.3	1.3
9-10 HOURS	8.	125	1.2	1.2
11-14 HOURS	9.	45	0.4	0.4
15-20 HOURS	10.	49	0.5	0.5
21 OR MORE HOURS	11.	54	0.5	0.5
MULTIPLE RESPONSE	96.	12	0.1	MISSING
MISSING	98.	178	1.7	MISSING
	TOTAL	10370	100.0	100.0

T21C WEEKLY HOURS PREPARING LESSONS, TESTS

RECORD: 3 COLUMN: 13-14

REFER TO QUESTION T21A.
Preparing lessons/lectures, composing tests, grading papers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	46	0.4	0.4
1 HOUR	2.	269	2.6	2.6
2 HOURS	3.	547	5.3	5.3
3 HOURS	4.	786	7.6	7.7
4 HOURS	5.	762	7.3	7.4
5-6 HOURS	6.	2035	19.6	19.9
7-8 HOURS	7.	1259	12.1	12.3
9-10 HOURS	8.	1805	17.4	17.6
11-14 HOURS	9.	1206	11.6	11.8
15-20 HOURS	10.	996	9.6	9.7
21 OR MORE HOURS	11.	524	5.1	5.1
MULTIPLE RESPONSE	96.	18	0.2	MISSING
MISSING	98.	117	1.1	MISSING
	TOTAL	10370	100.0	100.0

T21D WEEKLY HOURS READING SUBJECT BACKGROUND

RECORD: 3 COLUMN: 15-16

REFER TO QUESTION T21A.
Background reading in your subject area

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	483	4.7	4.7
1 HOUR	2.	2586	24.9	25.3
2 HOURS	3.	2253	21.7	22.1
3 HOURS	4.	1543	14.9	15.1
4 HOURS	5.	1049	10.1	10.3
5-6 HOURS	6.	1233	11.9	12.1
7-8 HOURS	7.	369	3.6	3.6
9-10 HOURS	8.	376	3.6	3.7
11-14 HOURS	9.	128	1.2	1.3
15-20 HOURS	10.	125	1.2	1.2
21 OR MORE HOURS	11.	67	0.6	0.7
MULTIPLE RESPONSE	96.	8	0.1	MISSING
MISSING	98.	150	1.4	MISSING
	TOTAL	10370	100.0	100.0

T21E WEEKLY HOURS CONTACTING EMPLOYERS OF STU

RECORD: 3 COLUMN: 17-18

REFER TO QUESTION T21A.
Contacting employers on students' behalf and visiting students at worksites

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	8691	83.8	85.9
1 HOUR	2.	683	6.6	6.7
2 HOURS	3.	208	2.0	2.1
3 HOURS	4.	118	1.1	1.2
4 HOURS	5.	78	0.8	0.8
5-6 HOURS	6.	105	1.0	1.0
7-8 HOURS	7.	48	0.5	0.5
9-10 HOURS	8.	77	0.7	0.8
11-14 HOURS	9.	51	0.5	0.5
15-20 HOURS	10.	38	0.4	0.4
21 OR MORE HOURS	11.	26	0.3	0.3
MULTIPLE RESPONSE	96.	27	0.3	MISSING
MISSING	98.	220	2.1	MISSING
	TOTAL	10370	100.0	100.0

T21F WEEKLY HOURS CONDUCTING MAKEUP WORK

RECORD: 3 COLUMN: 19-20

REFER TO QUESTION T21A.
Conducting makeup work for students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	1294	12.5	12.7
1 HOUR	2.	4738	45.7	46.4
2 HOURS	3.	2397	23.1	23.5
3 HOURS	4.	986	9.5	9.7
4 HOURS	5.	382	3.7	3.7
5-6 HOURS	6.	306	3.0	3.0
7-8 HOURS	7.	49	0.5	0.5
9-10 HOURS	8.	38	0.4	0.4
11-14 HOURS	9.	8	0.1	0.1
15-20 HOURS	10.	5	0.0	0.0
21 OR MORE HOURS	11.	6	0.1	0.1
MULTIPLE RESPONSE	96.	10	0.1	MISSING
MISSING	98.	151	1.5	MISSING
	TOTAL	10370	100.0	100.0

T21G WEEKLY HOURS COUNSELING STUDENTS

RECORD: 3 COLUMN: 21-22

REFER TO QUESTION T21A.
Counseling students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	2038	19.7	20.0
1 HOUR	2.	4484	43.2	44.1
2 HOURS	3.	1663	16.0	16.3
3 HOURS	4.	790	7.6	7.8
4 HOURS	5.	394	3.8	3.9
5-6 HOURS	6.	415	4.0	4.1
7-8 HOURS	7.	119	1.1	1.2
9-10 HOURS	8.	117	1.1	1.1
11-14 HOURS	9.	54	0.5	0.5
15-20 HOURS	10.	44	0.4	0.4
21 OR MORE HOURS	11.	61	0.6	0.6
MULTIPLE RESPONSE	96.	14	0.1	MISSING
MISSING	98.	177	1.7	MISSING
	TOTAL	10370	100.0	100.0

T21H WEEKLY HOURS COACHING

RECORD: 3 COLUMN: 23-24

REFER TO QUESTION T21A.
Coaching (averaged over the school year)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	7666	73.9	76.6
1 HOUR	2.	280	2.7	2.8
2 HOURS	3.	247	2.4	2.5
3 HOURS	4.	184	1.8	1.8
4 HOURS	5.	115	1.1	1.1
5-6 HOURS	6.	244	2.4	2.4
7-8 HOURS	7.	155	1.5	1.5
9-10 HOURS	8.	228	2.2	2.3
11-14 HOURS	9.	206	2.0	2.1
15-20 HOURS	10.	234	2.3	2.3
21 OR MORE HOURS	11.	452	4.4	4.5
MULTIPLE RESPONSE	96.	26	0.3	MISSING
MISSING	98.	333	3.2	MISSING
	TOTAL	10370	100.0	100.0

T21I WEEKLY HOURS NON-ATHLETIC EXTRACURR ACTI

RECORD: 3 COLUMN: 25-26

REFER TO QUESTION T21A.
Directing non-athletic extracurricular activities

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	5132	49.5	51.0
1 HOUR	2.	2173	21.0	21.6
2 HOURS	3.	907	8.7	9.0
3 HOURS	4.	438	4.2	4.3
4 HOURS	5.	281	2.7	2.8
5-6 HOURS	6.	394	3.8	3.9
7-8 HOURS	7.	146	1.4	1.4
9-10 HOURS	8.	186	1.8	1.8
11-14 HOURS	9.	94	0.9	0.9
15-20 HOURS	10.	101	1.0	1.0
21 OR MORE HOURS	11.	217	2.1	2.2
MULTIPLE RESPONSE	96.	9	0.1	MISSING
MISSING	98.	292	2.8	MISSING
	TOTAL	10370	100.0	100.0

T21J WEEKLY HOURS NON-SCHOOL SPONSORED ACTIVI

RECORD: 3 COLUMN: 27-28

REFER TO QUESTION T21A.
Non-school sponsored activities with students (e.g., church, political, service projects, sports)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	6436	62.1	63.7
1 HOUR	2.	1646	15.9	16.3
2 HOURS	3.	766	7.4	7.6
3 HOURS	4.	422	4.1	4.2
4 HOURS	5.	250	2.4	2.5
5-6 HOURS	6.	258	2.5	2.6
7-8 HOURS	7.	78	0.8	0.8
9-10 HOURS	8.	86	0.8	0.9
11-14 HOURS	9.	35	0.3	0.3
15-20 HOURS	10.	43	0.4	0.4
21 OR MORE HOURS	11.	82	0.8	0.8
MISSING	98.	268	2.6	MISSING
	TOTAL	10370	100.0	100.0

T21K WEEKLY HOURS TUTORING

RECORD: 3 COLUMN: 29-30

REFER TO QUESTION T21A.
Tutoring students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	4619	44.5	45.4
1 HOUR	2.	2978	28.7	29.3
2 HOURS	3.	1249	12.0	12.3
3 HOURS	4.	551	5.3	5.4
4 HOURS	5.	285	2.7	2.8
5-6 HOURS	6.	288	2.8	2.8
7-8 HOURS	7.	56	0.5	0.6
9-10 HOURS	8.	60	0.6	0.6
11-14 HOURS	9.	27	0.3	0.3
15-20 HOURS	10.	22	0.2	0.2
21 OR MORE HOURS	11.	35	0.3	0.3
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	198	1.9	MISSING
	TOTAL	10370	100.0	100.0

T22A PCT CLASS TIME DOING ROUTINE TASKS -

RECORD: 3 COLUMN: 31-32

On the average, about what percentage of your classes' time is spent in each of the following activities? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, MARK "0." TOTAL SHOULD EQUAL 100 PERCENT.)
Daily routines (such as set up, clean up, passing out materials, taking attendance, breaks)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-2%	1.	1911	18.4	18.9
3-5%	2.	2839	27.4	28.1
6-8%	3.	750	7.2	7.4
9-11%	4.	2535	24.4	25.1
12-14%	5.	298	2.9	2.9
15-17%	6.	606	5.8	6.0
18-20%	7.	689	6.6	6.8
21-30%	8.	337	3.2	3.3
31% OR MORE	9.	139	1.3	1.4
MULTIPLE RESPONSE	96.	15	0.1	MISSING
MISSING	98.	251	2.4	MISSING
	TOTAL	10370	100.0	100.0

T22B PCT CLASS TIME CONTROLING STUDENTS

RECORD: 3 COLUMN: 33-34

REFER TO QUESTION T22A.
Getting students to behave

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-2%	1.	3869	37.3	38.4
3-5%	2.	2751	26.5	27.3
6-8%	3.	449	4.3	4.5
9-11%	4.	1550	14.9	15.4
12-14%	5.	163	1.6	1.6
15-17%	6.	358	3.5	3.6
18-20%	7.	465	4.5	4.6
21-30%	8.	287	2.8	2.9
31% OR MORE	9.	175	1.7	1.7
MULTIPLE RESPONSE	96.	6	0.1	MISSING
MISSING	98.	297	2.9	MISSING
	TOTAL	10370	100.0	100.0

T22C PCT CLASS TIME AT INSTRUCTION

RECORD: 3 COLUMN: 35-36

REFER TO QUESTION T22A.
Instruction or student practice of skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-2%	1.	88	0.8	0.9
3-5%	2.	136	1.3	1.4
6-8%	3.	98	0.9	1.0
9-11%	4.	139	1.3	1.4
12-14%	5.	80	0.8	0.8
15-17%	6.	86	0.8	0.9
18-20%	7.	140	1.4	1.4
21-30%	8.	215	2.1	2.1
31% OR MORE	9.	9088	87.6	90.2
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	296	2.9	MISSING
	TOTAL	10370	100.0	100.0

T23 PCT STUD NOT ATTENDING DURING INSTRUCTIO

RECORD: 3 COLUMN: 37-38

During the time devoted to instruction and practicing skills, at any given time, what percentage of the students is whispering, fooling around, appears to be daydreaming, or is not working on the assigned task? (IF UNSURE, GIVE YOUR BEST ESTIMATE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-2%	1.	2176	21.0	21.2
3-5%	2.	2406	23.2	23.4
6-8%	3.	1329	12.8	12.9
9-11%	4.	1711	16.5	16.7
12-14%	5.	593	5.7	5.8
15-17%	6.	534	5.1	5.2
18-20%	7.	720	6.9	7.0
21-30%	8.	439	4.2	4.3
31% OR MORE	9.	365	3.5	3.6
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	96	0.9	MISSING
	TOTAL	10370	100.0	100.0

T241 DID NOT TEACH DURING 1980-81 YEAR

RECORD: 3 COLUMN: 39

How many minutes of homework do/did you assign your students for a typical class period currently and during the 1980/81 school year? (MARK ONE)
If you were not teaching in 1980/81, mark here and only mark responses in the "currently" column.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
TAUGHT 1980-81	0.	9163	88.4	88.4
DID'T TEACH 1980-81	1.	1207	11.6	11.6
	TOTAL	10370	100.0	100.0

T242 MINUTES OF HOMEWORK ASSIGNED - 1983-84

RECORD: 3 COLUMN: 40-41

How many minutes of homework do you currently assign your students for a typical class period. (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	797	7.7	8.1
UP TO 15 MINUTES	2.	1669	16.1	17.1
16-30 MINUTES	3.	4144	40.0	42.4
31-45 MINUTES	4.	2272	21.9	23.2
46-60 MINUTES	5.	702	6.8	7.2
60 MINUTES OR MORE	6.	198	1.9	2.0
MULTIPLE RESPONSE	96.	9	0.1	MISSING
MISSING	98.	579	5.6	MISSING
	TOTAL	10370	100.0	100.0

T243 MINUTES OF HOMEWORK ASSIGNED - 1980-81

RECORD: 3 COLUMN: 42-43

How many minutes of homework do/did you assign your students for a typical class period during the 1980/81 school year? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	803	7.7	9.3
UP TO 15 MINUTES	2.	1697	16.4	19.7
16-30 MINUTES	3.	3475	33.5	40.4
31-45 MINUTES	4.	1834	17.7	21.3
46-60 MINUTES	5.	600	5.8	7.0
60 MINUTES OR MORE	6.	199	1.9	2.3
MULTIPLE RESPONSE	96.	8	0.1	MISSING
MISSING	98.	547	5.3	MISSING
LEGIT SKIP	99.	1207	11.6	MISSING
	TOTAL	10370	100.0	100.0

T25A PCT HOMEWORK CHECKED FOR COMPLETION

RECORD: 3 COLUMN: 44-45

For what percentage of the homework assignments do you...
...record whether or not it was done? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-9%	1.	571	5.5	6.3
10-29%	2.	525	5.1	5.8
30-49%	3.	423	4.1	4.6
50-69%	4.	698	6.7	7.7
70-89%	5.	1196	11.5	13.1
90-100%	6.	5707	55.0	62.6
MISSING	98.	102	1.0	MISSING
LEGIT SKIP	99.	1148	11.1	MISSING
	TOTAL	10370	100.0	100.0

T25B PCT HOMEWORK GRADED AND RETURNED TO STUD

RECORD: 3 COLUMN: 46-47

For what percentage of the homework assignments do you...
...return graded or corrected homework to the students? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-9%	1.	845	8.1	9.4
10-29%	2.	618	6.0	6.9
30-49%	3.	467	4.5	5.2
50-69%	4.	867	8.4	9.7
70-89%	5.	1259	12.1	14.0
90-100%	6.	4922	47.5	54.8
MISSING	98.	111	1.1	MISSING
LEGIT SKIP	99.	1281	12.4	MISSING
	TOTAL	10370	100.0	100.0

T26A1 HOW OFTEN MAJOR EXAM GIVEN IN PERIOD

RECORD: 3 COLUMN: 48-49

The following questions deal with major exams and quizzes. For each report card evaluation or grading period, how often do you usually administer a...(MARK NUMBER OF EXAMS OR QUIZZES.)
Major Exam

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	415	4.0	4.1
1	2.	1363	13.1	13.5
2	3.	1666	16.1	16.5
3	4.	2364	22.8	23.4
4-5	5.	2932	28.3	29.0
6-8	6.	998	9.6	9.9
9-12	7.	291	2.8	2.9
13 OR MORE	8.	83	0.8	0.8
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	255	2.5	MISSING
	TOTAL	10370	100.0	100.0

T26A2 HOW OFTEN QUIZ GIVEN IN GRADING PERIOD

RECORD: 3 COLUMN: 50-51

The following questions deal with major exams and quizzes. For each report card evaluation or grading period, how often do you usually administer a...(MARK NUMBER OF EXAMS OR QUIZZES.)
Quiz

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	723	7.0	7.3
1	2.	286	2.8	2.9
2	3.	813	7.8	8.3
3	4.	1136	11.0	11.5
4-6	5.	3139	30.3	31.9
7-10	6.	2301	22.2	23.4
11-15	7.	777	7.5	7.9
16-20	8.	405	3.9	4.1
21-30	9.	158	1.5	1.6
31 OR MORE	10.	115	1.1	1.2
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	514	5.0	MISSING
	TOTAL	10370	100.0	100.0

T26B1 DAYS BEFORE GRADE AND RETURN OF EXAM

RECORD: 3 COLUMN: 52-53

The following questions deal with major exams and quizzes. How many days does it usually take to grade and return a... (MARK NUMBER OF DAYS. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")
Major Exam

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	163	1.6	1.7
1	2.	3981	38.4	40.7
2	3.	2901	28.0	29.7
3	4.	1338	12.9	13.7
4	5.	468	4.5	4.8
5	6.	577	5.6	5.9
6-10	7.	289	2.8	3.0
11 OR MORE	8.	56	0.5	0.6
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	183	1.8	MISSING
LEGIT SKIP	99.	409	3.9	MISSING
	TOTAL	10370	100.0	100.0

T26B2 DAYS BEFORE GRADE AND RETURN OF QUIZ

RECORD: 3 COLUMN: 54-55

The following questions deal with major exams and quizzes. How many days does it usually take to grade and return a... (MARK NUMBER OF DAYS. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")
Quiz

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	688	6.6	7.5
1	2.	6573	63.4	71.5
2	3.	1300	12.5	14.1
3	4.	377	3.6	4.1
4	5.	90	0.9	1.0
5	6.	108	1.0	1.2
6-10	7.	45	0.4	0.5
11 OR MORE	8.	10	0.1	0.1
MULTIPLE RESPONSE	96.	7	0.1	MISSING
MISSING	98.	510	4.9	MISSING
LEGIT SKIP	99.	662	6.4	MISSING
	TOTAL	10370	100.0	100.0

T26C1 AVG MINUTES CLASS TIME ALLOWED FOR EXAM

RECORD: 3 COLUMN: 56-57

The following questions deal with major exams and quizzes. How many minutes of class time do you usually spend reviewing the...(MARK NUMBER OF MINUTES. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")
Major Exam

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	297	2.9	3.1
1-2	2.	387	3.7	4.0
3-7	3.	630	6.1	6.5
8-12	4.	1499	14.5	15.5
13-17	5.	1431	13.8	14.8
18-22	6.	1141	11.0	11.8
23-27	7.	553	5.3	5.7
28-32	8.	1025	9.9	10.6
33-37	9.	402	3.9	4.1
38-42	10.	559	5.4	5.8
43-47	11.	568	5.5	5.9
48-52	12.	507	4.9	5.2
53 OR MORE	13.	689	6.6	7.1
MULTIPLE RESPONSE	96.	4	0.0	MISSING
MISSING	98.	209	2.0	MISSING
NOT APPLICABLE	99.	469	4.5	MISSING
	TOTAL	10370	100.0	100.0

T26C2 AVG MINUTES CLASS TIME ALLOWED FOR QUIZ

RECORD: 3 COLUMN: 58-59

The following questions deal with major exams and quizzes. How many minutes of class time do you usually spend reviewing the...(MARK NUMBER OF MINUTES. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")
Quiz

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	1231	11.9	13.5
1-2	2.	883	8.5	9.7
3-7	3.	2742	26.4	30.1
8-12	4.	2189	21.1	24.0
13-17	5.	918	8.9	10.1
18-22	6.	436	4.2	4.8
23-27	7.	176	1.7	1.9
28-32	8.	248	2.4	2.7
33-37	9.	71	0.7	0.8
38-42	10.	58	0.6	0.6
43-47	11.	52	0.5	0.6
48-52	12.	49	0.5	0.5
53 OR MORE	13.	58	0.6	0.6
MULTIPLE RESPONSE	96.	11	0.1	MISSING
MISSING	98.	544	5.2	MISSING
NOT APPLICABLE	99.	704	6.8	MISSING
	TOTAL	10370	100.0	100.0

T27 1 PAGE OR > WRITING ASSIGNMENTS PER PERI

RECORD: 3 COLUMN: 60-61

In a grading period, how many writing assignments of at least one page is a student required to do in your 11th or 12th grade classes? (A page is approximately 250 words.) (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	383	3.7	6.6
1-2 ASSIGNMENTS	2.	1262	12.2	21.8
3-4 ASSIGNMENTS	3.	1267	12.2	21.9
5-6 ASSIGNMENTS	4.	972	9.4	16.8
7-8 ASSIGNMENTS	5.	521	5.0	9.0
9-10 ASSIGNMENTS	6.	558	5.4	9.6
11 OR MORE ASSIGN.	7.	827	8.0	14.3
MULTIPLE RESPONSE	96.	7	0.1	MISSING
MISSING	98.	174	1.7	MISSING
NOT APPLICABLE	99.	4399	42.4	MISSING
	TOTAL	10370	100.0	100.0

T28A IMP GRADE CRIT - ABS LEVEL OF ACHIEVE

RECORD: 3 COLUMN: 62

Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)
Absolute level of achievement

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT IMPORTANT	1.	433	4.2	4.4
SOMEWHAT IMPORTANT	2.	2056	19.8	20.9
VERY IMPORTANT	3.	4342	41.9	44.2
EXTREMELY IMPORTANT	4.	2998	28.9	30.5
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	540	5.2	MISSING
	TOTAL	10370	100.0	100.0

T28B IMP GRADE CRIT - ACHIEVE REL TO CLASS

RECORD: 3 COLUMN: 63

Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)
Achievement relative to the rest of the class

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT IMPORTANT	1.	1868	18.0	19.0
SOMEWHAT IMPORTANT	2.	4072	39.3	41.5
VERY IMPORTANT	3.	3089	29.8	31.5
EXTREMELY IMPORTANT	4.	777	7.5	7.9
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	563	5.4	MISSING
	TOTAL	10370	100.0	100.0

T28C IMP GRADE CRIT - INDIVIDUAL IMPROVEMENT

RECORD: 3 COLUMN: 64

Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)
Individual improvement or progress over past performance

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT IMPORTANT	1.	453	4.4	4.6
SOMEWHAT IMPORTANT	2.	2228	21.5	22.6
VERY IMPORTANT	3.	4057	39.1	41.2
EXTREMELY IMPORTANT	4.	3107	30.0	31.6
MISSING	8.	525	5.1	MISSING
	TOTAL	10370	100.0	100.0

T28D IMP GRADE CRIT - EFFORT

RECORD: 3 COLUMN: 65

Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)
Effort

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT IMPORTANT	1.	337	3.2	3.4
SOMEWHAT IMPORTANT	2.	2271	21.9	23.1
VERY IMPORTANT	3.	3419	33.0	34.9
EXTREMELY IMPORTANT	4.	3783	36.5	38.6
MISSING	8.	560	5.4	MISSING
	TOTAL	10370	100.0	100.0

T29I PCT STUD RECOGNIZED - NONE OR 100%

RECORD: 3 COLUMN: 66

What percentage of students in your classes have you recognized in any of the following ways for their academic performance: progress charts, certificates, class newsletters, pictures or names on bulletin boards, display or reading of student work? WRITE IN PERCENT AND MARK THE CORRESPONDING CIRCLE BELOW EACH NUMBER. IF NONE, MARK HERE AND GO TO Q.30

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	3118	30.1	30.1
100 PERCENT	2.	879	8.5	8.5
MISSING	8.	6373	61.5	61.5
	TOTAL	10370	100.0	100.0

T29J PCT STUD RECOGNIZED IN VARIOUS WAYS

RECORD: 3 COLUMN: 67-69

What percentage of students in your classes have you recognized in any of the following ways for their academic performance: progress charts, certificates, class newsletters, pictures or names on bulletin boards, display or reading of student work? IF 100%, MARK HERE

CODE	FREQ	ADJ PCT	CODE	FREQ	ADJ PCT	CODE	FREQ	ADJ PCT
0.	382	4	24.	4	0	64.	1	0
1.	91	1	25.	356	3	65.	23	0
2.	98	1	27.	1	0	66.	8	0
3.	52	1	28.	2	0	67.	4	0
4.	17	0	29.	1	0	70.	110	1
5.	362	4	30.	403	4	73.	1	0
6.	8	0	31.	1	0	75.	196	2
7.	12	0	32.	4	0	77.	5	0
8.	26	0	33.	76	1	78.	2	0
9.	8	0	35.	59	1	79.	1	0
10.	1247	12	36.	2	0	80.	169	2
11.	14	0	38.	4	0	84.	1	0
12.	24	0	39.	2	0	85.	54	1
13.	2	0	40.	202	2	86.	1	0
14.	2	0	43.	2	0	88.	15	0
15.	215	2	44.	10	0	89.	5	0
16.	6	0	45.	32	0	90.	108	1
17.	5	0	46.	2	0	92.	1	0
18.	5	0	48.	3	0	93.	1	0
19.	2	0	50.	573	6	94.	1	0
20.	641	6	53.	1	0	95.	26	0
21.	2	0	55.	43	0	996.	1	0
22.	17	0	59.	1	0	998.	720	7
23.	3	0	60.	138	1	999.	3708	36

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
97.	1	98.	5	99.	39

T29AA CRITERIA FOR RECOGNITION - ACHIEVEMENT

RECORD: 3 COLUMN: 70

Please indicate the importance of the criteria used to give this recognition. (MARK ONE FOR EACH LINE)
Level of achievement

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT IMPORTANT	1.	153	1.5	2.3
SOMEWHAT IMPORTANT	2.	1052	10.1	15.7
VERY IMPORTANT	3.	3040	29.3	45.3
EXTREMELY IMPORTANT	4.	2466	23.8	36.7
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	793	7.6	MISSING
NOT APPLICABLE	9.	2865	27.6	MISSING
	TOTAL	10370	100.0	100.0

T29AB CRITERIA FOR RECOGNITION - EFFORT

RECORD: 3 COLUMN: 71

Please indicate the importance of the criteria used to give this recognition. (MARK ONE FOR EACH LINE)
Effort or individual improvement or progress over past achievement

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT IMPORTANT	1.	340	3.3	5.1
SOMEWHAT IMPORTANT	2.	1007	9.7	15.0
VERY IMPORTANT	3.	2587	24.9	38.6
EXTREMELY IMPORTANT	4.	2766	26.7	41.3
MULTIPLE RESPONSE	6.	2	0.0	MISSING
MISSING	8.	803	7.7	MISSING
NOT APPLICABLE	9.	2865	27.6	MISSING
	TOTAL	10370	100.0	100.0

T30 SCH LEVEL STD FOR DISCIP ENFORCED BY T

RECORD: 3 COLUMN: 72

Are there any general or school-level standards of classroom discipline which you are expected to enforce in your classes? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO	1.	1002	9.7	9.8
YES	2.	9240	89.1	90.2
MISSING	8.	128	1.2	MISSING
	TOTAL	10370	100.0	100.0

T31 EVAL OF RELATIONS BETWEEN ETHNIC GROUPS

RECORD: 3 COLUMN: 73

On the whole, how would you evaluate the relations between the different student ethnic groups in your school? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ALMOST NO PROBLEMS	1.	3309	31.9	44.0
SOME MINOR PROBLEMS	2.	3491	33.7	46.4
SOME SERIOUS PROBLEM	3.	684	6.6	9.1
MANY SERIOUS PROBLEM	4.	45	0.4	0.6
MULTIPLE RESPONSE	6.	2	0.0	MISSING
MISSING	8.	111	1.1	MISSING
NOT APPLICABLE	9.	2728	26.3	MISSING
	TOTAL	10370	100.0	100.0

T32 HOW MUCH OF TIME SATISFIED WITH JOB

RECORD: 3 COLUMN: 74

How much of the time do you feel satisfied with your job in this school? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ALMOST NEVER	1.	198	1.9	1.9
SOME OF THE TIME	2.	2048	19.7	20.0
MOST OF THE TIME	3.	7246	69.9	70.6
ALL THE TIME	4.	768	7.4	7.5
MULTIPLE RESPONSE	6.	3	0.0	MISSING
MISSING	8.	107	1.0	MISSING
	TOTAL	10370	100.0	100.0

T33 NUM STUD PRINCIPAL KNOWS BY NAME

RECORD: 3 COLUMN: 75

What is your best guess about the number of students whom your principal or school head knows by name? He/she knows...(MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NEARLY EVERY STUD	1.	1409	13.6	13.9
OVER HALF STUDENTS	2.	2396	23.1	23.6
TENTH TO HALF STUD	3.	2268	21.9	22.4
< TENTH OF STUDENTS	4.	2235	21.6	22.1
	5.	1825	17.6	18.0
MULTIPLE RESPONSE	6.	2	0.0	MISSING
MISSING	8.	235	2.3	MISSING
	TOTAL	10370	100.0	100.0

T34 NOT AT SCHOOL FOR 1980-81 YEAR

RECORD: 3 COLUMN: 76

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
If you were not at this school for the 1980/81 school year, mark here and proceed to item 35.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
AT SCHOOL	0.	8134	78.4	78.4
NOT AT SCHOOL	1.	2236	21.6	21.6
	TOTAL	10370	100.0	100.0

T34A CHA SINCE 80-81 - NUM TEST AND QUIZES

RECORD: 3 COLUMN: 77-78

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
Number of Tests and Quizzes you give

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH LESS	1.	106	1.0	1.3
	2.	148	1.4	1.9
	3.	296	2.9	3.7
NO CHANGE	4.	4890	47.2	61.4
	5.	1215	11.7	15.3
	6.	754	7.3	9.5
MUCH MORE	7.	550	5.3	6.9
MISSING	98.	175	1.7	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34B CHA SINCE 80-81 - PERFORMANCE EXPECTATIO

RECORD: 3 COLUMN: 79-80

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
Your expectations for student performance

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH LESS	1.	118	1.1	1.5
	2.	341	3.3	4.3
	3.	915	8.8	11.5
NO CHANGE	4.	2993	28.9	37.6
	5.	1539	14.8	19.3
	6.	1452	14.0	18.2
MUCH MORE	7.	607	5.9	7.6
MISSING	98.	169	1.6	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34C CHA SINCE 80-81 - TIME NON-TEACH ACTIVIT

RECORD: 4 COLUMN: 1-2

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
The amount of time devoted to nonteaching school activities or duties

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH LESS	1.	252	2.4	3.2
	2.	369	3.6	4.6
	3.	539	5.2	6.8
NO CHANGE	4.	3391	32.7	42.7
	5.	1289	12.4	16.2
	6.	1220	11.8	15.4
MUCH MORE	7.	887	8.6	11.2
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	186	1.8	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34D CHA SINCE 80-81 - AGREEMENT ON SCH GOALS

RECORD: 4 COLUMN: 3-4

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
Agreement among professional staff on school goals

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH LESS	1.	169	1.6	2.1
	2.	384	3.7	4.9
	3.	673	6.5	8.5
NO CHANGE	4.	4417	42.6	55.9
	5.	1320	12.7	16.7
	6.	712	6.9	9.0
MUCH MORE	7.	226	2.2	2.9
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	232	2.2	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34E CHA SINCE 80-81 - PROF REL WITH PRINCIPA

RECORD: 4 COLUMN: 5-6

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
Your professional relationship with your principal or school head

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH WORSE	1.	321	3.1	4.1
	2.	377	3.6	4.8
	3.	501	4.8	6.3
NO CHANGE	4.	3575	34.5	45.1
	5.	1191	11.5	15.0
	6.	1035	10.0	13.1
MUCH BETTER	7.	919	8.9	11.6
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	214	2.1	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34F CHA SINCE 80-81 - EDUCATIONAL CLIMATE

RECORD: 4 COLUMN: 7-8

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
The general educational climate of the school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH WORSE	1.	310	3.0	3.9
	2.	655	6.3	8.2
	3.	1050	10.1	13.2
NO CHANGE	4.	2259	21.8	28.4
	5.	1819	17.5	22.9
	6.	1288	12.4	16.2
MUCH BETTER	7.	565	5.4	7.1
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	187	1.8	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34G CHA SINCE 80-81 - DISCIPLINARY CLIMATE

RECORD: 4 COLUMN: 9-10

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
The disciplinary climate of the school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH WORSE	1.	354	3.4	4.5
	2.	686	6.6	8.6
	3.	1027	9.9	12.9
NO CHANGE	4.	2076	20.0	26.2
	5.	1727	16.7	21.8
	6.	1378	13.3	17.4
MUCH BETTER	7.	685	6.6	8.6
MISSING	98.	201	1.9	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T34H CHA SINCE 80-81 - R'S TEACHING PRACTICES

RECORD: 4 COLUMN: 11-12

Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)
Your teaching practices and behaviors

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO CHANGE	1.	837	8.1	10.6
	2.	821	7.9	10.4
	3.	1456	14.0	18.5
	4.	2912	28.1	37.0
	5.	1488	14.3	18.9
MAJOR CHANGE	6.	362	3.5	4.6
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	257	2.5	MISSING
LEGIT SKIP	99.	2236	21.6	MISSING
	TOTAL	10370	100.0	100.0

T35 SCHOOL HAS 'EFFECTIVE SCHOOL' PROJECT

RECORD: 4 COLUMN: 13

Recent studies have emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated 'effective schools' projects based on these reports. Is your school presently involved in a similar, comprehensive schoolwide improvement project to increase the academic achievement of all students? (DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979.)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	4103	39.6	42.3
NO	2.	5601	54.0	57.7
MISSING	8.	666	6.4	MISSING
	TOTAL	10370	100.0	100.0

T36A PROJECT INFLU R'S TEACHING PRACTICES

RECORD: 4 COLUMN: 14-15

To what extent has your school-wide improvement project influenced: (MARK ONE FOR EACH ITEM)
Your teaching practices and behaviors

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO INFLUENCE	1.	609	5.9	14.2
	2.	486	4.7	11.3
	3.	792	7.6	18.5
	4.	1432	13.8	33.4
	5.	708	6.8	16.5
MAJOR INFLUENCE	6.	257	2.5	6.0
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	483	4.7	MISSING
LEGIT SKIP	99.	5601	54.0	MISSING
	TOTAL	10370	100.0	100.0

T36B PROJECT INFLU R'S PREFORM EXPECTATIONS

RECORD: 4 COLUMN: 16-17

To what extent has your school-wide improvement project influenced: (MARK ONE FOR EACH ITEM)
Your expectations for student performance

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO INFLUENCE	1.	588	5.7	13.7
	2.	433	4.2	10.1
	3.	751	7.2	17.6
	4.	1327	12.8	31.0
	5.	876	8.4	20.5
MAJOR INFLUENCE	6.	303	2.9	7.1
MISSING	98.	491	4.7	MISSING
LEGIT SKIP	99.	5601	54.0	MISSING
	TOTAL	10370	100.0	100.0

T36C PROJECT INFLU R'S NONTEACHING DUTIES

RECORD: 4 COLUMN: 18-19

To what extent has your school-wide improvement project influenced: (MARK ONE FOR EACH ITEM)
Your nonteaching school activities or duties

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO INFLUENCE	1.	1270	12.2	29.8
	2.	611	5.9	14.4
	3.	825	8.0	19.4
	4.	899	8.7	21.1
	5.	441	4.3	10.4
MAJOR INFLUENCE	6.	210	2.0	4.9
MISSING	98.	513	4.9	MISSING
LEGIT SKIP	99.	5601	54.0	MISSING
	TOTAL	10370	100.0	100.0

T37 RESPONDENT'S SEX

RECORD: 4 COLUMN: 20

What is your sex?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MALE	1.	5667	54.6	55.2
FEMALE	2.	4593	44.3	44.8
MULTIPLE RESPONSE	6.	2	0.0	MISSING
MISSING	8.	108	1.0	MISSING
	TOTAL	10370	100.0	100.0

T38 RESPONDENT'S ORIGIN OR DESCENT

RECORD: 4 COLUMN: 21

What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NON-HISPANIC	1.	9387	90.5	95.8
MEXICAN, CHICANO	2.	206	2.0	2.1
CUBAN, CUBANO	3.	39	0.4	0.4
PUERTO RICAN, BORICU	4.	23	0.2	0.2
OTHER LATIN AMERICAN	5.	146	1.4	1.5
MULTIPLE RESPONSE	6.	3	0.0	MISSING
MISSING	8.	566	5.5	MISSING
	TOTAL	10370	100.0	100.0

T39 RESPONDENT'S RACE

RECORD: 4 COLUMN: 22

What is your race? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
WHITE	1.	9164	88.4	90.2
BLACK	2.	822	7.9	8.1
AMER INDIAN, ALASKAN	3.	24	0.2	0.2
ASIAN, PACIF ISLANDE	4.	70	0.7	0.7
OTHER	5.	83	0.8	0.8
MULTIPLE RESPONSE	6.	8	0.1	MISSING
MISSING	8.	199	1.9	MISSING
	TOTAL	10370	100.0	100.0

T401 YEARS EXPERIENCE AT THIS SCHOOL

RECORD: 4 COLUMN: 23-24

Prior to this year, how many years of experience have you had as a full-time teacher? (MARK ONE FOR EACH)
Years in this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	666	6.4	6.5
1	2.	714	6.9	7.0
2	3.	649	6.3	6.4
3	4.	638	6.1	6.2
4-5	5.	1152	11.1	11.3
6-10	6.	2094	20.2	20.5
11-15	7.	2019	19.5	19.8
16-20	8.	1304	12.6	12.8
21-30	9.	879	8.5	8.6
31 OR MORE	10.	91	0.9	0.9
MULTIPLE RESPONSE	96.	17	0.2	MISSING
MISSING	98.	149	1.4	MISSING
	TOTAL	10370	100.0	100.0

T402 YEARS EXPERIENCE AT OTHER SCHOOLS

RECORD: 4 COLUMN: 25-26

Prior to this year, how many years of experience have you had as a full-time teacher? (MARK ONE FOR EACH)
Years in other schools

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	2229	21.5	24.1
1	2.	918	8.9	9.9
2	3.	785	7.6	8.5
3	4.	745	7.2	8.1
4-5	5.	1184	11.4	12.8
6-10	6.	1661	16.0	18.0
11-15	7.	877	8.5	9.5
16-20	8.	431	4.2	4.7
21-30	9.	330	3.2	3.6
31 OR MORE	10.	79	0.8	0.9
MULTIPLE RESPONSE	96.	10	0.1	MISSING
MISSING	98.	1121	10.8	MISSING
	TOTAL	10370	100.0	100.0

T41 RESPONDENT'S HIGHEST LEVEL OF EDUCATION

RECORD: 4 COLUMN: 27-28

What is the highest level of education you have completed? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
HIGH SCH DIPLOMA	1.	15	0.1	0.1
SOME COLLEGE, NO DEG	2.	69	0.7	0.7
ASSOCIATE DEGREE	3.	37	0.4	0.4
BACHELOR'S DEGREE	4.	1357	13.1	13.2
BA PLUS 16 CREDITS	5.	2710	26.1	26.3
MASTER'S DEGREE	6.	5321	51.3	51.7
SPECIALIST, 6YR CERT	7.	609	5.9	5.9
EDD	8.	49	0.5	0.5
OTHER PHD	9.	122	1.2	1.2
MISSING	98.	83	0.8	MISSING
	TOTAL	10370	100.0	100.0

T42 COLLEGE GRANTING R'S B.A. DEGREE

RECORD: 4 COLUMN: 29-34

Print the name of the college/university at which you received your bachelor's degree or attended college. If you have not completed a bachelor's degree, please give the name of the college or university at which you have earned the largest number of college credits. (PLEASE PRINT NAME. DO NO ABBREVIATE.)
Bachelor's Degree/or Most Credit Earned at:

NOTE: List of HEGIS codes was not included in codebook because of the great number of unique catagories. These codes are included in the data.

T431 MOST FREQUENTLY TAUGHT COURSE

RECORD: 4 COLUMN: 35-36

What subject areas have you taught in the last four years? (WRITE IN SUBJECT; THEN ENTER THE APPROPRIATE SUBJECT CODE FROM LIST ON PAGE 11.) If you teach only one subject, enter 99 for second and third most frequently taught. If you teach only two subjects, enter 99 for the third.)
Most frequently taught

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
GUIDANCE & COUNSELIN	1.	43	0.4	0.4
PHYSICAL EDUC	2.	88	0.8	0.9
READING EDUCATION	3.	99	1.0	1.0
SPECIAL EDUCATION	4.	374	3.6	3.9
SPEECH & HEARING THE	5.	6	0.1	0.1
AGRICULTURAL EDUC	6.	86	0.8	0.9
MARKETING & DIST EDU	7.	92	0.9	1.0
HEALTH OCCUPATION	8.	26	0.3	0.3
CONSUMER & HOMEMAKIN	9.	50	0.5	0.5
OCC HOME ECONOMICS	10.	31	0.3	0.3
OFFICE OCCUP	11.	574	5.5	6.0
TRADE AND INDUSTRY	12.	221	2.1	2.3
TECHNICAL OCCUPATION	13.	38	0.4	0.4
INDUSTRIAL ARTS	14.	360	3.5	3.8
OTHER BUSINESS	15.	190	1.8	2.0
CLASSICS	16.	11	0.1	0.1
DRAMA	17.	40	0.4	0.4
ENGLISH	18.	1713	16.5	17.9
VISUAL ARTS	19.	274	2.6	2.9
LATIN OR GREEK	20.	42	0.4	0.4
FRENCH	21.	184	1.8	1.9
SPANISH	22.	277	2.7	2.9
GERMAN	23.	59	0.6	0.6
OTHER MODERN LANG	24.	14	0.1	0.1
MUSIC	25.	283	2.7	3.0
PHILOSOPHY	26.	2	0.0	0.0
RELIGION	27.	152	1.5	1.6
OTHER HUMANITIES	28.	65	0.6	0.7
GENERAL SCIENCE	29.	179	1.7	1.9
ARCHEOLOGY	30.	1	0.0	0.0
ASTRONOMY	31.	3	0.0	0.0
BIOLOGY	32.	526	5.1	5.5
CHEMISTRY	33.	262	2.5	2.7
GEOGRAPHY	34.	23	0.2	0.2
PHYSICS	35.	91	0.9	0.9
HEALTH	36.	28	0.3	0.3
OTHER SCIENCE	37.	82	0.8	0.9
AMER OR STATE HIST	38.	613	5.9	6.4
ANTHROPOLOGY	39.	7	0.1	0.1
ECONOMICS	40.	106	1.0	1.1
ETHNIC STUDIES	41.	23	0.2	0.2
GOVERNMENT	42.	158	1.5	1.6
WORLD HISTORY	43.	261	2.5	2.7
PSYCHOLOGY	44.	63	0.6	0.7
SOCIOLOGY	45.	22	0.2	0.2
CIVICS	46.	48	0.5	0.5
OTHER SOCIAL STUDIES	47.	79	0.8	0.8
GENERAL OR BUS MATH	48.	279	2.7	2.9
GEOMETRY, ALGEBRA, T	49.	990	9.5	10.3
ADVANCED MATH, CALCU	50.	113	1.1	1.2
COMPUTER PROGRAMMING	51.	79	0.8	0.8
ENGINEERING	52.	12	0.1	0.1
JOURNALISM, COMMUNIC	53.	32	0.3	0.3
MILITARY SCIENCE	54.	8	0.1	0.1
NURSES TRAINING	55.	4	0.0	0.0
OTHER HEALTH	56.	2	0.0	0.0
LAW ENFORCE, CORRECT	57.	5	0.0	0.1
AGRICULTURE	58.	10	0.1	0.1
ARCHITECTURE	59.	1	0.0	0.0
LIBRARY SCIENCE	60.	36	0.3	0.4
OTHER	61.	44	0.4	0.5
MISSING	98.	786	7.6	MISSING
	TOTAL	10370	100.0	100.0

T432 SECOND MOST FREQUENTLY TAUGHT COURSE

RECORD: 4 COLUMN: 37-38

What subject areas have you taught in the last four years? (WRITE IN SUBJECT; THEN ENTER THE APPROPRIATE SUBJECT CODE FROM LIST ON PAGE 11.) If you teach only one subject, enter 99 for second and third most frequently taught. If you teach only two subjects, enter 99 for the third.)
Second most frequently taught

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
GUIDANCE & COUNSELIN	1.	19	0.2	0.3
PHYSICAL EDUC	2.	136	1.3	2.2
READING EDUCATION	3.	79	0.8	1.3
SPECIAL EDUCATION	4.	95	0.9	1.5
SPEECH & HEARING THE	5.	7	0.1	0.1
AGRICULTURAL EDUC	6.	14	0.1	0.2
MARKETING & DIST EDU	7.	27	0.3	0.4
HEALTH OCCUPATION	8.	6	0.1	0.1
CONSUMER & HOMEMAKIN	9.	48	0.5	0.8
OCC HOME ECONOMICS	10.	17	0.2	0.3
OFFICE OCCUP	11.	309	3.0	4.9
TRADE AND INDUSTRY	12.	58	0.6	0.9
TECHNICAL OCCUPATION	13.	29	0.3	0.5
INDUSTRIAL ARTS	14.	131	1.3	2.1
OTHER BUSINESS	15.	288	2.8	4.6
CLASSICS	16.	10	0.1	0.2
DRAMA	17.	105	1.0	1.7
ENGLISH	18.	467	4.5	7.4
VISUAL ARTS	19.	75	0.7	1.2
LATIN OR GREEK	20.	54	0.5	0.9
FRENCH	21.	88	0.8	1.4
SPANISH	22.	105	1.0	1.7
GERMAN	23.	41	0.4	0.7
OTHER MODERN LANG	24.	19	0.2	0.3
MUSIC	25.	70	0.7	1.1
PHILOSOPHY	26.	6	0.1	0.1
RELIGION	27.	56	0.5	0.9
OTHER HUMANITIES	28.	115	1.1	1.8
GENERAL SCIENCE	29.	256	2.5	4.1
ARCHEOLOGY	30.	17	0.2	0.3
ASTRONOMY	31.	12	0.1	0.2
BIOLOGY	32.	180	1.7	2.9
CHEMISTRY	33.	134	1.3	2.1
GEOGRAPHY	34.	39	0.4	0.6
PHYSICS	35.	130	1.3	2.1
HEALTH	36.	62	0.6	1.0
OTHER SCIENCE	37.	168	1.6	2.7
AMER OR STATE HIST	38.	339	3.3	5.4
ANTHROPOLOGY	39.	17	0.2	0.3
ECONOMICS	40.	130	1.3	2.1
ETHNIC STUDIES	41.	17	0.2	0.3
GOVERNMENT	42.	151	1.5	2.4
WORLD HISTORY	43.	289	2.8	4.6
PSYCHOLOGY	44.	68	0.7	1.1
SOCIOLOGY	45.	73	0.7	1.2
CIVICS	46.	65	0.6	1.0
OTHER SOCIAL STUDIES	47.	144	1.4	2.3
GENERAL OR BUS MATH	48.	419	4.0	6.7
GEOMETRY, ALGEBRA, T	49.	460	4.4	7.3
ADVANCED MATH, CALCU	50.	200	1.9	3.2
COMPUTER PROGRAMMING	51.	164	1.6	2.6
ENGINEERING	52.	5	0.0	0.1
JOURNALISM, COMMUNIC	53.	154	1.5	2.5
NURSES TRAINING	55.	1	0.0	0.0
OTHER HEALTH	56.	2	0.0	0.0
LAW ENFORCE, CORRECT	57.	13	0.1	0.2
AGRICULTURE	58.	7	0.1	0.1
ARCHITECTURE	59.	17	0.2	0.3
LIBRARY SCIENCE	60.	8	0.1	0.1
OTHER	61.	56	0.5	0.9
MISSING	98.	777	7.5	MISSING
LEGIT SKIP	99.	3322	32.0	MISSING
	TOTAL	10370	100.0	100.0

T433 THIRD MOST FREQUENTLY TAUGHT COURSE

RECORD: 4 COLUMN: 39-40

What subject areas have you taught in the last four years? (WRITE IN SUBJECT; THEN ENTER THE APPROPRIATE SUBJECT CODE FROM LIST ON PAGE 11.) If you teach only one subject, enter 99 for second and third most frequently taught. If you teach only two subjects, enter 99 for the third.)
Third most frequently taught

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
GUIDANCE & COUNSELIN	1.	21	0.2	0.6
PHYSICAL EDUC	2.	93	0.9	2.5
READING EDUCATION	3.	42	0.4	1.1
SPECIAL EDUCATION	4.	58	0.6	1.6
SPEECH & HEARING THE	5.	6	0.1	0.2
AGRICULTURAL EDUC	6.	6	0.1	0.2
MARKETING & DIST EDU	7.	23	0.2	0.6
HEALTH OCCUPATION	8.	3	0.0	0.1
CONSUMER & HOMEMAKIN	9.	43	0.4	1.2
OCC HOME ECONOMICS	10.	23	0.2	0.6
OFFICE OCCUP	11.	193	1.9	5.2
TRADE AND INDUSTRY	12.	20	0.2	0.5
TECHNICAL OCCUPATION	13.	4	0.0	0.1
INDUSTRIAL ARTS	14.	60	0.6	1.6
OTHER BUSINESS	15.	192	1.9	5.2
CLASSICS	16.	10	0.1	0.3
DRAMA	17.	47	0.5	1.3
ENGLISH	18.	209	2.0	5.7
VISUAL ARTS	19.	48	0.5	1.3
LATIN OR GREEK	20.	33	0.3	0.9
FRENCH	21.	30	0.3	0.8
SPANISH	22.	38	0.4	1.0
GERMAN	23.	21	0.2	0.6
OTHER MODERN LANG	24.	12	0.1	0.3
MUSIC	25.	42	0.4	1.1
PHILOSOPHY	26.	7	0.1	0.2
RELIGION	27.	24	0.2	0.7
OTHER HUMANITIES	28.	63	0.6	1.7
GENERAL SCIENCE	29.	127	1.2	3.4
ARCHEOLOGY	30.	4	0.0	0.1
ASTRONOMY	31.	10	0.1	0.3
BIOLOGY	32.	65	0.6	1.8
CHEMISTRY	33.	74	0.7	2.0
GEOGRAPHY	34.	23	0.2	0.6
PHYSICS	35.	62	0.6	1.7
HEALTH	36.	53	0.5	1.4
OTHER SCIENCE	37.	128	1.2	3.5
AMER OR STATE HIST	38.	145	1.4	3.9
ANTHROPOLOGY	39.	7	0.1	0.2
ECONOMICS	40.	73	0.7	2.0
ETHNIC STUDIES	41.	25	0.2	0.7
GOVERNMENT	42.	118	1.1	3.2
WORLD HISTORY	43.	140	1.4	3.8
PSYCHOLOGY	44.	54	0.5	1.5
SOCIOLOGY	45.	65	0.6	1.8
CIVICS	46.	46	0.4	1.2
OTHER SOCIAL STUDIES	47.	142	1.4	3.9
GENERAL OR BUS MATH	48.	348	3.4	9.4
GEOMETRY, ALGEBRA, T	49.	229	2.2	6.2
ADVANCED MATH, CALCU	50.	108	1.0	2.9
COMPUTER PROGRAMMING	51.	133	1.3	3.6
ENGINEERING	52.	2	0.0	0.1
JOURNALISM, COMMUNIC	53.	54	0.5	1.5
MILITARY SCIENCE	54.	1	0.0	0.0
NURSES TRAINING	55.	1	0.0	0.0
OTHER HEALTH	56.	4	0.0	0.1
LAW ENFORCE, CORRECT	57.	5	0.0	0.1
AGRICULTURE	58.	2	0.0	0.1
ARCHITECTURE	59.	2	0.0	0.1
LIBRARY SCIENCE	60.	4	0.0	0.1
OTHER	61.	63	0.6	1.7
MISSING	98.	1809	17.4	MISSING
LEGIT SKIP	99.	4873	47.0	MISSING
	TOTAL	10370	100.0	100.0

T43A1 COLLEGE COURSES IN MOST FREQ T AREA

RECORD: 4 COLUMN: 41-42

About how many college courses have you taken in each of these subjects? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE AMERICAN HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES. IF UNSURE, GIVE YOUR BEST ESTIMATE.)
Number of college courses taken in your most frequently taught subject: (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	185	1.8	1.8
1-3 COURSES	2.	625	6.0	6.2
4-6 COURSES	3.	915	8.8	9.0
7-9 COURSES	4.	977	9.4	9.6
10-12 COURSES	5.	1348	13.0	13.3
13-15 COURSES	6.	1296	12.5	12.8
16-20 COURSES	7.	1335	12.9	13.2
21 OR MORE COURSES	8.	3454	33.3	34.1
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	233	2.2	MISSING
	TOTAL	10370	100.0	100.0

T43A2 COLLEGE COURSES IN 2ND FREQ T AREA

RECORD: 4 COLUMN: 43-44

REFER TO QUESTION T43A1
Number of college courses taken in your second most frequently taught subject: (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	278	2.7	4.7
1-3 COURSES	2.	1047	10.1	17.7
4-6 COURSES	3.	1167	11.3	19.7
7-9 COURSES	4.	796	7.7	13.5
10-12 COURSES	5.	805	7.8	13.6
13-15 COURSES	6.	517	5.0	8.7
16-20 COURSES	7.	461	4.4	7.8
21 OR MORE COURSES	8.	838	8.1	14.2
MISSING	98.	1139	11.0	MISSING
LEGIT SKIP	99.	3322	32.0	MISSING
	TOTAL	10370	100.0	100.0

T43A3 COLLEGE COURSES IN 3RD FREQ T AREA

RECORD: 4 COLUMN: 45-46

REFER TO QUESTION T43A1
Number of college courses taken in your third most frequently taught subject: (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	283	2.7	8.3
1-3 COURSES	2.	871	8.4	25.5
4-6 COURSES	3.	730	7.0	21.4
7-9 COURSES	4.	438	4.2	12.8
10-12 COURSES	5.	345	3.3	10.1
13-15 COURSES	6.	220	2.1	6.4
16-20 COURSES	7.	193	1.9	5.6
21 OR MORE COURSES	8.	336	3.2	9.8
MISSING	98.	2081	20.1	MISSING
LEGIT SKIP	99.	4873	47.0	MISSING
	TOTAL	10370	100.0	100.0

T44 HAVE STATE CERT FOR ALL COURSES TAUGHT

RECORD: 4 COLUMN: 47

Do you have state certification to teach all of the subject areas you teach? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	9035	87.1	88.5
NO, NEED SUB COUR	2.	378	3.6	3.7
NO, NEED EDUC COUR	3.	168	1.6	1.6
NO, OTHER REASON	4.	627	6.0	6.1
MULTIPLE RESPONSE	6.	3	0.0	MISSING
MISSING	8.	159	1.5	MISSING
	TOTAL	10370	100.0	100.0

T45 HAVE TENURE OF EQUIVOLENT

RECORD: 4 COLUMN: 48

Do you have tenure or its equivalent in your school? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	7463	72.0	73.4
NO	2.	1568	15.1	15.4
NOT OFFERED AT SCH	3.	1134	10.9	11.2
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	204	2.0	MISSING
	TOTAL	10370	100.0	100.0

T46 RESPONDENT'S ANNUAL SALARY BEFORE TAXES

RECORD: 4 COLUMN: 49-50

What is your annual salary from your school before taxes? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
UNDER $10,000	1.	221	2.1	2.2
$10,000-$14,999	2.	1027	9.9	10.2
$15,000-$19,999	3.	2811	27.1	27.8
$20,000-$24,999	4.	2679	25.8	26.5
$25,000-$29,999	5.	1962	18.9	19.4
$30,000-$34,999	6.	1215	11.7	12.0
$35,000-$39,999	7.	164	1.6	1.6
$40,000 OR MORE	8.	35	0.3	0.3
MISSING	98.	256	2.5	MISSING
	TOTAL	10370	100.0	100.0

T47 RESPONDENT TEACHES VOCATIONAL EDUC COUR

RECORD: 4 COLUMN: 51

Do you teach vocational courses?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	1554	15.0	15.4
NO	2.	8536	82.3	84.6
MISSING	8.	280	2.7	MISSING
	TOTAL	10370	100.0	100.0

T48A PCT TIME PRACTICING VOC SKILLS

RECORD: 4 COLUMN: 52-53

In your vocational classes, what is your best estimate of the percentage of classwork and homework time spent by students in each of the following learning activities? (WRITE IN PERCENT AND THEN, AFTER CHECKING THAT PERCENTAGES ADD TO 100%, MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, ENTER "0.")
Practicing specific vocational skills (e.g., typing, welding, auto repair, wood working)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	102	1.0	6.9
1-2%	2.	22	0.2	1.5
3-5%	3.	25	0.2	1.7
6-10%	4.	42	0.4	2.9
11-15%	5.	26	0.3	1.8
16-20%	6.	54	0.5	3.7
21-30%	7.	97	0.9	6.6
31-40%	8.	88	0.8	6.0
41-50%	9.	189	1.8	12.9
51-60%	10.	179	1.7	12.2
61-70%	11.	187	1.8	12.7
71-80%	12.	218	2.1	14.8
81-90%	13.	157	1.5	10.7
91-100%	14.	84	0.8	5.7
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	361	3.5	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T48B PCT TIME WATCHING A.V. MATERIALS

RECORD: 4 COLUMN: 54-55

REFER TO QUESTION T48A
Watching audiovisual materials (filmstrips, movies, etc.)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	268	2.6	18.8
1-2%	2.	333	3.2	23.3
3-5%	3.	459	4.4	32.2
6-10%	4.	253	2.4	17.7
11-15%	5.	49	0.5	3.4
16-20%	6.	38	0.4	2.7
21-30%	7.	13	0.1	0.9
31-40%	8.	5	0.0	0.4
41-50%	9.	2	0.0	0.1
51-60%	10.	1	0.0	0.1
61-70%	11.	1	0.0	0.1
71-80%	12.	1	0.0	0.1
81-90%	13.	2	0.0	0.1
91-100%	14.	2	0.0	0.1
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	405	3.9	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T48C PCT TIME LISTENING TO CLASS PRESENTATION

RECORD: 4 COLUMN: 56-57

REFER TO QUESTION T48A
Listening to lectures or other class presentations and class discussions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	43	0.4	2.9
1-2%	2.	79	0.8	5.4
3-5%	3.	220	2.1	15.0
6-10%	4.	364	3.5	24.8
11-15%	5.	169	1.6	11.5
16-20%	6.	208	2.0	14.2
21-30%	7.	193	1.9	13.2
31-40%	8.	78	0.8	5.3
41-50%	9.	59	0.6	4.0
51-60%	10.	24	0.2	1.6
61-70%	11.	13	0.1	0.9
71-80%	12.	8	0.1	0.5
81-90%	13.	3	0.0	0.2
91-100%	14.	5	0.0	0.3
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	367	3.5	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T48D PCT TIME APPLYING MATH SKILLS

RECORD: 4 COLUMN: 58-59

REFER TO QUESTION T48A
Applying math skills to practical problems (including math in workbooks)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	167	1.6	11.6
1-2%	2.	188	1.8	13.1
3-5%	3.	403	3.9	28.0
6-10%	4.	354	3.4	24.6
11-15%	5.	98	0.9	6.8
16-20%	6.	91	0.9	6.3
21-30%	7.	67	0.6	4.7
31-40%	8.	19	0.2	1.3
41-50%	9.	23	0.2	1.6
51-60%	10.	13	0.1	0.9
61-70%	11.	4	0.0	0.3
71-80%	12.	5	0.0	0.3
81-90%	13.	3	0.0	0.2
91-100%	14.	4	0.0	0.3
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	393	3.8	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T48E PCT TIME READING RELATED MATERIAL

RECORD: 4 COLUMN: 60-61

REFER TO QUESTION T48A
Reading related material in books, manuals or workbooks and/or writing answers in workbooks and quizzes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	103	1.0	7.1
1-2%	2.	107	1.0	7.4
3-5%	3.	311	3.0	21.5
6-10%	4.	396	3.8	27.4
11-15%	5.	136	1.3	9.4
16-20%	6.	174	1.7	12.0
21-30%	7.	110	1.1	7.6
31-40%	8.	43	0.4	3.0
41-50%	9.	31	0.3	2.1
51-60%	10.	9	0.1	0.6
61-70%	11.	9	0.1	0.6
71-80%	12.	4	0.0	0.3
81-90%	13.	8	0.1	0.6
91-100%	14.	6	0.1	0.4
MISSING	98.	387	3.7	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T48F PCT TIME WRITING ESSAYS OR THEMES

RECORD: 4 COLUMN: 62-63

REFER TO QUESTION T48A
Writing essays or themes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	714	6.9	55.2
1-2%	2.	196	1.9	15.1
3-5%	3.	228	2.2	17.6
6-10%	4.	115	1.1	8.9
11-15%	5.	14	0.1	1.1
16-20%	6.	11	0.1	0.9
21-30%	7.	6	0.1	0.5
31-40%	8.	4	0.0	0.3
41-50%	9.	1	0.0	0.1
81-90%	13.	2	0.0	0.2
91-100%	14.	3	0.0	0.2
MISSING	98.	540	5.2	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T48G PCT IN OTHER ACTIVITIES

RECORD: 4 COLUMN: 64-65

REFER TO QUESTION T48A
Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	478	4.6	71.3
1-2%	2.	27	0.3	4.0
3-5%	3.	41	0.4	6.1
6-10%	4.	35	0.3	5.2
11-15%	5.	24	0.2	3.6
16-20%	6.	17	0.2	2.5
21-30%	7.	6	0.1	0.9
31-40%	8.	9	0.1	1.3
41-50%	9.	6	0.1	0.9
51-60%	10.	3	0.0	0.4
61-70%	11.	2	0.0	0.3
71-80%	12.	5	0.0	0.7
81-90%	13.	4	0.0	0.6
91-100%	14.	13	0.1	1.9
MISSING	98.	1164	11.2	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T49A PCT TIME LEARNING TO FIND JOB

RECORD: 4 COLUMN: 66-67

About what percentage of your vocational class time is spent on each of the following objectives? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE. IF UNSURE, GIVE YOUR BEST ESTIMATE. RESPONSES NEED NOT ADD UP TO 100%. IF NONE, MARK "0".)
Learning how to find a job (e.g., complete a job application, self-presentation in a job interview, job search techniques)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	161	1.6	10.6
1-2%	2.	237	2.3	15.6
3-5%	3.	336	3.2	22.1
6-10%	4.	310	3.0	20.4
11-15%	5.	103	1.0	6.8
16-20%	6.	113	1.1	7.4
21-30%	7.	109	1.1	7.2
31-40%	8.	61	0.6	4.0
41-50%	9.	47	0.5	3.1
51-60%	10.	12	0.1	0.8
61-70%	11.	6	0.1	0.4
71-80%	12.	9	0.1	0.6
81-90%	13.	6	0.1	0.4
91-100%	14.	11	0.1	0.7
MISSING	98.	313	3.0	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T49B PCT TIME LEARNING EMPLOYER EXPECTATIONS

RECORD: 4 COLUMN: 68-69

REFER TO QUESTION T49A
Learning about employer expectations for behavior on the job

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	69	0.7	4.5
1-2%	2.	183	1.8	12.0
3-5%	3.	310	3.0	20.4
6-10%	4.	317	3.1	20.9
11-15%	5.	117	1.1	7.7
16-20%	6.	154	1.5	10.1
21-30%	7.	119	1.1	7.8
31-40%	8.	82	0.8	5.4
41-50%	9.	56	0.5	3.7
51-60%	10.	36	0.3	2.4
61-70%	11.	12	0.1	0.8
71-80%	12.	31	0.3	2.0
81-90%	13.	16	0.2	1.1
91-100%	14.	18	0.2	1.2
MISSING	98.	314	3.0	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T49C PCT TIME PLANNING CAREER, OCC EXPLORATIO

RECORD: 4 COLUMN: 70-71

REFER TO QUESTION T49A
Career planning, occupational exploration

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	85	0.8	5.6
1-2%	2.	217	2.1	14.3
3-5%	3.	329	3.2	21.7
6-10%	4.	321	3.1	21.2
11-15%	5.	103	1.0	6.8
16-20%	6.	150	1.4	9.9
21-30%	7.	103	1.0	6.8
31-40%	8.	71	0.7	4.7
41-50%	9.	43	0.4	2.8
51-60%	10.	27	0.3	1.8
61-70%	11.	11	0.1	0.7
71-80%	12.	18	0.2	1.2
81-90%	13.	18	0.2	1.2
91-100%	14.	17	0.2	1.1
MISSING	98.	321	3.1	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T50A FIND JOBS - SCH JOB PLACEMENT SER RESPON

RECORD: 4 COLUMN: 72-73

Rank the degree of responsibility each of the following has to find training-related jobs for students in your specialty area. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with most responsibility, a "2" beside the option with the second most important responsibility, and so on through "6" for the option with the least responsibility. Enter "9" beside any item that does not apply to your school. (WRITE IN RANK AND THEN MARK THE CORRESPONDING CIRCLES TO THE RIGHT OF EACH. DO NOT DUPLICATE RANKING.)
School job placement service

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST RESPONSIBILITY	1.	138	1.3	16.2
	2.	168	1.6	19.7
	3.	173	1.7	20.3
	4.	136	1.3	16.0
	5.	83	0.8	9.7
LEAST RESPONSIBILITY	6.	154	1.5	18.1
MULTIPLE RESPONSE	96.	1	0.0	MISSING
MISSING	98.	446	4.3	MISSING
LEGIT SKIP	99.	9071	87.5	MISSING
	TOTAL	10370	100.0	100.0

T50B FIND JOBS - PUBLIC EMPLOYMENT SER RESPON

RECORD: 4 COLUMN: 74-75

REFER TO QUESTION T50A
Public employment service

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST RESPONSIBILITY	1.	65	0.6	5.9
	2.	235	2.3	21.2
	3.	218	2.1	19.7
	4.	236	2.3	21.3
	5.	217	2.1	19.6
LEAST RESPONSIBILITY	6.	137	1.3	12.4
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	455	4.4	MISSING
LEGIT SKIP	99.	8805	84.9	MISSING
	TOTAL	10370	100.0	100.0

T50C FIND JOBS - RESPONDENT RESPONSIBILITY

RECORD: 4 COLUMN: 76-77

REFER TO QUESTION T50A
Myself

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST RESPONSIBILITY	1.	267	2.6	21.3
	2.	300	2.9	23.9
	3.	242	2.3	19.3
	4.	223	2.2	17.8
	5.	144	1.4	11.5
LEAST RESPONSIBILITY	6.	80	0.8	6.4
MULTIPLE RESPONSE	96.	5	0.0	MISSING
MISSING	98.	423	4.1	MISSING
LEGIT SKIP	99.	8686	83.8	MISSING
	TOTAL	10370	100.0	100.0

T50D FIND JOBS - OTHER TEACHERS IN SCH RESPON

RECORD: 4 COLUMN: 78-79

REFER TO QUESTION T50A
Other teacher in your school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST RESPONSIBILITY	1.	93	0.9	8.4
	2.	147	1.4	13.0
	3.	181	1.7	15.9
	4.	218	2.1	19.2
	5.	236	2.3	20.8
LEAST RESPONSIBILITY	6.	258	2.5	22.7
MULTIPLE RESPONSE	96.	7	0.1	MISSING
MISSING	98.	453	4.4	MISSING
LEGIT SKIP	99.	8775	84.6	MISSING
	TOTAL	10370	100.0	100.0

T50E FIND JOBS - GUIDANCE STAFF RESPONSIBILIT

RECORD: 4 COLUMN: 80 +
RECORD: 5 COLUMN: 1

REFER TO QUESTION T50A
Guidance staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST RESPONSIBILITY	1.	79	0.8	6.6
	2.	209	2.0	17.5
	3.	286	2.8	23.9
	4.	265	2.6	22.1
	5.	213	2.1	17.8
LEAST RESPONSIBILITY	6.	145	1.4	12.1
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	440	4.2	MISSING
LEGIT SKIP	99.	8730	84.2	MISSING
	TOTAL	10370	100.0	100.0

T50F FIND JOBS - STUDENT RESPONSIBILITY

RECORD: 5 COLUMN: 2-3

REFER TO QUESTION T50A
Student

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST RESPONSIBILITY	1.	785	7.6	57.4
	2.	249	2.4	18.2
	3.	127	1.2	9.3
	4.	83	0.8	6.1
	5.	66	0.6	4.8
LEAST RESPONSIBILITY	6.	57	0.5	4.2
MULTIPLE RESPONSE	96.	3	0.0	MISSING
MISSING	98.	413	4.0	MISSING
LEGIT SKIP	99.	8587	82.8	MISSING
	TOTAL	10370	100.0	100.0

T51 YEARS RESPONDENT WORK AT NONTEACHING JOB

RECORD: 5 COLUMN: 4-5

Not counting part-time work or summer employment while you were a student, how many years have you worked in a nonteaching job? (IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, MARK "0.")

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ZERO	1.	262	2.5	17.2
1	2.	110	1.1	7.2
2	3.	161	1.6	10.6
3	4.	121	1.2	7.9
4	5.	132	1.3	8.7
5	6.	132	1.3	8.7
6-8	7.	209	2.0	13.7
9-12	8.	161	1.6	10.6
13-20	9.	135	1.3	8.9
21 OR MORE	10.	100	1.0	6.6
MISSING	98.	311	3.0	MISSING
LEGIT SKIP	99.	8536	82.3	MISSING
	TOTAL	10370	100.0	100.0

T521 R HAD SUPER POSITION AT NONTEACHING JOB

RECORD: 5 COLUMN: 6

Did you hold a supervisory position for any of the non-teaching work you did?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO	1.	642	6.2	50.8
YES	2.	623	6.0	49.2
MISSING	8.	307	3.0	MISSING
NOT APPLICABLE	9.	8798	84.8	MISSING
	TOTAL	10370	100.0	100.0

T522 YEARS IN SUPER POSITION AT NONTEACH JOB

RECORD: 5 COLUMN: 7-8

IF YES
For how many years? (IF LESS THAN ONE YEAR, MARK "1." OTHERWISE ROUND TO NEAREST YEAR.)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1	1.	119	1.1	19.3
2	2.	136	1.3	22.1
3	3.	81	0.8	13.2
4	4.	45	0.4	7.3
5	5.	47	0.5	7.6
6-8	6.	71	0.7	11.5
9-12	7.	51	0.5	8.3
13-20	8.	53	0.5	8.6
21 OR MORE	9.	12	0.1	2.0
MULTIPLE RESPONSE	96.	2	0.0	MISSING
MISSING	98.	313	3.0	MISSING
LEGIT SKIP	99.	9440	91.0	MISSING
	TOTAL	10370	100.0	100.0

T53 HOW CLOSE NONTEACH JOB TO TEACH AREA

RECORD: 5 COLUMN: 9

How closely related was your nonteaching work to your current teaching? (MARK ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
VERY CLOSELY RELATED	1.	732	7.1	59.1
SOMEWHAT RELATED	2.	347	3.3	28.0
NO RELATIONSHIP	3.	159	1.5	12.8
MULTIPLE RESPONSE	6.	1	0.0	MISSING
MISSING	8.	333	3.2	MISSING
NOT APPLICABLE	9.	8798	84.8	MISSING
	TOTAL	10370	100.0	100.0

CODEBOOK FOR GUIDANCE QUESTIONNAIRE

Each of the questionnaire data files except the teacher file has the same overall format. The questionnaire data begin in column 8 and are preceded by identifiers. These identification factors are:

Column	Description
1-4	A random number which identifies the school and is used in all High School and Beyond data sets.
5-6	All records coded the same as follows: principals - 31 guidance heads - 32 vocational education heads - 33
7	The letter R in all data sets and records

The record number is in columns 79-80 of each record.

Note: Some items stored as continuous variables in the data file and the data tape codebook were collapsed for display in this user's manual.

GMON MONTH

RECORD: 1 COLUMN: 8-9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MARCH RESPONSE	3	215	53.7	59.9
APRIL RESPONSE	4	83	20.7	23.1
MAY RESPONSE	5	45	11.2	12.5
JUNE RESPONSE	6	14	3.5	3.9
JULY RESPONSE	7	2	.5	.6
RESPONSE OMISSION	98	41	10.2	MISSING
TOTAL		400	100.0	100.0

GDAY DAY

RECORD: 1 COLUMN: 10-11

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
(DAY FROM 1-31)	1	348	87.0	100.0
UNCODABLE	97	6	1.5	MISSING
RESPONSE OMISSION	98	46	11.5	MISSING
TOTAL		400	100.0	100.0

G01 MOST IMPORTANT GUID PROG DECISIONS

RECORD: 1 COLUMN: 12

Who do you think makes the most important decisions about the guidance program? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ADMINISTRATORS	1.	127	31.7	32.7
HEAD OF GUID DEPT	2.	94	23.5	24.2
PROF GUID STAFF	3.	129	32.2	33.2
SUBGROUP-GUID STAFF	4.	6	1.5	1.5
COMMITTEES	5.	26	6.5	6.7
MULTIPLE RESPONSE	6.	6	1.5	1.5
RESPONSE OMISSION	8.	10	2.5	MISSING
	9.	2	0.5	MISSING
TOTAL		400	100.0	100.0

G02A PREPARATION FOR WORK ROLES, RANK OF 4

RECORD: 1 COLUMN: 13

Please rank the extent to which the following goals are currently emphasized by the guidance program in your school.
a. Help students plan and prepare for their work roles after high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	29	7.2	7.5
SECOND	2.	54	13.5	14.0
THIRD	3.	118	29.5	30.6
FOURTH	4.	185	46.2	47.9
UNCODABLE	7.	3	0.7	MISSING
RESPONSE OMISSION	8.	8	2.0	MISSING
NOT APPLICABLE	9.	3	0.7	MISSING
TOTAL		400	100.0	100.0

G02B PERSONAL GROWTH & DEVELOPMENT, RANK OF 4

RECORD: 1 COLUMN: 14

Please rank the extent to which the following goals are currently emphasized by the guidance program in your school.
b. Help students with personal growth and development

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	86	21.5	22.2
SECOND	2.	95	23.7	24.5
THIRD	3.	94	23.5	24.3
FOURTH	4.	112	28.0	28.9
UNCODABLE	7.	2	0.5	MISSING
RESPONSE OMISSION	8.	9	2.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
TOTAL		400	100.0	100.0

G02C POSTSECONDARY SCHOOLING, RANK OF 4

RECORD: 1 COLUMN: 15

Please rank the extent to which the following goals are currently emphasized by the guidance program in your school.
c. Help students plan and prepare for postsecondary schooling

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	94	23.5	24.4
SECOND	2.	143	35.7	37.0
THIRD	3.	103	25.7	26.7
FOURTH	4.	46	11.5	11.9
UNCODABLE	7.	3	0.7	MISSING
RESPONSE OMISSION	8.	8	2.0	MISSING
NOT APPLICABLE	9.	3	0.7	MISSING
TOTAL		400	100.0	100.0

G02D IMPROVING ACADEMIC ACHVMENT, RANK OF 4

RECORD: 1 COLUMN: 16

Please rank the extent to which the following goals are currently emphasized by the guidance program in your school.
d. Help students with their academic achievement in high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	177	44.2	45.7
SECOND	2.	95	23.7	24.5
THIRD	3.	72	18.0	18.6
FOURTH	4.	43	10.7	11.1
UNCODABLE	7.	2	0.5	MISSING
RESPONSE OMISSION	8.	9	2.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
TOTAL		400	100.0	100.0

G03A1 GUIDANCE STAFF--WORK ROLES AFTER H.S.

RECORD: 1 COLUMN: 17

Please rank the extent to which (a) the counselors and professional guidance staff (including yourself), (b) school administrators, (c) teachers, and (d) parents would like to have the guidance program emphasize each of the following goals. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS WITHIN EACH COLUMN)

a. Help students plan and prepare for their work roles after high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	27	6.7	7.9
SECOND	2.	48	12.0	14.1
THIRD	3.	93	23.2	27.4
FOURTH	4.	172	43.0	50.6
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	14	3.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03B1 GUIDANCE STAFF--PERS. GROWTH & DEV.

RECORD: 1 COLUMN: 18

REFER TO QUESTION G03A1

b. Help students with personal growth and development

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	172	43.0	50.6
SECOND	2.	72	18.0	21.2
THIRD	3.	52	13.0	15.3
FOURTH	4.	44	11.0	12.9
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	14	3.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03C1 GUIDANCE STAFF--POSTSEC. SCHOOLING

RECORD: 1 COLUMN: 19

REFER TO QUESTION G03A1

c. Help students plan and prepare for postsecondary schooling

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	39	9.7	11.4
SECOND	2.	97	24.2	28.4
THIRD	3.	134	33.5	39.3
FOURTH	4.	71	17.7	20.8
UNCODABLE	7.	43	10.7	MISSING
RESPONSE OMISSION	8.	14	3.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03D1 GUIDANCE STAFF--ACHVMENT IN COURSES

RECORD: 1 COLUMN: 20

REFER TO QUESTION G03A1

d. Help students improve their achievement in high school courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	103	25.7	30.4
SECOND	2.	124	31.0	36.6
THIRD	3.	60	15.0	17.7
FOURTH	4.	52	13.0	15.3
UNCODABLE	7.	45	11.2	MISSING
RESPONSE OMISSION	8.	14	3.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03A2 ADMINISTRATORS--WORK ROLES AFTER H.S.

RECORD: 1 COLUMN: 21

REFER TO QUESTION G03A1

a. Help students plan and prepare for their work roles after high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	22	5.5	6.8
SECOND	2.	40	10.0	12.4
THIRD	3.	109	27.2	33.9
FOURTH	4.	151	37.7	46.9
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	32	8.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03B2 ADMINISTRATORS--PERS. GROWTH & DEV.

RECORD: 1 COLUMN: 22

REFER TO QUESTION G03A1

b. Help students with personal growth and development

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	76	19.0	23.6
SECOND	2.	80	20.0	24.8
THIRD	3.	68	17.0	21.1
FOURTH	4.	98	24.5	30.4
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	32	8.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03C2 ADMINISTRATORS--POSTSEC. SCHOOLING

RECORD: 1 COLUMN: 23

REFER TO QUESTION G03A1

c. Help students plan and prepare for postsecondary schooling

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	45	11.2	14.0
SECOND	2.	109	27.2	34.0
THIRD	3.	111	27.7	34.6
FOURTH	4.	56	14.0	17.4
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	33	8.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03D2 ADMINISTRATORS--ACHVMENT IN COURSES

RECORD: 1 COLUMN: 24

REFER TO QUESTION G03A1

d. Help students improve their achievement in high school courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	180	45.0	56.1
SECOND	2.	92	23.0	28.7
THIRD	3.	33	8.2	10.3
FOURTH	4.	16	4.0	5.0
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	33	8.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03A3 TEACHERS--WORK ROLES AFTER H.S.

RECORD: 1 COLUMN: 25

REFER TO QUESTION G03A1
a. Help students plan and prepare for their work roles after high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	14	3.5	4.4
SECOND	2.	24	6.0	7.5
THIRD	3.	98	24.5	30.6
FOURTH	4.	184	46.0	57.5
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	34	8.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03A4 PARENTS--WORK ROLES AFTER H.S.

RECORD: 1 COLUMN: 29

REFER TO QUESTION G03A1
a. Help students plan and prepare for their work roles after high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	47	11.7	14.7
SECOND	2.	53	13.2	16.6
THIRD	3.	87	21.7	27.2
FOURTH	4.	133	33.2	41.6
UNCODABLE	7.	43	10.7	MISSING
RESPONSE OMISSION	8.	35	8.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03B3 TEACHERS--PERS. GROWTH & DEV.

RECORD: 1 COLUMN: 26

REFER TO QUESTION G03A1
b. Help students with personal growth and development

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	45	11.2	13.9
SECOND	2.	132	33.0	40.9
THIRD	3.	71	17.7	22.0
FOURTH	4.	75	18.8	23.2
UNCODABLE	7.	43	10.7	MISSING
RESPONSE OMISSION	8.	32	8.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03B4 PARENTS--PERS. GROWTH & DEV.

RECORD: 1 COLUMN: 30

REFER TO QUESTION G03A1
b. Help students with personal growth and development

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	68	17.0	21.3
SECOND	2.	78	19.5	24.5
THIRD	3.	71	17.7	22.3
FOURTH	4.	102	25.5	32.0
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	35	8.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03C3 TEACHERS--POSTSEC. SCHOOLING

RECORD: 1 COLUMN: 27

REFER TO QUESTION G03A1
c. Help students plan and prepare for postsecondary schooling

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	11	2.7	3.4
SECOND	2.	113	28.2	35.3
THIRD	3.	139	34.7	43.4
FOURTH	4.	57	14.2	17.8
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	34	8.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03C4 PARENTS--POSTSEC. SCHOOLING

RECORD: 1 COLUMN: 31

REFER TO QUESTION G03A1
c. Help students plan and prepare for postsecondary schooling

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	71	17.7	22.2
SECOND	2.	85	21.2	26.6
THIRD	3.	106	26.5	33.1
FOURTH	4.	58	14.5	18.1
UNCODABLE	7.	44	11.0	MISSING
RESPONSE OMISSION	8.	34	8.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03D3 TEACHERS--ACHIEVEMENT IN COURSES

RECORD: 1 COLUMN: 28

REFER TO QUESTION G03A1
d. Help students improve their achievement in high school courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	253	63.2	78.3
SECOND	2.	54	13.5	16.7
THIRD	3.	12	3.0	3.7
FOURTH	4.	4	1.0	1.2
UNCODABLE	7.	43	10.7	MISSING
RESPONSE OMISSION	8.	32	8.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G03D4 PARENTS--ACHIEVEMENT IN COURSES

RECORD: 1 COLUMN: 32

REFER TO QUESTION G03A1
d. Help students improve their achievement in high school courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
FIRST	1.	135	33.7	42.2
SECOND	2.	103	25.7	32.2
THIRD	3.	56	14.0	17.5
FOURTH	4.	26	6.5	8.1
UNCODABLE	7.	43	10.7	MISSING
RESPONSE OMISSION	8.	35	8.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G04 % OF PARENTS MEETING WITH COUNSELORS

RECORD: 1 COLUMN: 33-34

In a typical school year, about what percentage of the parents of students in your school meet with counselors to confer about career decisions of their child? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	7	1.7	1.8
1-3%	2.	44	11.0	11.5
4-6%	3.	76	19.0	19.9
7-10 %	4.	92	23.0	24.1
11-20%	5.	66	16.5	17.3
21-30%	6.	45	11.2	11.8
31% OR MORE	7.	51	12.7	13.4
NOT CODABLE	97.	1	0.2	MISSING
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G05A % TIME FOR CHOICE & SCHEDULING OF COURSE

RECORD: 1 COLUMN: 35

For the entire school year, what percentage of time do all of your school's professional guidance staff spend delivering guidance services to 11th and 12th grade students in the areas listed below. (CIRCLE ONE FOR EACH ITEM. IF UNSURE, GIVE BEST ESTIMATE)

a. Choice and scheduling of high school course

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-14%	1.	73	18.2	18.6
15-29%	2.	155	38.7	39.5
30-49%	3.	100	25.0	25.5
50% OR MORE	4.	63	15.7	16.1
DON'T KNOW	8.	1	0.2	0.3
RESPONSE OMISSION	5.	6	1.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G05B % TIME FOR POSTSEC ADMISSNS & SELCTIONS

RECORD: 1 COLUMN: 36

REFER TO QUESTION G05A
b. Postsecondary education admissions and selections

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-14%	1.	54	13.5	13.7
15-29%	2.	154	38.5	39.2
30-49%	3.	117	29.2	29.8
50% OR MORE	4.	66	16.5	16.8
MULTIPLE RESPONSE	6.	1	0.2	0.3
DON'T KNOW	8.	1	0.2	0.3
RESPONSE OMISSION	5.	5	1.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G05C % TIME FOR CAREER PLANNING

RECORD: 1 COLUMN: 37

REFER TO QUESTION G05A
c. Occupational choice and career planning

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-14%	1.	119	29.7	30.6
15-29%	2.	170	42.5	43.7
30-49%	3.	73	18.2	18.8
50% OR MORE	4.	24	6.0	6.2
DON'T KNOW	8.	3	0.7	0.8
RESPONSE OMISSION	5.	9	2.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G05D % TIME FOR JOB PLCMENT & SKILL DEV

RECORD: 1 COLUMN: 38

REFER TO QUESTION G05A
d. Job placement and employability skill development

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-14%	1.	288	72.0	73.7
15-29%	2.	72	18.0	18.4
30-49%	3.	16	4.0	4.1
50% OR MORE	4.	7	1.7	1.8
DON'T KNOW	8.	8	2.0	2.0
RESPONSE OMISSION	5.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G05E % TIME SPENT: STUDENT ATTENDANCE, ETC

RECORD: 1 COLUMN: 39

REFER TO QUESTION G05A
e. Students' attendance, discipline and other school and personal problems

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-14%	1.	124	31.0	31.8
15-29%	2.	135	33.7	34.6
30-49%	3.	85	21.2	21.8
50% OR MORE	4.	46	11.5	11.8
RESPONSE OMISSION	5.	8	2.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06A HALL, BUS, HOMEROOM DUTY, % TIME

RECORD: 1 COLUMN: 40-42

Over the course of the year, on the average about what percentage of time of the professional guidance/counseling staff is spent in each of the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE BEST ESTIMATE. IF NONE ENTER "000")

a. Hall duty, study hall, homeroom, lunchroom duty, bus duty or disciplining students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	188	47.0	47.8
1-4%	2.	76	19.0	19.3
5-9%	3.	64	16.0	16.3
10-29%	4.	55	13.7	14.0
30-100%	5.	10	2.5	2.5
RESPONSE OMISSION	998.	5	1.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06B NONGUIDANCE ADMIN DUTIES, % TIME

RECORD: 1 COLUMN: 43-45

REFER TO QUESTION G06A
b. Nonguidance administrative duties

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	99	24.7	25.3
1-4%	2.	58	14.5	14.8
5-9%	3.	77	19.2	19.7
10-19%	4.	83	21.2	21.7
20-32%	5.	56	14.0	14.3
33-60%	6.	16	4.0	4.1
RESPONSE OMISSION	998.	7	1.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06C TEACHING NON-GUIDANCE CLASSES, % TIME

RECORD: 1 COLUMN: 46-48

REFER TO QUESTION G06A
c. Teaching classes (nonguidance related)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	295	73.7	74.9
1-10%	2.	61	15.2	15.5
11-65%	3.	38	9.5	9.6
66-100%	4.	0	0.0	0.0
RESPONSE OMISSION	998.	4	1.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06D TEACHING GUIDANCE REL. COURSES, % TIME

RECORD: 1 COLUMN: 49-51

REFER TO QUESTION G06A
d. Teaching guidance related courses or units

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	164	41.0	41.9
1-5%	2.	145	36.2	37.1
6-11%	3.	40	10.0	10.2
12-21%	4.	26	6.5	6.6
22-100%	5.	16	4.0	4.1
RESPONSE OMISSION	998.	7	1.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06E PLANNING, ADMIN & INTERP.TESTS, % TIME

RECORD: 1 COLUMN: 52-54

REFER TO QUESTION G06A
e. Planning, administering, and interpreting tests

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-4%	1.	59	14.7	15.1
5-9%	2.	122	30.5	31.2
10-19%	3.	148	37.0	37.9
20-50%	4.	62	15.5	15.9
RESPONSE OMISSION	998.	7	1.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06F INDIV COUNSELING-NOT TEST REL., % TIME

RECORD: 1 COLUMN: 55-57

REFER TO QUESTION G06A
f. Individual counseling (not test related)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-4%	1.	6	1.5	1.5
5-9%	2.	14	3.5	3.6
10-19%	3.	57	14.2	14.6
20-24%	4.	42	10.5	10.8
25-29%	5.	41	10.2	10.5
30-39%	6.	70	17.5	17.9
40-49%	7.	58	14.5	14.9
50-100%	8.	102	25.5	26.2
RESPONSE OMISSION	998.	8	2.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06G GROUP COUNSELING-NOT TEST REL., % TIME

RECORD: 1 COLUMN: 58-60

REFER TO QUESTION G06A
g. Providing group guidance or counseling (not test related)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-4%	1.	79	19.7	20.4
5-9%	2.	114	28.5	29.5
10-14%	3.	101	25.2	26.1
15-19%	4.	25	6.3	6.5
20-90%	5.	68	17.0	17.6
RESPONSE OMISSION	998.	11	2.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06H CONFER WITH TEACHERS ABOUT GUID, % TIME

RECORD: 1 COLUMN: 61-63

REFER TO QUESTION G06A
h. Conferring with teachers about the guidance program

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-1%	1.	93	23.2	24.0
2-4%	2.	88	22.0	22.7
5-9%	3.	124	31.0	32.0
10-14%	4.	48	12.0	12.4
15-29%	5.	23	5.7	5.9
30-40%	6.	11	2.7	2.8
RESPONSE OMISSION	998.	11	2.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06I CONFER WITH TCHERS ABOUT STDNTS, % TIME

RECORD: 1 COLUMN: 64-66

REFER TO QUESTION G06A
i. Conferring with teachers about individual students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-4%	1.	51	12.7	13.2
5-9%	2.	113	28.2	29.3
10-14%	3.	117	29.2	30.3
15-29%	4.	76	19.0	19.7
30-60%	5.	29	7.2	7.5
RESPONSE OMISSION	998.	12	3.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06J DIRECTING EXTRACURR. ACTIVITIES, % TIME

RECORD: 1 COLUMN: 67-69

REFER TO QUESTION G06A
j. Directing extracurricular activities

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	190	47.5	49.2
1%	2.	43	10.7	11.1
2-4%	3.	50	12.5	13.0
5-13%	4.	88	22.0	22.8
14-50%	5.	15	3.7	3.9
RESPONSE OMISSION	998.	12	3.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06K DIRECTING CAREER GUID ACTVTIES, % TIME

RECORD: 1 COLUMN: 70-72

REFER TO QUESTION G06A
k. Directing planned career guidance activities

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-4%	1.	115	28.7	29.6
5-9%	2.	128	32.0	33.0
10-14%	3.	78	19.5	20.1
15-34%	4.	59	14.7	15.2
35-50%	5.	8	2.0	2.1
RESPONSE OMISSION	998.	10	2.5	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06L DEVELOPING BUSINESS CONTACTS, % TIME

RECORD: 1 COLUMN: 73-75

REFER TO QUESTION G06A
l. Developing contacts with business and industry

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	154	38.5	39.8
1-4%	2.	144	36.0	37.2
5-9%	3.	61	15.2	15.8
10-14%	4.	17	4.2	4.4
15-44%	5.	10	2.5	2.6
45-100%	6.	0	0.0	0.0
	990.	1	0.2	0.3
RESPONSE OMISSION	998.	12	3.0	MISSING
NOT APPLICABLE	999.	1	0.2	MISSING
	TOTAL	400	100.0	100.0

G06M MEETING WITH COLLEGE RECRUITERS, % TIME

RECORD: 1 COLUMN: 76-78

REFER TO QUESTION G06A
m. Meeting with recruiters from postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-4%	1.	148	37.0	38.0
5-9%	2.	112	28.0	28.8
10-14%	3.	75	18.8	19.3
15-24%	4.	27	6.7	6.9
76-100%	6.	27	6.7	6.9
RESPONSE OMISSION	998.	10	2.5	MISSING
NOT APPLICABLE	999.	1	0.2	MISSING
	TOTAL	400	100.0	100.0

G06N MEETING WITH MILITARY RECRUITERS, % TIME

RECORD: 2 COLUMN: 8-10

REFER TO QUESTION G06A
n. Meeting with military recruiters

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-1%	1.	155	38.7	39.8
2-4%	2.	100	25.0	25.7
5-9%	3.	91	22.7	23.4
10-19%	4.	28	7.0	7.2
20-40%	5.	14	3.5	3.6
41-100%	6.	1	0.2	0.3
NOT CODABLE	997.	1	0.2	MISSING
RESPONSE OMISSION	998.	8	2.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06O COMMITTEE WORK, % TIME

RECORD: 2 COLUMN: 11-13

REFER TO QUESTION G06A
o. Committee work (except committees preparing IEPs)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	57	14.2	14.8
1-4%	2.	145	36.2	37.8
5-9%	3.	106	26.5	27.6
10-19%	4.	63	15.7	16.4
20-45%	5.	13	3.2	3.4
46-100%	6	0	0.0	0.0
NOT CODABLE	997.	1	0.2	MISSING
RESPONSE OMISSION	998.	13	3.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G06P PREPARING & MONITORING IEPS, % TIME

RECORD: 2 COLUMN: 14-16

REFER TO QUESTION G06A
p. Preparing and monitoring IEPs

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	170	42.5	44.7
1-4%	2.	100	25.0	26.3
5-9%	3.	67	16.7	17.6
10-19%	4.	27	6.7	7.1
20-45%	5.	16	4.0	4.2
NOT CODABLE	997.	1	0.2	MISSING
RESPONSE OMISSION	998.	17	4.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07A MAINTENANCE OF SCHOOL DISCIPLINE

RECORD: 2 COLUMN: 17

How important do your supervisors (e.g., principal, superintendent and school board) think each of the following criteria are in judging the quality of the guidance program in your school?
(CIRCLE ONE FOR EACH ITEM)
a. Maintenance of school discipline

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	109	27.2	28.2
MINOR IMPORTANCE	2.	122	30.5	31.6
MODERATE IMPORTANCE	3.	72	18.0	18.7
MAJOR IMPORTANCE	4.	83	20.7	21.5
RESPONSE OMISSION	8.	12	3.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07B REDUCTION OF DROPOUT RATE

RECORD: 2 COLUMN: 18

REFER TO QUESTION G07A
b. Reduction of dropout rate

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	36	9.0	9.3
MINOR IMPORTANCE	2.	91	22.7	23.5
MODERATE IMPORTANCE	3.	159	39.7	41.0
MAJOR IMPORTANCE	4.	102	25.5	26.3
RESPONSE OMISSION	8.	10	2.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07C % OF GRADUATES WHO GO TO COLLEGE

RECORD: 2 COLUMN: 19

REFER TO QUESTION G07A
c. Percentage of graduates who go to college

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	7	1.7	1.8
MINOR IMPORTANCE	2.	45	11.2	11.5
MODERATE IMPORTANCE	3.	167	41.7	42.7
MAJOR IMPORTANCE	4.	172	43.0	44.0
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07D % OF GRADUATES EMPLOYED WITHIN 6 MOS

RECORD: 2 COLUMN: 20

REFER TO QUESTION G07A
d. Percentage of noncollege-bound graduates of your high school who find employment soon after completing high school (about six months)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	42	10.5	10.8
MINOR IMPORTANCE	2.	121	30.2	31.0
MODERATE IMPORTANCE	3.	164	41.0	42.1
MAJOR IMPORTANCE	4.	63	15.7	16.2
RESPONSE OMISSION	8.	8	2.0	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07E COMPLETION OF REPORTS ON TIME

RECORD: 2 COLUMN: 21

REFER TO QUESTION G07A
e. Completion of reports on time

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	7	1.7	1.8
MINOR IMPORTANCE	2.	60	15.0	15.5
MODERATE IMPORTANCE	3.	156	39.0	40.3
MAJOR IMPORTANCE	4.	164	41.0	42.4
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07F SUCCESS IMPRVING ACADEMIC ACHIEVEMENT

RECORD: 2 COLUMN: 22

REFER TO QUESTION G07A
f. Success in helping students improve their academic achievement in high school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	1	0.2	0.3
MINOR IMPORTANCE	2.	22	5.5	5.7
MODERATE IMPORTANCE	3.	117	29.2	30.1
MAJOR IMPORTANCE	4.	249	62.2	64.0
RESPONSE OMISSION	8.	9	2.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07G SUCCESS RESOLVING PERSONAL PROBLEMS

RECORD: 2 COLUMN: 23

REFER TO QUESTION G07A
g. Success in helping students resolve personal problems

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	6	1.5	1.5
MINOR IMPORTANCE	2.	52	13.0	13.3
MODERATE IMPORTANCE	3.	153	38.2	39.1
MAJOR IMPORTANCE	4.	180	45.0	46.0
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07H SUCCESS WITH STUDENTS' CAREER SKILLS

RECORD: 2 COLUMN: 24

REFER TO QUESTION G07A
h. Success in helping students with career planning skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	3	0.7	0.8
MINOR IMPORTANCE	2.	55	13.7	14.1
MODERATE IMPORTANCE	3.	180	45.0	46.0
MAJOR IMPORTANCE	4.	153	38.2	39.1
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07I SUCCESS IN WORKING WITH PARENTS

RECORD: 2 COLUMN: 25

REFER TO QUESTION G07A
i. Success in working with parents

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	2	0.5	0.5
MINOR IMPORTANCE	2.	24	6.0	6.1
MODERATE IMPORTANCE	3.	113	28.2	28.9
MAJOR IMPORTANCE	4.	252	63.0	64.5
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G07J HELPING TEACHRS UNDERSTAND STUDENT NEEDS

RECORD: 2 COLUMN: 26

REFER TO QUESTION G07A
j. Success in helping teachers understand individual student needs

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO IMPORTANCE	1.	6	1.5	1.5
MINOR IMPORTANCE	2.	64	16.0	16.4
MODERATE IMPORTANCE	3.	164	41.0	41.9
MAJOR IMPORTANCE	4.	157	39.2	40.2
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G08 GUIDANCE SERVICES MEET STUDENT NEEDS

RECORD: 2 COLUMN: 27

On the scale provided, please indicate the extent to which you agree with the following statement: The guidance services at this school are unusually successful in meeting student needs. (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	16	4.0	4.2
SOMEWHAT DISAGREE	2.	26	6.5	6.9
SOMEWHAT AGREE	3.	185	46.2	49.1
STRONGLY AGREE	4.	150	37.5	39.8
RESPONSE OMISSION	8.	21	5.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
TOTAL		400	100.0	100.0

G09 SCHOOL GUIDANCE REVIEW COMMITTEE

RECORD: 2 COLUMN: 28

Does your school have a committee for planning, implementing, evaluating, and reviewing the guidance programs in your school? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES (Answer A and B)	1.	141	35.2	36.4
NO (Go to Q.10)	2.	244	61.0	63.0
MULTIPLE RESPONSE	6.	2	0.5	0.5
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
TOTAL		400	100.0	100.0

G09A1 PRINCIPAL

RECORD: 2 COLUMN: 29-30

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
1. Principal

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	37	9.2	24.8
CIRCLED	1.	112	28.0	75.2
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE-LEGIT SKIP	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A2 GUIDANCE COUNSELORS

RECORD: 2 COLUMN: 31-32

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
2. Guidance counselors

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	6	1.5	4.0
CIRCLED	1.	143	35.7	96.0
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE-legit skip	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A3 CAREER EDUCATION STAFF

RECORD: 2 COLUMN: 33-34

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
3. Career education staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	106	26.5	71.1
CIRCLED	1.	43	10.7	28.9
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A4 STUDENTS

RECORD: 2 COLUMN: 35-36

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
4. Students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	95	23.7	63.8
CIRCLED	1.	54	13.5	36.2
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A5 TEACHERS

RECORD: 2 COLUMN: 37-38

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
5. Teachers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	69	17.2	46.3
CIRCLED	1.	80	20.0	53.7
RESPONSE OMISSION	98.	5	1.2	MISSING
LEGITIMATE SKIP	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A6 LIBRARIAN

RECORD: 2 COLUMN: 39-40

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
6. Librarian

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	142	35.5	95.3
CIRCLED	1.	7	1.7	4.7
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A7 LOCAL EMPLOYERS

RECORD: 2 COLUMN: 41-42

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
7. Local employers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	133	33.2	89.3
CIRCLED	1.	16	4.0	10.7
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
TOTAL		400	100.0	100.0

G09A8 LABOR LEADERS

RECORD: 2 COLUMN: 43-44

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
8. Labor leaders

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	145	36.2	97.3
CIRCLED	1.	4	1.0	2.7
RESPONSE OMISSION	98.	5	1.2	MISSING
	99.	246	61.5	MISSING
	TOTAL	400	100.0	100.0

G09A9 REGIONAL OR STATE AGENCY REPS

RECORD: 2 COLUMN: 45-46

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
9. Regional or State agency representatives

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	137	34.2	91.9
CIRCLED	1.	12	3.0	8.1
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
	TOTAL	400	100.0	100.0

G09A10 PARENTS

RECORD: 2 COLUMN: 47-48

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
10. Parents

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	95	23.7	63.8
CIRCLED	1.	54	13.5	36.2
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
	TOTAL	400	100.0	100.0

G09A11 COMMUNITY REPS

RECORD: 2 COLUMN: 49-50

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
11. Community representatives

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	122	30.5	81.9
CIRCLED	1.	27	6.7	18.1
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
	TOTAL	400	100.0	100.0

G09A12 OTHER

RECORD: 2 COLUMN: 51-52

IF YES: Who are the members? (CIRCLE ALL THAT APPLY)
12. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	116	29.0	77.9
CIRCLED	1.	33	8.2	22.1
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	246	61.5	MISSING
	TOTAL	400	100.0	100.0

G09B # OF TIMES COMMITTEE MET LAST YEAR

RECORD: 2 COLUMN: 53-54

How many times did this committee meet last school year? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NEVER	1.	12	3.0	8.1
ONCE	2.	18	4.5	12.2
TWICE	3.	28	7.0	18.9
3 TIMES	4.	19	4.7	12.8
4 OR 5 TIMES	5.	26	6.5	17.6
6-10 TIMES	6.	29	7.2	19.6
11 OR MORE TIMES	7.	16	4.0	10.8
RESPONSE OMISSION	98.	8	2.0	MISSING
CK OR NOT APPLICABLE	99.	244	61.0	MISSING
	TOTAL	400	100.0	100.0

G10 WRITTEN CAREER GUIDANCE PROG PLAN

RECORD: 2 COLUMN: 55

Does your school have a written plan for the career guidance program? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES (Go to Q.11)	1.	235	58.7	59.9
NO (Skip tp Q.15)	2.	156	39.0	39.8
MULTIPLE RESPONSE	6.	1	0.2	0.3
RESPONSE OMISSION	8.	6	1.5	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G111 PLAN DEVELOPED OR REVISED 1983-84

RECORD: 2 COLUMN: 56-57

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
1. 1983-84 school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	156	39.0	62.2
CIRCLED	1.	95	23.7	37.8
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G112 PLAN DEVELOPED OR REVISED 1982-83

RECORD: 2 COLUMN: 58-59

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
2. 1982-83 school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	171	42.7	68.1
CIRCLED	1.	80	20.0	31.9
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G113 PLAN DEVELOPED OR REVISED 1981-82

RECORD: 2 COLUMN: 60-61

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
3. 1981-82 school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	190	47.5	75.7
CIRCLED	1.	61	15.2	24.3
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G114 PLAN DEVELOPED OR REVISED 1980-81

RECORD: 2 COLUMN: 62-63

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
4. 1980-81 school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	210	52.5	83.7
CIRCLED	1.	41	10.2	16.3
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G115 PLAN DEVELOPED OR REVISED 1979-80

RECORD: 2 COLUMN: 64-65

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
5. 1979-80 school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	210	52.5	83.7
CIRCLED	1.	41	10.2	16.3
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G116 PLAN DEVELOPED OR REVISED 1978-79

RECORD: 2 COLUMN: 66-67

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
6. 1978-79 school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	221	55.2	88.0
CIRCLED	1.	30	7.5	12.0
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G117 PLAN DEV OR REVISED 1977-78 OR EARLIER

RECORD: 2 COLUMN: 68-69

In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)
7. 1977-78 school year or before

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	204	51.0	81.3
CIRCLED	1.	47	11.7	18.7
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G12 BENEFITS COMMENSURATE WITH TIME TO DEVEL

RECORD: 2 COLUMN: 70

In your opinion, are the benefits derived from developing and using the plan commensurate with the time and resources required to develop it? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH GREATER	1.	66	16.5	26.4
A LITTLE GREATER	2.	41	10.2	16.4
ABOUT EQUAL	3.	84	21.0	33.6
A LITTLE LESS	4.	37	9.2	14.8
MUCH LESS	5.	22	5.5	8.8
RESPONSE OMISSION	8.	7	1.7	MISSING
DK OR NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G13 HOURS SPENT REVISING PLAN

RECORD: 2 COLUMN: 71-72

The last time the plan was revised, about how many hours were spent in total by professional staff and nonschool personnel in reviewing, revising, and rewriting it? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
LESS THAN 20 HRS	1.	74	18.5	32.6
20-59 HOURS	2.	82	20.5	36.1
60-119 HOURS	3.	46	11.5	20.3
120-299 HOURS	4.	12	3.0	5.3
300-999 HOURS	5.	10	2.5	4.4
1000 OR MORE	6.	3	0.7	1.3
RESPONSE OMISSION	98.	14	3.5	MISSING
PLAN NOT REVISED	99.	159	39.7	MISSING
	TOTAL	400	100.0	100.0

G14A USE OF SCHOOL DISTRICT PERSONNEL

RECORD: 3 COLUMN: 8

To what extent have you made use of the following resources in developing and revising the written plan? (CIRCLE ONE FOR EACH ITEM)
a. School district central office personnel

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	61	15.2	25.0
A LITTLE	2.	81	20.2	33.2
MODERATE EXTENT	3.	54	13.5	22.1
A GREAT DEAL	4.	48	12.0	19.7
RESPONSE OMISSION	8.	13	3.2	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14B USE OF COUNTY,DIOCESAN PERSONNEL

RECORD: 3 COLUMN: 9

REFER TO QUESTION G14A
b. County/intermediate school district, diocesan personnel

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	150	37.5	62.2
A LITTLE	2.	50	12.5	20.7
MODERATE EXTENT	3.	29	7.2	12.0
A GREAT DEAL	4.	12	3.0	5.0
RESPONSE OMISSION	8.	16	4.0	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14C USE OF UNIV COUNSELORS-TEACHERS

RECORD: 3 COLUMN: 10

REFER TO QUESTION G14A
c. University counselors/teachers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	119	29.7	49.4
A LITTLE	2.	67	16.7	27.8
MODERATE EXTENT	3.	37	9.2	15.4
A GREAT DEAL	4.	18	4.5	7.5
RESPONSE OMISSION	8.	16	4.0	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14D USE OF OTHER SCHOOLS' GUIDANCE STAFF

RECORD: 3 COLUMN: 11

REFER TO QUESTION G14A
d. Guidance staff from other schools

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	45	11.2	18.4
A LITTLE	2.	87	21.7	35.7
MODERATE EXTENT	3.	68	17.0	27.9
A GREAT DEAL	4.	44	11.0	18.0
RESPONSE OMISSION	8.	13	3.2	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14E USE OF PROFESSIONAL CONTACTS

RECORD: 3 COLUMN: 12

REFER TO QUESTION G14A
e. Professional association meetings/workshops/journals

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	39	9.7	16.0
A LITTLE	2.	67	16.7	27.6
MODERATE EXTENT	3.	83	20.7	34.2
A GREAT DEAL	4.	54	13.5	22.2
RESPONSE OMISSION	8.	14	3.5	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14F USE OF REPS FROM EDUC PUBLISHERS

RECORD: 3 COLUMN: 13

REFER TO QUESTION G14A
f. Representatives from educational publishers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	155	38.7	64.9
A LITTLE	2.	62	15.5	25.9
MODERATE EXTENT	3.	18	4.5	7.5
A GREAT DEAL	4.	4	1.0	1.7
RESPONSE OMISSION	8.	18	4.5	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14G USE OF CURRICULUM RESOURCE CENTERS

RECORD: 3 COLUMN: 14

REFER TO QUESTION G14A
g. Curriculum/media resource centers (local, county, or state)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	84	21.0	34.6
A LITTLE	2.	76	19.0	31.3
MODERATE EXTENT	3.	63	15.7	25.9
A GREAT DEAL	4.	20	5.0	8.2
RESPONSE OMISSION	8.	14	3.5	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G14H USE OF NATIONAL INFO SYSTEMS

RECORD: 3 COLUMN: 15

REFER TO QUESTION G14A
h. National information systems (e.g., ERIC)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT AT ALL	1.	122	30.5	50.6
A LITTLE	2.	68	17.0	28.2
MODERATE EXTENT	3.	42	10.5	17.4
A GREAT DEAL	4.	9	2.2	3.7
RESPONSE OMISSION	8.	16	4.0	MISSING
NOT APPLICABLE	9.	143	35.7	MISSING
	TOTAL	400	100.0	100.0

G151 % TAUGHT USE OF NON-COMPUTER CAREER INFO

RECORD: 3 COLUMN: 16-18

In a given year, about what percentage of 11th and 12th grade students in your school receives instruction in the following? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER '000')

i. Use of noncomputerized career information resources (i.e., bound resources, occupational briefs and kits, periodicals, series of books on individual occupations, list of employers)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-9%	1.	41	10.2	10.4
10-19%	2.	54	13.5	13.7
20-29%	3.	68	17.0	17.3
30-49%	4.	53	13.2	13.5
50-59%	5.	45	11.2	11.4
60-79%	6.	38	9.5	9.6
80-99%	7.	42	10.5	10.7
100%	8.	53	13.2	13.5
RESPONSE OMISSION	998.	4	1.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G152 % TAUGHT USE OF COMPUTERIZED CAREER INFO

RECORD: 3 COLUMN: 19-21

REFER TO QUESTION G151
2. Use of computerized career information systems

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	144	36.0	36.5
1-9%	2.	45	11.2	11.4
10-19%	3.	45	11.2	11.4
20-29%	4.	43	10.7	10.9
30-49%	5.	32	8.0	8.1
50-99%	6.	64	16.0	16.2
100%	7.	21	5.2	5.3
RESPONSE OMISSION	998.	4	1.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G153 % TAUGHT USE OF EDUCATIONAL INFO

RECORD: 3 COLUMN: 22-24

REFER TO QUESTION G151
3. Use of educational information resources (e.g., college catalogs, financial aid sources)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-29%	1.	54	13.5	13.7
30-49%	2.	60	15.0	15.3
50-59%	3.	62	15.5	15.8
60-69%	4.	44	11.0	11.2
70-79%	5.	40	10.0	10.2
80-89%	6.	30	7.5	7.6
90-99%	7.	28	7.0	7.1
100%	8.	75	18.8	19.1
RESPONSE OMISSION	998.	5	1.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G161 TERMINALS USED IN GUIDANCE PROG

RECORD: 3 COLUMN: 25

Does your school have terminals, printers or microcomputers in the building that are used in the guidance program? (CIRCLE ALL THAT APPLY)
1. Terminals

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	227	56.7	58.1
CIRCLED	1.	164	41.0	41.9
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G162 PRINTERS USED IN GUIDANCE PROG

RECORD: 3 COLUMN: 26

REFER TO QUESTION G161
2. Printers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	226	56.5	57.8
CIRCLED	1.	165	41.2	42.2
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G163 MICROCOMPUTERS USED IN GUIDANCE PROGRAM

RECORD: 3 COLUMN: 27

REFER TO QUESTION G161
3. Microcomputers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	264	66.0	67.5
CIRCLED	1.	127	31.7	32.5
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G164 NO GUIDANCE PROGRAM COMPUTER EQUIPMENT

RECORD: 3 COLUMN: 28

REFER TO QUESTION G161
4. None of these ...(SKIP to Q.23)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	225	56.3	57.5
CIRCLED	1.	166	41.5	42.5
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G171 # OF TERMINALS

RECORD: 3 COLUMN: 29-30

How many terminals and microcomputers are available in your high school for use by students? (WRITE IN. IF NONE, ENTER "000")
1. NUMBER OF TERMINALS:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	70	17.5	31.8
1	1.	90	22.5	40.9
2	2.	20	5.0	9.1
3-60	4.	40	10.0	18.2
RESPONSE OMISSION	98.	28	7.0	MISSING
NOT APPLICABLE	99.	152	38.0	MISSING
	TOTAL	400	100.0	100.0

G172 # OF MICROCOMPUTERS
RECORD: 3 COLUMN: 31-32

REFER TO QUESTION G171
2. NUMBER OF MICROCOMPUTERS:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	46	11.5	21.5
1	1.	39	9.7	18.2
2-5	3.	31	7.7	14.5
6-9	4.	17	4.2	7.9
10-19	5.	42	10.5	19.6
20-24	6.	12	3.0	5.6
25-31	7.	14	3.5	6.5
32-95	8.	12	3.0	5.6
NOT CODABLE/REFUSED	97.	1	0.2	0.5
RESPONSE OMISSION	98.	34	8.5	MISSING
NOT APPLICABLE	99.	152	38.0	MISSING
	TOTAL	400	100.0	100.0

G17A1 HOURS TERMINAL AVAILABLE PER DAY

RECORD: 3 COLUMN: 33-34

On the average, about how many hours per day are the terminals and/or microcomputers in your high school available for use by students? (WRITE IN. ROUND TO NEAREST HOUR. IF UNSURE GIVE YOUR BEST ESTIMATE)
HOURS TERMINAL ARE AVAILABLE:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	64	16.0	30.8
ONE HOUR	1.	6	1.5	2.9
ETC.	2.	2	0.5	1.0
	3.	4	1.0	1.9
	4.	4	1.0	1.9
	5.	12	3.0	5.8
	6.	38	9.5	18.3
	7.	42	10.5	20.2
	8.	27	6.7	13.0
	9.	2	0.5	1.0
	10.	3	0.7	1.4
11-35	12.	4	0.8	2.0
NOT CODABLE/REFUSED	97.	1	0.2	MISSING
RESPONSE OMISSION	98.	32	8.0	MISSING
NOT APPLICABLE	99.	159	39.7	MISSING
	TOTAL	400	100.0	100.0

G17A2 HOURS MICROS AVAILABLE PER DAY

RECORD: 3 COLUMN: 35-36

REFER TO QUESTION G17A1
HOURS MICROCOMPUTERS ARE AVAILABLE:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	36	9.0	17.7
ONE HOUR	1.	7	1.7	3.4
ETC.	2.	7	1.7	3.4
	3.	5	1.2	2.5
	4.	7	1.7	3.4
	5.	13	3.2	6.4
	6.	46	11.5	22.7
	7.	46	11.5	22.7
	8.	27	6.7	13.3
	9.	1	0.2	0.5
	10.	4	1.0	2.0
	12.	1	0.2	0.5
	25.	1	0.2	0.5
	40.	1	0.2	0.5
	50.	1	0.2	0.5
RESPONSE OMISSION	98.	39	9.7	MISSING
NOT APPLICABLE	99.	158	39.5	MISSING
	TOTAL	400	100.0	100.0

G17B1 HOURS TERMINALS ACTUALLY USED

RECORD: 3 COLUMN: 37-38

REFER TO QUESTION G17A1
HOURS TERMINALS ACTUALLY USED:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	61	15.2	29.5
ONE HOUR	1.	25	6.3	12.1
ETC.	2.	14	3.5	6.8
	3.	20	5.0	9.7
	4.	24	6.0	11.6
	5.	19	4.7	9.2
	6.	21	5.2	10.1
	7.	14	3.5	6.8
	8.	5	1.2	2.4
	10.	3	0.7	1.4
	15.	1	0.2	0.5
NOT CODABLE/REFUSED	97.	1	0.2	MISSING
RESPONSE OMISSION	98.	33	8.2	MISSING
NOT APPLICABLE	99.	159	39.7	MISSING
	TOTAL	400	100.0	100.0

G17B2 HOURS MICROCOMPUTERS ACTUALLY USED

RECORD: 3 COLUMN: 39-40

REFER TO QUESTION G17A1
HOURS MICROCOMPUTERS ARE ACTUALLY USED:

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	37	9.2	18.5
ONE HOUR	1.	16	4.0	8.0
ETC.	2.	20	5.0	10.0
	3.	12	3.0	6.0
	4.	21	5.2	10.5
	5.	17	4.2	8.5
	6.	27	6.7	13.5
	7.	29	7.2	14.5
	8.	13	3.2	6.5
	9.	1	0.2	0.5
	10.	3	0.7	1.5
	20.	1	0.2	0.5
	30.	1	0.2	0.5
	40.	1	0.2	0.5
	50.	1	0.2	0.5
RESPONSE OMISSION	98.	42	10.5	MISSING
NOT APPLICABLE	99.	158	39.5	MISSING
	TOTAL	400	100.0	100.0

G181 STUDENT-INITIATED REQUEST

RECORD: 3 COLUMN: 41

How are students scheduled to use a computer terminal and/or microcomputer? (CIRCLE ALL THAT APPLY)
1. Student-initiated request

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	47	11.7	20.1
CIRCLED	1.	187	46.7	79.9
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	155	38.7	MISSING
	TOTAL	400	100.0	100.0

G182 ASSIGNED BY TEACHER

RECORD: 3 COLUMN: 42

How are students scheduled to use a computer terminal and/or microcomputer? (CIRCLE ALL THAT APPLY)
2. Assigned by teacher

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	102	25.5	43.6
CIRCLED	1.	132	33.0	56.4
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	155	38.7	MISSING
	TOTAL	400	100.0	100.0

G183 ASSIGNED BY GUID COUNSELOR

RECORD: 3 COLUMN: 43
How are students scheduled to use a computer terminal and/or microcomputer? (CIRCLE ALL THAT APPLY)
3. Assigned by guidance counselor

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	110	27.5	47.0
CIRCLED	1.	124	31.0	53.0
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	155	38.7	MISSING
	TOTAL	400	100.0	100.0

G184 OTHER

RECORD: 3 COLUMN: 44

How are students scheduled to use a computer terminal and/or microcomputer? (CIRCLE ALL THAT APPLY)
4. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	193	48.2	82.5
CIRCLED	1.	41	10.2	17.5
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	155	38.7	MISSING
	TOTAL	400	100.0	100.0

G185 STUDENTS NOT SCHEDULED

RECORD: 3 COLUMN: 45

How are students scheduled to use a computer terminal and/or microcomputer? (CIRCLE ALL THAT APPLY)
5. Students are not scheduled

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	209	52.2	89.3
CIRCLED	1.	25	6.3	10.7
RESPONSE OMISSION	8.	11	2.7	MISSING
NOT APPLICABLE	9.	155	38.7	MISSING
	TOTAL	400	100.0	100.0

G191 COUNSELOR ASSISTANCE

RECORD: 3 COLUMN: 46

Who is available to assist students in using the computer? (CIRCLE ALL THAT APPLY)
1. Guidance Counselor

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	88	22.0	37.6
CIRCLED	1.	146	36.5	62.4
RESPONSE OMISSION	8.	10	2.5	MISSING
NOT APPLICABLE	9.	156	39.0	MISSING
	TOTAL	400	100.0	100.0

G192 SECRETARY ASSISTANCE

RECORD: 3 COLUMN: 47

Who is available to assist students in using the computer? (CIRCLE ALL THAT APPLY)
2. Secretary

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	172	43.0	73.5
CIRCLED	1.	62	15.5	26.5
RESPONSE OMISSION	8.	10	2.5	MISSING
NOT APPLICABLE	9.	156	39.0	MISSING
	TOTAL	400	100.0	100.0

G193 ASSISTED BY SOMEONE ELSE

RECORD: 3 COLUMN: 48

Who is available to assist students in using the computer? (CIRCLE ALL THAT APPLY)
3. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	81	20.2	34.6
CIRCLED	1.	153	38.2	65.4
RESPONSE OMISSION	8.	10	2.5	MISSING
NOT APPLICABLE	9.	156	39.0	MISSING
	TOTAL	400	100.0	100.0

G194 STUDENTS USE WITHOUT HELP

RECORD: 3 COLUMN: 49

Who is available to assist students in using the computer? (CIRCLE ALL THAT APPLY)
4. Students can use it without help

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	135	33.7	57.7
CIRCLED	1.	99	24.7	42.3
RESPONSE OMISSION	8.	10	2.5	MISSING
NOT APPLICABLE	9.	156	39.0	MISSING
	TOTAL	400	100.0	100.0

G201 CHOICES

RECORD: 3 COLUMN: 50-51

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
1. CHOICES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	220	55.0	95.2
CIRCLED	1.	11	2.7	4.8
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G202 COIN

RECORD: 3 COLUMN: 52-53

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
2. COIN (Coordinated Occupational Information Network)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	204	51.0	88.3
CIRCLED	1.	27	6.7	11.7
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G203 CVIS

RECORD: 3 COLUMN: 54-55

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
3. CVIS (Timeshare Guidance Information System)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	209	52.2	90.5
CIRCLED	1.	22	5.5	9.5
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G204 DISCOVER

RECORD: 3 COLUMN: 56-57

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
4. DISCOVER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	220	55.0	95.2
CIRCLED	1.	11	2.7	4.8
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G205 GIS

RECORD: 3 COLUMN: 58-59

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
5. GIS (Timeshare Guidance Information System)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	151	37.7	65.4
CIRCLED	1.	80	20.0	34.6
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G206 STATE SYSTEM

RECORD: 3 COLUMN: 60-61

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
6. Your state system (including adaptation of other state systems)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	168	42.0	72.7
CIRCLED	1.	63	15.7	27.3
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G207 SCHOOL, DISTRICT, COUNTY SYSTEM

RECORD: 3 COLUMN: 62-63

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
7. Your school, district, or county system

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	204	51.0	88.3
CIRCLED	1.	26	6.5	11.3
NOT CODABLE/REFUSED	97.	1	0.2	0.4
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G208 COLLEGE EXPLORER

RECORD: 3 COLUMN: 64-65

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
8. College Explorer

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	215	53.7	93.1
CIRCLED	1.	16	4.0	6.9
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G209 OTHER

RECORD: 3 COLUMN: 66-67

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
9. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	194	48.5	84.0
CIRCLED	1.	37	9.2	16.0
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G2010 NO CAREER INFO AVAILABLE

RECORD: 3 COLUMN: 68-69

Which of the following computerized career information systems are available in your school (CIRCLE ALL THAT APPLY)
10. No career information system available (SKIP TO Q.22)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	202	50.5	87.4
CIRCLED	1.	29	7.2	12.6
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	153	38.2	MISSING
	TOTAL	400	100.0	100.0

G21 YR FIRST CAREER INFO SYSTEM INSTALLED

RECORD: 3 COLUMN: 70-71

When was your first career information system(s) installed? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1983-84	1.	31	7.7	14.6
1982-83	2.	42	10.5	19.8
1981-82	3.	29	7.2	13.7
1980-81	4.	27	6.7	12.7
1979-80	5.	20	5.0	9.4
1978-79 OR EARLIER	6.	63	15.7	29.7
RESPONSE OMISSION	98.	19	4.7	MISSING
NOT APPLICABLE	99.	169	42.2	MISSING
	TOTAL	400	100.0	100.0

G221 IMPROVING TEST-TAKING SKILLS

RECORD: 4 COLUMN: 8-9

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
1. Improving student test-taking skills (e.g., SAT, College Boards)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	160	40.0	68.4
CIRCLED	1.	74	18.5	31.6
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G222 ON-LINE ADMIN OF TESTS & INVENTORIES

RECORD: 4 COLUMN: 10-11

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
2. On-line administration of tests and inventories

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	216	54.0	92.3
CIRCLED	1.	18	4.5	7.7
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G223 TEACHING CAREER DECISION SKILLS

RECORD: 4 COLUMN: 12-13

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
3. Teaching career decision-making skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	173	43.2	73.9
CIRCLED	1.	61	15.2	26.1
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G224 DEVELOPING STUDENT STUDY SKILLS

RECORD: 4 COLUMN: 14-15

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
4. Developing student study skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	208	52.0	88.9
CIRCLED	1.	26	6.5	11.1
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G225 TEACHING JOB SEARCH SKILLS

RECORD: 4 COLUMN: 16-17

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
5. Teaching resume and job application writing skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	214	53.5	91.5
CIRCLED	1.	20	5.0	8.5
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G226 SIMULATE OCCUPATION EXPLORATION EXPER

RECORD: 4 COLUMN: 18-19

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
6. Simulated occupational exploration experience

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	167	41.7	71.4
CIRCLED	1.	67	16.7	28.6
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G227 CAREER INFORMATION

RECORD: 4 COLUMN: 20-21

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
7. Career information

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	51	12.7	21.8
CIRCLED	1.	183	45.7	78.2
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G228 SCHEDULING STUDENTS INTO CLASSES

RECORD: 4 COLUMN: 22-23

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
8. Scheduling students into classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	113	28.2	48.3
CIRCLED	1.	121	30.2	51.7
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

G229 OTHER COMPUTER APPLICATIONS

RECORD: 4 COLUMN: 24-25

Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)
9. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	194	48.5	82.9
CIRCLED	1.	40	10.0	17.1
RESPONSE OMISSION	98.	20	5.0	MISSING
NOT APPLICABLE	99.	146	36.5	MISSING
	TOTAL	400	100.0	100.0

NOTE: For Question 23, the last digit in the variable name represents:
(1) Grade 9 (2) Grade 10 (3) Grade 11 (4) Grade 12

G23A1 COURSES IN CAREER DECISION-MKG, GR 9

RECORD: 4 COLUMN: 26-27

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
a. School courses in career decision making

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	241	60.2	61.0
CIRCLED	1.	154	38.5	39.0
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23A2 COURSES IN CAREER DECISION-MKG, GR 10

RECORD: 4 COLUMN: 28-29

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
a. School courses in career decision making

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	252	63.0	63.8
CIRCLED	1.	143	35.7	36.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23A3 COURSES IN CAREER DECISION-MKG, GR 11

RECORD: 4 COLUMN: 30-31

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
a. School courses in career decision making

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	260	65.0	65.8
CIRCLED	1.	135	33.7	34.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23A4 COURSES IN CAREER DECISION-MKG, GR 12

RECORD: 4 COLUMN: 32-33

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
a. School courses in career decision making

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	270	67.5	68.4
CIRCLED	1.	125	31.3	31.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23B1 OCC INFO UNITS IN COURSES, GR 9

RECORD: 4 COLUMN: 34-35

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
b. Occupational information units in subject-matter courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	205	51.2	51.9
CIRCLED	1.	190	47.5	48.1
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23B2 OCC INFO UNITS IN COURSES, GR 10

RECORD: 4 COLUMN: 36-37

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
b. Occupational information units in subject-matter courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	178	44.5	45.1
CIRCLED	1.	217	54.2	54.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23B3 OCC INFO UNITS IN COURSES, GR 11

RECORD: 4 COLUMN: 38-39

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
b. Occupational information units in subject-matter courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	187	46.7	47.3
CIRLCED	1.	208	52.0	52.7
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23B4 OCC INFO UNITS IN COURSES, GR 12

RECORD: 4 COLUMN: 40-41

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
b. Occupational information units in subject-matter courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	189	47.2	47.8
CIRCLED	1.	206	51.5	52.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE				
	TOTAL	400	100.0	100.0

G23C1 EXPLORATORY WORK EXPERIENCE, GR 9

RECORD: 4 COLUMN: 42-43

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRLCED	0.	348	87.0	88.1
CIRCLED	1.	47	11.7	11.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23C2 EXPLORATORY WORK EXPERIENCE, GR 10

RECORD: 4 COLUMN: 44-45

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	314	78.5	79.5
CIRCLED	1.	81	20.2	20.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23C3 EXPLORATORY WORK EXPERIENCE, GR 11

RECORD: 4 COLUMN: 46-47

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRLCED	0.	156	39.0	39.5
CIRCLED	1.	239	59.7	60.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23C4 EXPLORATORY WORK EXPERIENCE, GR 12

RECORD: 4 COLUMN: 48-49

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRLCED	0.	108	27.0	27.3
CIRLCED	1.	287	71.7	72.7
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23D1 CAREER DAYS-NIGHTS, GR 9

RECORD: 4 COLUMN: 50-51

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
d. Career days/nights

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	280	70.0	70.9
CIRCLED	1.	115	28.7	29.1
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23D2 CAREER DAYS-NIGHTS, GR 10

RECORD: 4 COLUMN: 52-53

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
d. Career days/nights

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	239	59.7	60.5
CIRCLED	1.	156	39.0	39.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23D3 CAREER DAYS-NIGHTS, GR 11

RECORD: 4 COLUMN: 54-55

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
d. Career days/nights

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	152	38.0	38.5
CIRCLED	1.	243	60.7	61.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23D4 CAREER DAYS-NIGHTS, GR 12

RECORD: 4 COLUMN: 56-57

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
d. Career days/nights

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	138	34.5	34.9
CIRCLED	1.	257	64.2	65.1
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23E1 VOCATIONAL ORIENTED ACTIVITIES, GR 9

RECORD: 4 COLUMN: 58-59

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
e. Vocational oriented assemblies and speakers in classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	207	51.7	52.4
CIRCLED	1.	188	47.0	47.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23E2 VOCATIONAL ORIENTED ACTIVITIES, GR 10

RECORD: 4 COLUMN: 60-61

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
e. Vocational oriented assemblies and speakers in classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	144	36.0	36.5
CIRCLED	1.	251	62.7	63.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23E3 VOCATIONAL ORIENTED ACTIVITIES, GR 11

RECORD: 4 COLUMN: 62-63

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
e. Vocational oriented assemblies and speakers in classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	101	25.2	25.6
CIRCLED	1.	294	73.5	74.4
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23E4 VOCATIONAL ORIENTED ACTIVITIES, GR 12

RECORD: 4 COLUMN: 64-65

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
e. Vocational oriented assemblies and speakers in classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	107	26.7	27.1
CIRCLED	1.	288	72.0	72.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23F1 JOB SITE TOURS OR VISITS, GR 9

RECORD: 4 COLUMN: 66-67

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
f. Job site tours or visits (field trips)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	292	73.0	73.9
CIRCLED	1.	103	25.7	26.1
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23F2 JOB SITE TOURS OR VISITS, GR 10

RECORD: 4 COLUMN: 68-69

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
f. Job site tours or visits (field trips)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	240	60.0	60.8
CIRCLED	1.	155	38.7	39.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23F3 JOB SITE TOURS OR VISITS, GR 11

RECORD: 4 COLUMN: 70-71

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
f. Job site tours or visits (field trips)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	162	40.5	41.0
CIRCLED	1.	233	58.2	59.0
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23F4 JOB SITE TOURS OR VISITS, GR 12

RECORD: 4 COLUMN: 72-73

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
f. Job site tours or visits (field trips)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	144	36.0	36.5
CIRCLED	1.	251	62.7	63.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23G1 TOURS OF POSTSEC INSTUTIONS, GR 9

RECORD: 5 COLUMN: 8-9

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
g. School arranged tours of postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	382	95.5	96.7
CIRCLED	1.	13	3.2	3.3
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23G2 TOURS OF POSTSEC INSTUTIONS, GR 10

RECORD: 5 COLUMN: 10-11

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
g. School arranged tours of postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	365	91.2	92.4
CIRCLED	1.	30	7.5	7.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23G3 TOURS OF POSTSEC INSTUTIONS, GR 11

RECORD: 5 COLUMN: 12-13

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
g. School arranged tours of postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	225	56.3	57.0
CIRCLED	1.	170	42.5	43.0
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23G4 TOURS OF POSTSEC INSTUTIONS, GR 12

RECORD: 5 COLUMN: 14-15

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
g. School arranged tours of postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	152	38.0	38.5
CIRCLED	1.	243	60.7	61.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23H1 JOB SHADOWING, GR 9

RECORD: 5 COLUMN: 16-17

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
h. Job shadowing (extended observations of a worker)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	377	94.2	95.4
CIRCLED	1.	18	4.5	4.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23H2 JOB SHADOWING, GR 10

RECORD: 5 COLUMN: 18-19

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
h. Job shadowing (extended observations of a worker)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	360	90.0	91.1
CIRCLED	1.	35	8.7	8.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23H3 JOB SHADOWING, GR 11

RECORD: 5 COLUMN: 20-21

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
h. Job shadowing (extended observations of a worker)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	298	74.5	75.4
CIRCLED	1.	97	24.2	24.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23H4 JOB SHADOWING, GR 12

RECORD: 5 COLUMN: 22-23

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
h. Job shadowing (extended observations of a worker)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	279	69.7	70.6
CIRCLED	1.	116	29.0	29.4
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23I2 SIMULATIONS, GR 9

RECORD: 5 COLUMN: 24-25

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
i. Simulations (e.g., Singer, SRA job experience kits)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	347	86.7	87.8
CIRCLED	1.	48	12.0	12.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23I2 SIMULATIONS, GR 10

RECORD: 5 COLUMN: 26-27

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
i. Simulations (e.g., Singer, SRA job experience kits)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	348	87.0	88.1
CIRCLED	1.	47	11.7	11.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23I3 SIMULATIONS, GR 11

RECORD: 5 COLUMN: 28-29

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
i. Simulations (e.g., Singer, SRA job experience kits)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	325	81.3	82.3
CIRCLED	1.	70	17.5	17.7
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23I4 SIMULATIONS, GR 12

RECORD: 5 COLUMN: 30-31

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
i. Simulations (e.g., Singer, SRA job experience kits)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	322	80.5	81.5
CIRCLED	1.	73	18.2	18.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23J1 CAREER PLANNING TESTS, GR 9

RECORD: 5 COLUMN: 32-33

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	226	56.5	57.2
CIRCLED	1.	169	42.2	42.8
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23J2 CAREER PLANNING TESTS, GR 10

RECORD: 5 COLUMN: 34-35

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	160	40.0	40.5
CIRCLED	1.	235	58.7	59.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23J3 CAREER PLANNING TESTS, GR 11

RECORD: 5 COLUMN: 36-37

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	124	31.0	31.4
CIRCLED	1.	271	67.7	68.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23J4 CAREER PLANNING TESTS, GR 12

RECORD: 5 COLUMN: 38-39

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	165	41.2	41.8
CIRCLED	1.	230	57.5	58.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23K1 INDIVIDUAL COUNSELING, GR 9

RECORD: 5 COLUMN: 40-41

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
k. Individual counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	68	17.0	17.2
CIRCLED	1.	327	81.7	82.8
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23K2 INDIVIDUAL COUNSELING, GR 10

RECORD: 5 COLUMN: 42-43

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
k. Individual counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	37	9.2	9.4
CIRCLED	1.	358	89.5	90.6
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23K3 INDIVIDUAL COUNSELING, GR 11

RECORD: 5 COLUMN: 44-45

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
k. Individual counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	27	6.7	6.8
CIRCLED	1.	368	92.0	93.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23K4 INDIVIDUAL COUNSELING, GR 12

RECORD: 5 COLUMN: 46-47

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
k. Individual counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	28	7.0	7.1
CIRCLED	1.	367	91.7	92.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23L1 GROUP COUNSLING, GR 9

RECORD: 5 COLUMN: 48-49

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
l. Group guidance/counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	134	33.5	33.9
CIRCLED	1.	261	65.2	66.1
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23L2 GROUP COUNSLING,GR 10

RECORD: 5 COLUMN: 50-51

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
l. Group guidance/counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	118	29.5	29.9
CIRCLED	1.	277	69.2	70.1
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23L3 GROUP COUNSLING, GR 11

RECORD: 5 COLUMN: 52-53

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
l. Group guidance/counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	94	23.5	23.8
CIRCLED	1.	301	75.2	76.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23L4 GROUP COUNSLING,GR 12

RECORD: 5 COLUMN: 54-55

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
l. Group guidance/counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	100	25.0	25.3
CIRCLED	1.	295	73.7	74.7
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23M1 TRAINING IN JOB SEEKING SKILLS, GR 9

RECORD: 5 COLUMN: 56-57

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
m. Training in job seeking skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	327	81.7	82.8
CIRCLED	1.	68	17.0	17.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23M2 TRAINING IN JOB SEEKING SKILLS, GR 10

RECORD: 5 COLUMN: 58-59

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
m. Training in job seeking skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	266	66.5	67.3
CIRCLED	1.	129	32.2	32.7
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23M3 TRAINING IN JOB SEEKING SKILLS, GR 11

RECORD: 5 COLUMN: 60-61

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
m. Training in job seeking skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	174	43.5	44.1
CIRCLED	1.	221	55.2	55.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23M4 TRAINING IN JOB SEEKING SKILLS, GR 12

RECORD: 5 COLUMN: 62-63

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
m. Training in job seeking skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	152	38.0	38.5
CIRCLED	1.	243	60.7	61.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23N1 USE OF NONCOMPUTER CAREER INFO, GR 9

RECORD: 5 COLUMN: 64-65

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
n. Use of noncomputerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	150	37.5	38.0
CIRCLED	1.	245	61.2	62.0
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23N2 USE OF NONCOMPUTER CAREER INFO, GR 10

RECORD: 5 COLUMN: 66-67

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
n. Use of noncomputerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	101	25.2	25.6
CIRCLED	1.	294	73.5	74.4
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23N3 USE OF NONCOMPUTER CAREER INFO, GR 11

RECORD: 5 COLUMN: 68-69

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
n. Use of noncomputerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	77	19.2	19.5
CIRCLED	1.	318	79.5	80.5
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G23N4 USE OF NONCOMPUTER CAREER INFO, GR 12

RECORD: 5 COLUMN: 70-71

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
n. Use of noncomputerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	80	20.0	20.3
CIRCLED	1.	315	78.7	79.7
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G2301 USE OF COMPUTERIZED CAREER INFO, GR 9

RECORD: 6 COLUMN: 8-9

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
o. Use of computerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	273	68.2	69.1
CIRCLED	1.	122	30.5	30.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G2302 USE OF COMPUTERIZED CAREER INFO, GR 10

RECORD: 6 COLUMN: 10-11

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
o. Use of computerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	240	60.0	60.8
CIRCLED	1.	155	38.7	39.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G2303 USE OF COMPUTERIZED CAREER INFO, GR 11

RECORD: 6 COLUMN: 12-13

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
o. Use of computerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	196	49.0	49.6
CIRCLED	1.	199	49.7	50.4
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G2304 USE OF COMPUTERIZED CAREER INFO, GR 12

RECORD: 6 COLUMN: 14-15

At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)
o. Use of computerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	190	47.5	48.1
CIRCLED	1.	205	51.2	51.9
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24A COURSES IN CAREER DECISION %

RECORD: 6 COLUMN: 16-18

About what percentage of students in your school participate in each of the following activities at least once during the time period beginning when they start the 11th grade and ending when they leave high school? (WRITE IN PERCENT. IS UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")
a. School courses in career decision making

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	94	23.5	25.1
1-6%	2.	27	6.7	7.2
7-11%	3.	30	7.5	8.0
12-24%	4.	23	5.7	6.1
25-49%	5.	28	7.0	7.5
50-99%	6.	41	10.2	11.0
100%	7.	25	6.3	6.7
NOT OFFERED	995.	106	26.5	28.3
NOT CODABLE	997.	2	0.5	MISSING
RESPONSE OMISSION	998.	22	5.5	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24B OCC INFO IN COURSES %

RECORD: 6 COLUMN: 19-21

REFER TO QUESTION G24A
b. Occupational information units in subject-matter courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	45	11.2	11.8
1-4%	2.	11	2.7	2.9
5-9%	3.	31	7.7	8.2
10-19%	4.	59	14.7	15.5
20-29%	5.	33	8.2	8.7
30-49%	6.	25	6.3	6.6
50-74%	7.	61	15.2	16.1
75-99%	8.	27	6.7	7.1
100%	9.	45	11.2	11.8
NOT OFFERED	995.	43	10.7	11.3
RESPONSE OMISSION	998.	18	4.5	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24C WORK EXPERIENCE PROGRAMS %

RECORD: 6 COLUMN: 22-24

REFER TO QUESTION G24A
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	32	8.0	8.3
1-4%	2.	27	6.7	7.0
5-9%	3.	54	13.5	14.1
10-14%	4.	76	19.0	19.8
15-19%	5.	24	6.0	6.3
20-29%	6.	77	19.2	20.1
30-59%	7.	57	14.2	14.8
60-89%	8.	3	0.7	0.8
90-100%	9.	1	0.2	0.3
NOT OFFERED	995.	33	8.2	8.6
RESPONSE OMISSION	998.	14	3.5	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24D CAREER DAYS-NIGHTS %

RECORD: 6 COLUMN: 25-27

REFER TO QUESTION G24A
d. Career days/nights

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	50	12.5	13.0
1-8%	2.	33	8.2	8.5
9-14%	3.	25	6.3	6.5
15-32%	4.	54	13.5	14.0
33-49%	5.	20	5.0	5.2
50-79%	6.	58	14.5	15.0
80-99%	7.	52	13.0	13.5
100%	8.	57	14.2	14.8
NOT OFFERED	995.	37	9.2	9.6
RESPONSE OMISSION	998.	12	3.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24E VOC ASSEMBLIES-SPEAKERS %

RECORD: 6 COLUMN: 28-30

REFER TO QUESTION G24A
e. Vocational oriented assemblies and speakers in classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	20	5.0	5.2
1-9%	2.	39	9.7	10.2
10-19%	3.	40	10.0	10.4
20-29%	4.	52	13.0	13.6
30-49%	5.	41	10.2	10.7
50-75%	6.	53	13.2	13.8
75-89%	7.	32	8.0	8.4
90-99%	8.	21	5.2	5.5
100%	9.	58	14.5	15.1
NOT OFFERED	995.	27	6.7	7.0
RESPONSE OMISSION	998.	15	3.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24F JOB SITE FIELD TRIPS %

RECORD: 6 COLUMN: 31-33

REFER TO QUESTION G24A
f. Job site tours or visits (field trips)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	48	12.0	12.7
1-4%	1.	29	7.2	7.7
5-9%	2.	53	13.2	14.0
10-19%	3.	90	22.5	23.7
20-29%	4.	52	13.0	13.7
30-49%	5.	33	8.2	8.7
50-79%	6.	23	5.7	6.1
80-100%	7.	13	3.2	3.4
NOT OFFERED	995.	38	9.5	10.0
RESPONSE OMISSION	998.	19	4.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24G POSTSECONDARY INSTITUTION TOURS %

RECORD: 6 COLUMN: 34-36

REFER TO QUESTION G24A
g. Tours of postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	28	7.0	7.3
1-4%	2.	25	6.3	6.5
5-9%	3.	46	11.5	11.9
10-19%	4.	73	18.2	19.0
20-29%	5.	61	15.2	15.8
30-39%	6.	28	7.0	7.3
40-49%	7.	21	5.2	5.5
50-79%	8.	44	11.0	11.4
80-94%	9.	15	3.7	3.9
95-100%	10.	14	3.5	3.6
NOT OFFERED	995.	30	7.5	7.8
RESPONSE OMISSION	998.	13	3.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24H JOB SHADOWING %

RECORD: 6 COLUMN: 37-39

REFER TO QUESTION G24A
h. Job shadowing (extended observations of a worker)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	134	33.5	35.8
1-4%	1.	39	9.7	10.4
5-9%	2.	55	13.7	14.7
10-19%	3.	43	10.7	11.5
20-29%	4.	14	3.5	3.7
30-100%	5.	6	1.5	1.6
NOT OFFERED	995.	83	20.7	22.2
RESPONSE OMISSION	998.	24	6.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24I SIMULATIONS %

RECORD: 6 COLUMN: 40-42

REFER TO QUESTION G24A
i. Simulations (e.g., Singer, SRA job experience kits)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	164	41.0	45.2
1-4%	1.	24	6.0	6.6
5-9%	2.	23	5.7	6.3
10-19%	3.	27	6.7	7.4
20-29%	4.	16	4.0	4.4
30-100%	5.	20	5.0	5.5
NOT OFFERED	995.	89	22.2	24.5
RESPONSE OMISSION	998.	35	8.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24J CAREER TESTING & INTERPRETATION

RECORD: 6 COLUMN: 43-45

REFER TO QUESTION G24A
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	19	4.7	5.0
1-6%	1.	26	6.5	6.8
7-14%	2.	38	9.5	9.9
15-24%	3.	28	7.0	7.3
25-39%	4.	43	10.7	11.3
40-61%	5.	62	15.5	16.2
62-79%	6.	18	4.5	4.7
80-89%	7.	14	3.5	3.7
90-96%	8.	24	6.0	6.3
97-100%	9.	94	23.5	24.6
NOT OFFERED	995.	16	4.0	4.2
NOT CODABLE	997.	2	0.5	MISSING
RESPONSE OMISSION	998.	14	3.5	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24K INDIVIDUAL COUNSELING %

RECORD: 6 COLUMN: 46-48

REFER TO QUESTION G24A
k. Individual counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	3	0.7	0.8
1-39%	1.	41	10.2	10.4
40-49%	2.	18	4.5	4.6
50-59%	3.	28	7.0	7.1
60-79%	4.	41	10.2	10.4
80-89%	5.	27	6.7	6.9
90-96%	6.	46	11.5	11.7
97-100%	7.	189	47.2	48.1
RESPONSE OMISSION	998.	5	1.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24L GROUP COUNSELING %

RECORD: 6 COLUMN: 49-51

REFER TO QUESTION G24A
l. Group guidance/counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	20	5.0	5.1
1-9%	1.	24	6.0	6.2
10-29%	2.	73	18.2	18.7
30-39%	3.	16	4.0	4.1
40-54%	4.	51	12.7	13.1
55-79%	5.	20	5.0	5.1
80-89%	6.	18	4.5	4.6
90-99%	7.	44	11.0	11.3
100%	8.	110	27.5	28.2
NOT OFFERED	995.	14	3.5	3.6
RESPONSE OMISSION	998.	8	2.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24M TRAINING IN JOB SEARCH SKILLS %

RECORD: 6 COLUMN: 52-54

REFER TO QUESTION G24A
m. Training in job seeking skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	43	10.7	11.3
1-9%	1.	38	9.5	10.0
10-19%	2.	57	14.2	15.0
20-39%	3.	93	23.2	24.4
40-49%	4.	27	6.7	7.1
50-79%	5.	41	10.2	10.8
80-99%	6.	17	4.2	4.5
100%	7.	31	7.7	8.1
NOT OFFERED	995.	34	8.5	8.9
RESPONSE OMISSION	998.	17	4.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24N USE NONCOMPUTER CAREER INFO %

RECORD: 6 COLUMN: 55-57

REFER TO QUESTION G24A
n. Use of noncomputerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	17	4.2	4.4
1-9%	1.	17	4.2	4.4
10-19%	2.	35	8.7	9.1
20-29%	3.	51	12.7	13.2
30-39%	4.	33	8.2	8.6
40-49%	5.	19	4.7	4.9
50-59%	6.	51	12.7	13.2
60-69%	7.	39	9.7	10.1
80-89%	8.	27	6.7	7.0
90-99%	9.	30	7.5	7.8
100%	10.	58	14.5	15.1
NOT OFFERED	995.	8	2.0	2.1
NOT CODABLE	997.	2	0.5	MISSING
RESPONSE OMISSION	998.	11	2.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24O USE COMPUTERIZED CAREER INFO %

RECORD: 6 COLUMN: 58-60

REFER TO QUESTION G24A
o. Use of computerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	104	26.0	27.4
1-14%	1.	54	13.5	14.2
15-29%	2.	43	10.7	11.3
30-39%	3.	22	5.5	5.8
40-64%	4.	56	14.0	14.8
65-89%	5.	22	5.5	5.8
90-100%	6.	27	6.7	7.1
NOT OFFERED	995.	51	12.7	13.5
RESPONSE OMISSION	998.	19	4.7	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G24P USE COLLEGE CATALOGS %

RECORD: 6 COLUMN: 61-63

REFER TO QUESTION G24A
p. Use college catalogs

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0-14%	1.	27	6.7	6.9
15-29%	2.	34	8.5	8.6
30-39%	3.	29	7.2	7.4
40-49%	4.	48	12.0	12.2
50-59%	5.	71	17.7	18.0
60-69%	6.	45	11.2	11.4
70-79%	7.	49	12.2	12.4
80-89%	8.	35	8.7	8.9
90-99%	9.	20	5.0	5.1
100%	10.	35	8.7	8.9
NOT OFFERED	995.	1	0.2	0.3
RESPONSE OMISSION	998.	4	1.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G25A CAREER DAYS-NIGHTS #

RECORD: 6 COLUMN: 64

For those students who do participate at least once, about how often does a student typically participate in each of the following activities during the time period beginning when he/she starts the 11th grade and ending when he/she leaves high school? (DO NOT INCLUDE THOSE WHO NEVER PARTICIPATED AT ALL. CIRCLE ONE FOR EACH ITEM)
a. Career days/nights

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	111	27.7	37.4
2-3 TIMES	2.	167	41.7	56.2
4-6 TIMES	3.	15	3.7	5.1
7-10 TIMES	4.	3	0.7	1.0
11 OR MORE TIMES	5.	1	0.2	0.3
RESPONSE OMISSION	8.	22	5.5	MISSING
NOT OFFERED	9.	81	20.2	MISSING
	TOTAL	400	100.0	100.0

G25B VOC ASSEMBLIES-SPEAKERS #

RECORD: 6 COLUMN: 65

REFER TO QUESTION G25A
b. Vocational oriented assemblies and speakers in classes

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	37	9.2	10.8
2-3 TIMES	2.	165	41.2	48.2
4-6 TIMES	3.	109	27.2	31.9
7-10 TIMES	4.	24	6.0	7.0
11 OR MORE TIMES	5.	7	1.7	2.0
RESPONSE OMISSION	8.	22	5.5	MISSING
NOT OFFERED	9.	36	9.0	MISSING
	TOTAL	400	100.0	100.0

G25C JOB SITE FIELD TRIPS #

RECORD: 6 COLUMN: 66

REFER TO QUESTION G25A
c. Job site tours or visits (field trips)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	123	30.7	42.7
2-3 TIMES	2.	126	31.5	43.8
4-6 TIMES	3.	33	8.2	11.5
7-10 TIMES	4.	4	1.0	1.4
11 OR MORE TIMES	5.	1	0.2	0.3
MULTIPLE RESPONSE	6.	1	0.2	0.3
RESPONSE OMISSION	8.	23	5.7	MISSING
NOT OFFERED	9.	89	22.2	MISSING
	TOTAL	400	100.0	100.0

G25D POSTSECONDARY INSTITUTION TOURS #

RECORD: 6 COLUMN: 67

REFER TO QUESTION G25A
d. Tours of postsecondary institutions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	97	24.2	31.4
2-3 TIMES	2.	163	40.7	52.8
4-6 TIMES	3.	44	11.0	14.2
7-10 TIMES	4.	4	1.0	1.3
11 OR MORE TIMES	5.	1	0.2	0.3
RESPONSE OMISSION	8.	27	6.7	MISSING
NOT OFFERED	9.	64	16.0	MISSING
	TOTAL	400	100.0	100.0

G25E SIMULATIONS #

RECORD: 6 COLUMN: 68

REFER TO QUESTION G25A
e. Simulations (e.g., Singer, SRA job experience kits)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	53	13.2	46.1
2-3 TIMES	2.	44	11.0	38.3
4-6 TIMES	3.	9	2.2	7.8
7-10 TIMES	4.	5	1.2	4.3
11 OR MORE TIMES	5.	2	0.5	1.7
MULTIPLE RESPONSE	6.	2	0.5	1.7
RESPONSE OMISSION	8.	52	13.0	MISSING
NOT OFFERED	9.	233	58.2	MISSING
	TOTAL	400	100.0	100.0

G25F CAREER TESTING & INTERPRETATION #

RECORD: 7 COLUMN: 8

REFER TO QUESTION G25A
Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	118	29.5	33.8
2-3 TIMES	2.	170	42.5	48.7
4-6 TIMES	3.	52	13.0	14.9
7-10 TIMES	4.	6	1.5	1.7
11 OR MORE TIMES	5.	2	0.5	0.6
MULTIPLE RESPONSE	6.	1	0.2	0.3
RESPONSE OMISSION	8.	25	6.3	MISSING
NOT OFFERED	9.	26	6.5	MISSING
	TOTAL	400	100.0	100.0

G25G INDIVIDUAL COUNSELING #

RECORD: 7 COLUMN: 9

REFER TO QUESTION G25A
g. Individual counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	10	2.5	2.6
2-3 TIMES	2.	120	30.0	31.5
4-6 TIMES	3.	153	38.2	40.2
7-10 TIMES	4.	64	16.0	16.8
11 OR MORE TIMES	5.	34	8.5	8.9
RESPONSE OMISSION	8.	17	4.2	MISSING
NOT OFFERED	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G25H GROUP COUNSELING #

RECORD: 7 COLUMN: 10

REFER TO QUESTION G25A
h. Group guidance/counseling sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	44	11.0	12.8
2-3 TIMES	2.	136	34.0	39.4
4-6 TIMES	3.	106	26.5	30.7
7-10 TIMES	4.	28	7.0	8.1
11 OR MORE TIMES	5.	31	7.7	9.0
RESPONSE OMISSION	8.	23	5.7	MISSING
NOT OFFERED	9.	32	8.0	MISSING
	TOTAL	400	100.0	100.0

G25I USE NONCOMPUTER CAREER INFO #

RECORD: 7 COLUMN: 11

REFER TO QUESTION G25A
i. Use of noncomputerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	33	8.2	9.2
2-3 TIMES	2.	160	40.0	44.8
4-6 TIMES	3.	115	28.7	32.2
7-10 TIMES	4.	34	8.5	9.5
11 OR MORE TIMES	5.	15	3.7	4.2
RESPONSE OMISSION	8.	23	5.7	MISSING
NOT OFFERED	9.	20	5.0	MISSING
	TOTAL	400	100.0	100.0

G25J USE COMPUTERIZED CAREER INFO #

RECORD: 7 COLUMN: 12

REFER TO QUESTION G25A
j. Use of computerized career information resources

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE	1.	62	15.5	28.6
2-3 TIMES	2.	105	26.2	48.4
4-6 TIMES	3.	42	10.5	19.4
7-10 TIMES	4.	5	1.2	2.3
11 OR MORE TIMES	5.	3	0.7	1.4
RESPONSE OMISSION	8.	38	9.5	MISSING
NOT OFFERED	9.	145	36.2	MISSING
	TOTAL	400	100.0	100.0

G26A TIME IN CAREER DECISON COURSES

RECORD: 7 COLUMN: 13

For those students who do participate, about how much time does a student typically spend in each of the following activities during the time period beginning when he/she starts the 11th grade and ending when he/she leaves high school? (DO NOT INCLUDE THOSE WHO NEVER PARTICIPATE AT ALL. CIRCLE ONE FOR EACH ITEM)
a. School courses in career decision making

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1 DAY - 1 WEEK	1.	71	17.7	38.8
> 1 WEEK BUT < 1 SEM	2.	54	13.5	29.5
ONE SEMESTER	3.	45	11.2	24.6
MORE THAN 1 SEMESTER	4.	13	3.2	7.1
RESPONSE OMISSION	8.	19	4.7	MISSING
NOT OFFERD-NO PARTICIPATION	9.	198	49.5	MISSING
	TOTAL	400	100.0	100.0

G26B TIME FOR OCC INFO IN SUBJECT COURSES

RECORD: 7 COLUMN: 14

REFER TO QUESTION G26A
b. Occupational information units in subject-matter courses

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1 DAY - 1 WEEK	1.	165	41.2	53.2
> 1 WEEK BUT < 1 SEM	2.	110	27.5	35.5
ONE SEMESTER	3.	20	5.0	6.5
MORE THAN 1 SEMESTER	4.	14	3.5	4.5
MULTIPLE RESPONSE	6.	1	0.2	0.3
RESPONSE OMISSION	8.	19	4.7	MISSING
NOT OFFERD-NO PARTICIPATION	9.	71	17.7	MISSING
	TOTAL	400	100.0	100.0

G26C TIME IN WORK EXPERIENCE PROGRAMS

RECORD: 7 COLUMN: 15

REFER TO QUESTION G26A
c. Exploratory work experience programs (e.g., co-op, work study, EBCE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1 DAY - 1 WEEK	1.	33	8.2	10.7
> 1 WEEK BUT < 1 SEM	2.	30	7.5	9.7
ONE SEMESTER	3.	42	10.5	13.6
MORE THAN 1 SEMESTER	4.	201	50.2	65.3
MULTIPLE RESPONSE	6.	2	0.5	0.6
RESPONSE OMISSION	8.	26	6.5	MISSING
NOT OFFERD-NO PARTICIPATION	9.	66	16.5	MISSING
	TOTAL	400	100.0	100.0

G26D TIME SPENT JOB SHADOWING

RECORD: 7 COLUMN: 16

REFER TO QUESTION G26A
d. Job shadowing (extended observation of a worker)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1 DAY - 1 WEEK	1.	102	25.5	68.9
> 1 WEEK BUT < 1 SEM	2.	22	5.5	14.9
ONE SEMESTER	3.	16	4.0	10.8
MORE THAN 1 SEMESTER	4.	6	1.5	4.1
MULTIPLE RESPONSE	6.	1	0.2	0.7
NOT CODABLE	7.	1	0.2	0.7
RESPONSE OMISSION	8.	37	9.2	MISSING
NOT OFFERD-NO PARTIC	9.	215	53.7	MISSING
	TOTAL	400	100.0	100.0

G26E TIME TRAINING IN JOB SEARCH SKILLS

RECORD: 7 COLUMN: 17

REFER TO QUESTION G26A
e. Training in job seeking skills

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1 DAY - 1 WEEK	1.	101	25.2	34.6
> 1 WEEK BUT < 1 SEM	2.	99	24.7	33.9
ONE SEMESTER	3.	30	7.5	10.3
MORE THAN 1 SEMESTER	4.	61	15.2	20.9
NOT CODABLE	7.	1	0.2	0.3
RESPONSE OMISSION	8.	24	6.0	MISSING
NOT OFFERD-NO PARTICIPATION	9.	84	21.0	MISSING
	TOTAL	400	100.0	100.0

G271 TIME OUT OF HOMEROOM

RECORD: 7 COLUMN: 18-19

During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)
1. Homeroom

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	184	46.0	47.4
CIRCLED	1.	204	51.0	52.6
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G272 TIME OUT OF STUDY HALL

RECORD: 7 COLUMN: 20-21

During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)
2. Study hall or other free period

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	82	20.5	21.1
CIRCLED	1.	306	76.5	78.9
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G273 TIME OUT DURING LUNCH

RECORD: 7 COLUMN: 22-23

During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)
3. Lunch period

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	79	19.7	20.4
CIRCLED	1.	309	77.2	79.6
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G274 TIME OUT AFTER SCHOOL

RECORD: 7 COLUMN: 24-25

During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)
4. After school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	83	20.7	21.4
CIRCLED	1.	305	76.2	78.6
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G275 TIME OUT OF SUBJECT-MATTER CLASS

RECORD: 7 COLUMN: 26-27

During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)
5. Subject-matter class (e.g., math, English)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	110	27.5	28.4
CIRCLED	1.	278	69.5	71.6
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G276 TIME OUT DURING OTHER PERIODS

RECORD: 7 COLUMN: 28-29

During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)
6. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	282	70.5	72.7
CIRCLED	1.	106	26.5	27.3
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G28 WAITING PERIOD TO SEE COUNSELOR

RECORD: 7 COLUMN: 30-31

If a student wants to see a counselor, about how long does he/she typically have to wait? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO WAIT	1.	113	28.2	29.3
A FEW MINUTES	2.	143	35.7	37.0
A FEW HOURS	3.	51	12.7	13.2
A DAY OR TWO	4.	51	12.7	13.2
ABOUT A WEEK	5.	1	0.2	0.3
MULTIPLE RESPONSE	96.	27	6.7	7.0
RESPONSE OMISSION	98.	12	3.0	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G291 LOCAL JOB BANK LISTINGS

RECORD: 7 COLUMN: 32-33

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
1. Job bank listings or reports from state employment service or department of labor, showing jobs available for local area (city or state)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	166	41.5	42.8
CIRCLED	1.	222	55.5	57.2
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G292 POSTINGS OF LOCAL NEWSPAPER ADS

RECORD: 7 COLUMN: 34-35

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
2. Postings of local newspaper employment advertisements

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	274	68.5	70.6
CIRCLED	1.	114	28.5	29.4
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G293 OPENINGS CALLED IN BY LOCAL EMPLOYERS

RECORD: 7 COLUMN: 36-37

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
3. Job openings called in by local employers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	88	22.0	22.7
CIRCLED	1.	300	75.0	77.3
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G294 LOCAL CONTACT FOR JOBS OR TRAINING

RECORD: 7 COLUMN: 38-39

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
List of contacts at local public or private employment agencies and training programs who can help students get jobs or job training

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	213	53.2	54.9
CIRCLED	1.	175	43.8	45.1
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G295 LIST OF UNION REPS

RECORD: 7 COLUMN: 40-41

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
4. List of representatives of local unions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	351	87.7	90.5
CIRCLED	1.	37	9.2	9.5
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G296 INFO FROM GOVERNMENT

RECORD: 7 COLUMN: 42-43

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
6. Information from local government (city, county, state) civil service and employment service offices

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	208	52.0	53.6
CIRCLED	1.	180	45.0	46.4
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G297 JOB INFO FROM FORMER STUDENTS

RECORD: 7 COLUMN: 44-45

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
7. Information about local jobs from follow-up of former students who work in area

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	265	66.2	68.3
CIRCLED	1.	123	30.7	31.7
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G298 OTHER SOURCES OF LOCAL INFO

RECORD: 7 COLUMN: 46-47

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
8. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	359	89.7	92.5
CIRCLED	1.	29	7.2	7.5
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G299 NO LOCAL JOB INFO AVALABLE

RECORD: 7 COLUMN: 48-49

Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)
9. No local job information is available

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	354	88.5	91.2
CIRCLED	1.	34	8.5	8.8
RESPONSE OMISSION	98.	10	2.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G301 PROVIDE OCC INFO IN SPANISH

RECORD: 7 COLUMN: 50

Other than English, in which of the following languages does your school provide occupational information? (CIRCLE ALL THAT APPLY)
1. Spanish

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	310	77.5	80.9
CIRCLED	1.	73	18.2	19.1
RESPONSE OMISSION	8.	15	3.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G302 PROVIDE OCC INFO IN ANOTHER LANGUAGE

RECORD: 7 COLUMN: 51

Other than English, in which of the following languages does your school provide occupational information? (CIRCLE ALL THAT APPLY)
2. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	351	87.7	91.6
CIRCLED	1.	31	7.7	8.1
	2.	1	0.2	0.3
RESPONSE OMISSION	8.	15	3.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G303 OCC INFO NOT PROVIDED IN ANOTHER LANG

RECORD: 7 COLUMN: 52

Other than English, in which of the following languages does your school provide occupational information? (CIRCLE ALL THAT APPLY)
3. None of the above

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	86	21.5	22.5
CIRCLED	1.	297	74.2	77.5
RESPONSE OMISSION	8.	15	3.7	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G31 STUDENTS IN SCHOOL TAKE ASVAB

RECORD: 7 COLUMN: 53

Do students in your school take the Armed Forces Vocational Aptitude Battery (ASVAB)? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	309	77.2	79.4
NO	2.	80	20.0	20.6
RESPONSE OMISSION	8.	9	2.2	MISSING
	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G32 MOST IMPORTANT USE OF ASVAB RESULTS

RECORD: 7 COLUMN: 54-55

Please indicate the most important use of the ASVAB results in your school? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
CAREER COUNSELING & GUID	1.	137	34.2	44.3
ACADEMIC COUNSELING & GUID	2.	8	2.0	2.6
MILITARY CAREER COUNSELING	3.	95	23.7	30.7
ESTIMATING STUDENT ACHVMENT	4.	5	1.2	1.6
OTHER (SPECIFY)	6.	3	0.7	1.0
MULTIPLE RESPONSE	96.	61	15.2	19.7
RESPONSE OMISSION	98.	12	3.0	MISSING
NOT APPLICABLE	99.	79	19.7	MISSING
	TOTAL	400	100.0	100.0

G331 ASVAB MANDATORY AT CERTAIN GR LEVEL

RECORD: 7 COLUMN: 56

How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)
1. Mandatory at stipulated grade level

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	255	63.7	80.7
CIRCLED	1.	61	15.2	19.3
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G332 STUDENTS SIGN UP WITHOUT REFERRAL

RECORD: 7 COLUMN: 57

How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)
2. Students sign up without a referral

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	68	17.0	21.5
CIRCLED	1.	248	62.0	78.5
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G333 COUNSELOR REFERRAL TO TAKE ASVAB

RECORD: 7 COLUMN: 58

How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)
3. Counselor referral

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	223	55.7	70.6
CIRCLED	1.	93	23.2	29.4
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G334 ASVAB TAKEN WITH TEACHER'S REFERRAL

RECORD: 7 COLUMN: 59

How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)
4. Teacher referral

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	265	66.2	83.9
CIRCLED	1.	51	12.7	16.1
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G335 ASVAB TAKEN FOR OTHER REASONS

RECORD: 7 COLUMN: 60

How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)
5. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	297	74.2	94.0
CIRCLED	1.	19	4.7	6.0
RESPONSE OMISSION	8.	7	1.7	MISSING
NOT APPLICABLE	9.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G341 SCORES RELEASED WITHOUT INTERPRETATION

RECORD: 7 COLUMN: 61-62

At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)
1. Scores released directly to students without test interpretation by a staff member

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	276	69.0	87.6
CIRCLED	1.	39	9.7	12.4
RESPONSE OMISSION	98.	8	2.0	MISSING
NOT APPLICABLE	99.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G342 COUNSELORS INFORM GROUPS OF STUDENTS

RECORD: 7 COLUMN: 63-64

At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)
2. Counselors discuss scores with groups of students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	166	41.5	52.7
CIRCLED	1.	149	37.2	47.3
RESPONSE OMISSION	98.	8	2.0	MISSING
NOT APPLICABLE	99.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G343 OTHER PERSONNEL INFORM GRPS OF STUDENTS

RECORD: 7 COLUMN: 65-66

At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)
3. Other school personnel discuss scores with groups of students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	290	72.5	92.1
CIRCLED	1.	25	6.3	7.9
RESPONSE OMISSION	98.	8	2.0	MISSING
NOT APPLICABLE	99.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G344 COUNSELORS DISCUSS INDIVIDUALLY

RECORD: 7 COLUMN: 67-68

At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)
4. Counselors discuss student scores in individual sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	124	31.0	39.4
CIRCLED	1.	191	47.7	60.6
RESPONSE OMISSION	98.	8	2.0	MISSING
NOT APPLICABLE	99.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G345 OTHER PERSONNEL DISCUSS INDIVIDUALLY

RECORD: 7 COLUMN: 69-70

At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)
5. Other school personnel discuss scores in individual sessions

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	296	74.0	94.0
CIRCLED	1.	19	4.7	6.0
RESPONSE OMISSION	98.	8	2.0	MISSING
NOT APPLICABLE	99.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G346 MILITARY PERSONNEL DISCUSS SCORES

RECORD: 7 COLUMN: 71-72

At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)
6. Military personnel discuss scores with students (in groups or individually)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	139	34.7	44.1
CIRCLED	1.	176	44.0	55.9
RESPONSE OMISSION	98.	8	2.0	MISSING
NOT APPLICABLE	99.	77	19.2	MISSING
	TOTAL	400	100.0	100.0

G35 # INSERVICE PROGRAMS ATTENDED EACH YR

RECORD: 7 COLUMN: 73-74

On the average, about how many inservice programs are attended each year by the typical counselor on your guidance staff? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	12	3.0	3.1
ONE	2.	48	12.0	12.3
TWO	3.	98	24.5	25.2
THREE	4.	80	20.0	20.6
FOUR	5.	61	15.2	15.7
FIVE	6.	31	7.7	8.0
SIX OR MORE	7.	59	14.7	15.2
RESPONSE OMISSION	98.	9	2.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G361 # OF MEETINGS OF PROFESSIONAL ORGS

RECORD: 8 COLUMN: 8-9

How many times in the past school year has the typical member of your staff: (WRITE IN: IF UNSURE, GIVE BEST ESTIMATE. IF NONE, ENTER "000")
1. attended meetings of professional organizations

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	25	6.3	6.4
	1.	59	14.7	15.2
	2.	90	22.5	23.1
	3.	60	15.0	15.4
	4.	41	10.2	10.5
	5.	47	11.7	12.1
	6.	22	5.5	5.7
7-10	7.	31	7.8	8.0
	12.	5	1.2	1.3
	15.	3	0.7	0.8
16-30	16.	4	0.8	1.2
	50.	1	0.2	0.3
	90.	1	0.2	0.3
RESPONSE OMISSION	98.	9	2.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G362 # MEETINGS WITH EMPLOYERS

RECORD: 8 COLUMN: 10-11

How many times in the past school year has the typical member of your staff:
2. met with employers

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	156	39.0	41.1
	1.	63	15.7	16.6
	2.	47	11.7	12.4
	3.	21	5.2	5.5
	4.	12	3.0	3.2
	5.	29	7.2	7.6
	6.	8	2.0	2.1
7-10	7.	24	5.8	6.4
	12.	1	0.2	0.3
	15.	5	1.2	1.3
	20.	4	1.0	1.1
	25.	1	0.2	0.3
	30.	3	0.7	0.8
40-50	40.	5	1.2	1.4
	90.	1	0.2	0.3
RESPONSE OMISSION	98.	17	4.2	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G363 MEETINGS WITH COMMUNITY GROUPS

RECORD: 8 COLUMN: 12-13

How many times in the past school year has the typical member of your staff:
3. met with community groups (such as The Rotary, Chamber of Commerce, etc.)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	147	36.7	38.6
	1.	80	20.0	21.0
	2.	52	13.0	13.6
	3.	31	7.7	8.1
	4.	18	4.5	4.7
	5.	21	5.2	5.5
6-8	6.	9	2.2	2.3
	10.	9	2.2	2.3
	12.	1	0.2	0.3
	15.	4	1.0	1.0
	20.	3	0.7	0.8
24-50	24.	5	1.0	1.5
NOT CODABLE	97.	1	0.2	0.3
RESPONSE OMISSION	98.	16	4.0	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G364 # CONFERENCES ATTENDED ON SPECIFIC TOPIC

RECORD: 8 COLUMN: 14-15

How many times in the past school year has the typical member of your staff:
4. attended conferences on specific topics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	13	3.2	3.4
	1.	52	13.0	13.5
	2.	86	21.5	22.3
	3.	64	16.0	16.6
	4.	48	12.0	12.4
	5.	50	12.5	13.0
	6.	17	4.2	4.4
	7.	2	0.5	0.5
	8.	8	2.0	2.1
	9.	2	0.5	0.5
	10.	31	7.7	8.0
	12.	2	0.5	0.5
	15.	4	1.0	1.0
	20.	3	0.7	0.8
25-50	25.	4	0.8	1.2
RESPONSE OMISSION	98.	11	2.7	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G37 MOST LIKELY ADVICE GIVEN TO SR.

RECORD: 8 COLUMN: 16

Assume that one of the senior boys in your school came to one of the guidance staff for career guidance. He is trying to decide whether to get a job after high school graduation or to accept admission and financial aid at the state university in another city. His grades and SAT's are in the 25th percentile overall. His parents are both blue collar workers and want him to get a job as soon as possible. The boy is ambitious. Which of the following actions is the counselor most likely to take? (CIRCLE ONE)

1. Encourage him to get a full-time job after high school...
2. Encourage him to go to the state university full-time...
3. Encourage him to go to a local junior college part-time and work part-time...
4. Counselor neither encourages nor discourages any option...

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
GET FULL-TIME JOB	1.	4	1.0	1.0
GO TO STATE UNIV	2.	60	15.0	15.5
GO TO JC & WORK:P-T	3.	153	38.2	39.5
NO RECOMMENDATION	4.	165	41.2	42.6
MULTIPLE RESPONSE	6.	5	1.2	1.3
NOT CODABLE/REFUSED	7.	1	0.2	MISSING
RESPONSE OMISSION	8.	9	2.2	MISSING
NOT APPLICABLE	9.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G38A GOALS & PRIORITIES OF PROG ARE CLEAR

RECORD: 8 COLUMN: 17-18

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

a. Goals and priorities of the guidance program are clear

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	10	2.5	2.5
	2.	26	6.5	6.6
	3.	40	10.0	10.2
	4.	82	20.5	20.9
	5.	142	35.5	36.1
STRONGLY AGREE	6.	93	23.2	23.7
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G38B SCHOOL REWARDS COUNSELORS' GOOD WORK

RECORD: 8 COLUMN: 19-20

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

b. This school rewards counselors for performing their jobs well

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	72	18.0	18.4
	2.	62	15.5	15.8
	3.	87	21.7	22.2
	4.	95	23.7	24.2
	5.	46	11.5	11.7
STRONGLY AGREE	6.	29	7.2	7.4
MULTIPLE RESPONSE	63.	1	0.2	0.3
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G38C ROUTINES INTERFERE WITH COUNSELING

RECORD: 8 COLUMN: 21-22

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

c. Routine duties and paperwork interfere with the job of counseling

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	20	5.0	5.1
	2.	37	9.2	9.4
	3.	61	15.2	15.5
	4.	66	16.5	16.8
	5.	81	20.2	20.6
STRONGLY AGREE	6.	127	31.7	32.3
MULTIPLE RESPONSE	96.	1	0.2	0.3
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G38D COLLEAGUES SHARE VALUES ABOUT MISSION

RECORD: 8 COLUMN: 23-24

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

d. Most of my guidance colleagues share my beliefs and values about the central mission of the school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	2	0.5	0.5
	2.	8	2.0	2.1
	3.	27	6.7	7.0
	4.	52	13.0	13.6
	5.	162	40.5	42.3
STRONGLY AGREE	6.	132	33.0	34.5
RESPONSE OMISSION	98.	14	3.5	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G38E ADMIN CONFUSED ABOUT GUIDANCE PHILOSOPHY

RECORD: 8 COLUMN: 25-26

Using the scale provided below (range 1 to 6) to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

e. The school administration has communicated a confusing philosophy of what the guidance program in this school should be

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	104	26.0	26.7
	2.	96	24.0	24.7
	3.	60	15.0	15.4
	4.	58	14.5	14.9
	5.	42	10.5	10.8
STRONGLY AGREE	6.	29	7.2	7.5
RESPONSE OMISSION	98.	9	2.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G38F GUID STAFF RECOGNIZED FOR JOB WELL DONE

RECORD: 8 COLUMN: 27-28

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)
f. Guidance staff members are recognized for a job well done

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	41	10.2	10.4
	2.	50	12.5	12.7
	3.	91	22.7	23.2
	4.	92	23.0	23.4
	5.	77	19.2	19.6
STRONGLY AGREE	6.	42	10.5	10.7
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G38G COOPERATIVE SUPPORT AMONG STAFF MEMBERS

RECORD: 8 COLUMN: 29-30

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)
g. There is a great deal of cooperative effort among staff members

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	3	0.7	0.8
	2.	25	6.3	6.4
	3.	42	10.5	10.7
	4.	83	20.7	21.2
	5.	115	28.7	29.4
STRONGLY AGREE	6.	123	30.7	31.5
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G38H COMMUNITY SUPPORTIVE OF GUID PROG

RECORD: 8 COLUMN: 31-32

h. The community is very supportive of the guidance program in this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	9	2.2	2.3
	2.	20	5.0	5.1
	3.	87	21.7	22.3
	4.	132	33.0	33.8
	5.	89	22.2	22.8
STRONGLY AGREE	6.	54	13.5	13.8
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G38I PARENTS SUPPORTIVE OF GUIDANCE PROG

RECORD: 8 COLUMN: 33-34

i. Parents of students in this school are very supportive of the guidance program in this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	4	1.0	1.0
	2.	22	5.5	5.6
	3.	68	17.0	17.2
	4.	122	30.5	30.9
	5.	119	29.7	30.1
STRONGLY AGREE	6.	60	15.0	15.2
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G38J FINANCIAL SUPPORT FOR GUID ADEQUATE

RECORD: 8 COLUMN: 35-36

Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)
j. Financial support for the guidance program in this school is adequate when compared to support of other departments in this school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
STRONGLY DISAGREE	1.	52	13.0	13.3
	2.	62	15.5	15.8
	3.	55	13.7	14.0
	4.	76	19.0	19.4
	5.	101	25.2	25.8
STRONGLY AGREE	6.	45	11.2	11.5
MULTIPLE RESPONSE	84.	1	0.2	0.3
RESPONSE OMISSION	98.	6	1.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G39 COUNSELORS CONTRACT: MOS PER YEAR

RECORD: 8 COLUMN: 37-38

How many months per year are counselors in this school under contract? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
8 MOS OR LESS	1.	2	0.5	0.5
8.5 MOS	2.	2	0.5	0.5
9 MOS	3.	68	17.0	17.3
9.5 MOS	4.	74	18.5	18.8
10 MOS	5.	177	44.2	44.9
10.5 MOS	6.	38	9.5	9.6
11 OR MORE MOS	7.	29	7.2	7.4
MULTIPLE RESPONSE	96.	4	1.0	1.0
RESPONSE OMISSION	98.	3	0.7	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G401 GUID ACTIVITIES, OUTSIDE HRS PER WK

RECORD: 8 COLUMN: 39-40

About how many hours per week does the typical counselor on your staff work outside of school hours on: (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)
1. guidance activities

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	42	10.5	10.9
	1.	46	11.5	11.9
	2.	49	12.2	12.7
	3.	37	9.2	9.6
	4.	24	6.0	6.2
	5.	77	19.2	19.9
	6.	11	2.7	2.8
	7.	6	1.5	1.6
	8.	11	2.7	2.8
	9.	1	0.2	0.3
	10.	51	12.7	13.2
	12.	5	1.2	1.3
	15.	9	2.2	2.3
	20.	10	2.5	2.6
25-40	25.	7	1.7	1.8
RESPONSE OMISSION	98.	11	2.7	MISSING
MISSING	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G402 OTHER SCH ACTVTIES, OUTSIDE HPS PER WK

RECORD: 8 COLUMN: 41-42

About how many hours per week does the typical counselor on your staff work outside of school hours on: (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)
2. other school activities (e.g., monitoring athletic events, making up class schedules)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	107	26.7	28.6
	1.	67	16.7	17.9
	2.	61	15.2	16.3
	3.	28	7.0	7.5
	4.	14	3.5	3.7
	5.	43	10.7	11.5
	6.	5	1.2	1.3
	8.	4	1.0	1.1
	10.	25	6.3	6.7
	12.	1	0.2	0.3
	15.	8	2.0	2.1
	20.	5	1.2	1.3
25-45	25.	6	1.4	1.6
RESPONSE OMISSION	98.	23	5.7	MISSING
NOT APPLICABLE	99.	3	0.7	MISSING
	TOTAL	400	100.0	100.0

G41 SEX

RECORD: 8 COLUMN: 43

What is your sex? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MALE	1.	229	57.2	58.0
FEMALE	2.	166	41.5	42.0
NOT CODABLE	7.	1	0.2	MISSING
RESPONSE OMISSION	8.	2	0.5	MISSING
MISSING DATA	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G42 ORIGIN OR DESCENT

RECORD: 8 COLUMN: 44

What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NON-HISPANIC	1.	368	92.0	95.1
MEXICAN	2.	8	2.0	2.1
OTHER HISPANIC	5.	11	2.7	2.8
NOT CODABLE	7.	2	0.5	MISSING
RESPONSE OMISSION	8.	9	2.2	MISSING
MISSING DATA	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G43 RACE

RECORD: 8 COLUMN: 45

What is your race? (CIRCLE ONE ONLY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
WHITE	1.	356	89.0	90.4
BLACK	2.	35	8.7	8.9
ASIAN	4.	1	0.2	0.3
OTHER	5.	2	0.5	0.5
NOT CODABLE	7.	1	0.2	MISSING
RESPONSE OMISSION	8.	3	0.7	MISSING
MISSING DATA	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G44 YRS OF COUNSELING EXPERIENCE

RECORD: 8 COLUMN: 46

Including this year, how many years of experience have you had as a counselor? (WRITE IN YEARS. ROUND UP TO NEAREST YEAR)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	10	2.5	2.6
ONE YEAR	1.	8	2.0	2.0
ETC.	2.	10	2.5	2.6
	3.	5	1.2	1.3
	4.	12	3.0	3.1
	5.	14	3.5	3.6
	6.	15	3.7	3.8
	7.	12	3.0	3.1
	8.	17	4.2	4.3
	9.	9	2.2	2.3
	10.	26	6.5	6.6
	11.	18	4.5	4.6
	12.	23	5.7	5.9
	13.	13	3.2	3.3
	14.	28	7.0	7.2
	15.	23	5.7	5.9
	16.	11	2.7	2.8
	17.	19	4.7	4.9
	18.	15	3.7	3.8
	19.	15	3.7	3.8
	20.	27	6.7	6.9
	21.	8	2.0	2.0
	22.	17	4.2	4.3
	23.	5	1.2	1.3
	24.	7	1.7	1.8
	25.	7	1.7	1.8
	26.	2	0.5	0.5
	27.	5	1.2	1.3
	28.	5	1.2	1.3
	30.	3	0.7	0.8
	31.	2	0.5	0.5
RESPONSE OMISSION	98.	7	1.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G45 YRS AS COUNSELOR IN THIS H.S.

RECORD: 8 COLUMN: 48-49

How many years, including this year, have you been a counselor in this high school? (WRITE IN YEARS. ROUND UP TO NEAREST YEAR)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	14	3.5	3.6
ONE YEAR	1.	15	3.7	3.8
ETC.	2.	17	4.2	4.3
	3.	17	4.2	4.3
	4.	24	6.0	6.1
	5.	19	4.7	4.8
	6.	25	6.3	6.4
	7.	27	6.7	6.9
	8.	17	4.2	4.3
	9.	10	2.5	2.6
	10.	23	5.7	5.9
	11.	17	4.2	4.3
	12.	25	6.3	6.4
	13.	15	3.7	3.8
	14.	17	4.2	4.3
	15.	17	4.2	4.3
	16.	16	4.0	4.1
	17.	15	3.7	3.8
	18.	10	2.5	2.6
	19.	8	2.0	2.0
	20.	13	3.2	3.3
	21.	2	0.5	0.5
	22.	9	2.2	2.3
	23.	2	0.5	0.5
	24.	4	1.0	1.0
	25.	5	1.2	1.3
	26.	1	0.2	0.3
	27.	5	1.2	1.3
	28.	2	0.5	0.5
	31.	1	0.2	0.3
NOT CODABLE/REFUSED	97.	1	0.2	MISSING
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G46 HIGHEST DEGREE

RECORD: 8 COLUMN: 50-51

What is the highest degree you hold? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
HIGH SCHOOL	1.	0	0.0	0.0
B.A. OR B.S.	2.	3	0.7	0.8
MASTER'S DEGREE	3.	329	82.2	83.1
EDUCATIONAL SPECIALIST	4.	38	6.7	9.6
DOCTORATE (EdD,PhD,etc.)	5.	21	5.2	5.3
OTHER (SPECIFY)	6.	5	1.2	1.3
RESPONSE OMISSION	98.	2	0.5	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G47 DEGREE IN GUIDANCE & COUNSELING

RECORD: 8 COLUMN:

Do you have a degree in guidance and counseling? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	317	79.2	80.7
NO	2.	76	19.0	19.3
RESPONSE OMISSION	8.	5	1.2	MISSING
NOT APPLICABLE	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G481 DIRECTOR OF GUIDANCE

RECORD: 8 COLUMN: 53-54

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
1. Director of Guidance

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	227	56.7	57.2
CIRCLED	1.	170	42.5	42.8
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G482 DIRECTOR OF STUDENT SERVICES

RECORD: 8 COLUMN: 55-56

2. Director of Student Services

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	371	92.7	93.5
CIRCLED	1.	26	6.5	6.5
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G483 CHAIR OF GUIDANCE DEPT

RECORD: 8 COLUMN: 57-58

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
3. Chairperson of the Department of Guidance

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	290	72.5	73.0
CIRCLED	1.	107	26.7	27.0
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G484 LEAD COUNSELOR

RECORD: 8 COLUMN: 59-60

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
4. Lead Counselor

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	328	82.0	82.6
CIRCLED	1.	69	17.2	17.4
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G485 COUNSELOR

RECORD: 8 COLUMN: 61-62

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
5. Counselor

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	254	63.5	64.0
CIRCLED	1.	143	35.7	36.0
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G486 ASSISTANT PRINCIPAL

RECORD: 8 COLUMN: 63-64

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
6. Assistant Principal

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	358	89.5	90.2
CIRCLED	1.	39	9.7	9.8
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G487 PRINCIPAL

RECORD: 8 COLUMN: 65-66

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
7. Principal

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	389	97.2	98.0
CIRCLED	1.	8	2.0	2.0
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G488 TEACHER

RECORD: 8 COLUMN: 67-68

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
8. Teacher

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	382	95.5	96.2
CIRCLED	1.	15	3.7	3.8
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G489 OTHER JOB TITLE

RECORD: 8 COLUMN: 69-70

Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)
9. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	372	93.0	93.7
CIRCLED	1.	25	6.3	6.3
RESPONSE OMISSION	98.	1	0.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G49 # YRS HOLDING THIS POSITION

RECORD: 9 COLUMN: 8

How many years have you held this position? (CIRCLE ONE. ROUND UP TO NEAREST WHOLE YEAR)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
1 YEAR	1.	41	10.2	10.4
2 YEARS	2.	31	7.7	7.8
3-4 YEARS	3.	63	15.7	15.9
5 YEARS OR MORE	4.	259	64.7	65.6
MULTIPLE RESPONSE	6.	1	0.2	0.3
RESPONSE OMISSION	8.	3	0.7	MISSING
	9.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G50 % TIME PLANNING & ADMIN GUID PROG

RECORD: 9 COLUMN: 9-11

About what percentage of your time do you devote to planning and administering the guidance program in your school? (WRITE IN PERCENT. IF NONE, ENTER "000")

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	18	4.5	4.6
ONE PERCENT	1.	6	1.5	1.5
ETC.	2.	5	1.2	1.3
	3.	1	0.2	0.3
	4.	1	0.2	0.3
	5.	25	6.3	6.4
	8.	2	0.5	0.5
	10.	59	14.7	15.2
	12.	1	0.2	0.3
	14.	1	0.2	0.3
	15.	18	4.5	4.6
	20.	45	11.2	11.6
	25.	26	6.5	6.7
	30.	15	3.7	3.9
	33.	2	0.5	0.5
	35.	3	0.7	0.8
	40.	16	4.0	4.1
	45.	1	0.2	0.3
	48.	1	0.2	0.3
	50.	25	6.3	6.4
	60.	11	2.7	2.8
	65.	2	0.5	0.5
	70.	5	1.2	1.3
	75.	16	4.0	4.1
	80.	12	3.0	3.1
	85.	4	1.0	1.0
	90.	11	2.7	2.8
	95.	8	2.0	2.1
	98.	1	0.2	0.3
	99.	2	0.5	0.5
	100.	46	11.5	11.8
RESPONSE OMISSION	998.	9	2.2	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G511 # FULL-TIME GUIDANCE STAFF

RECORD: 9 COLUMN: 12-13

How many professional staff in your school work full-time, half-time, and less than half-time in the guidance program? (INCLUDE YOURSELF. WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)
1. Number of full-time professional guidance staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	12	3.0	3.1
ONE	1.	77	19.2	19.8
ETC.	2.	60	15.0	15.4
	3.	61	15.2	15.7
	4.	67	16.7	17.2
	5.	49	12.2	12.6
	6.	25	6.3	6.4
	7.	12	3.0	3.1
	8.	7	1.7	1.8
	9.	5	1.2	1.3
	10.	5	1.2	1.3
	11.	2	0.5	0.5
12-20	12.	6	1.3	1.7
	85.	1	0.2	0.3
RESPONSE OMISSION	98.	9	2.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G512 # HALF-TIME GUIDANCE STAFF

RECORD: 9 COLUMN: 14-15

How many professional staff in your school work full-time, half-time, and less than half-time in the guidance program? (INCLUDE YOURSELF. WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)
2. Number of half-time professional guidance staff

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	239	59.7	72.6
ONE	1.	54	13.5	16.4
ETC.	2.	16	4.0	4.9
	3.	8	2.0	2.4
	4.	3	0.7	0.9
	5.	3	0.7	0.9
	6.	2	0.5	0.6
	8.	2	0.5	0.6
	10.	1	0.2	0.3
	11.	1	0.2	0.3
RESPONSE OMISSION	98.	69	17.2	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G513 # GUID STAFF < HALF-TIME

RECORD: 9 COLUMN: 16-17

How many professional staff in your school work full-time, half-time, and less than half-time in the guidance program? (INCLUDE YOURSELF. WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)
3. Number of professional guidance staff working less than half-time

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	267	66.7	84.8
ONE	1.	24	6.0	7.6
ETC.	2.	7	1.7	2.2
	3.	5	1.2	1.6
	4.	3	0.7	1.0
	6.	2	0.5	0.6
	7.	2	0.5	0.6
	8.	1	0.2	0.3
	10.	1	0.2	0.3
	12.	2	0.5	0.6
	25.	1	0.2	0.3
RESPONSE OMISSION	98.	83	20.7	MISSING
NOT APPLICABLE	99.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G52A ASSEMBLIES

RECORD: 9 COLUMN: 18-19

What percentage of students in your school were recognized, at some time during the 1982-83 school year, for their academic achievement (excluding athletics and performing arts) in each of the following ways? (CIRCLE ONE FOR EACH ITEM)
a. Assemblies

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	45	11.2	11.7
1-2%	1.	20	5.0	5.2
3-5%	2.	33	8.2	8.6
6-10%	3.	48	12.0	12.5
11-15%	4.	53	13.2	13.8
16-25%	5.	80	20.0	20.8
26-50%	6.	72	18.0	18.8
51-75%	7.	23	5.7	6.0
76-100%	8.	10	2.5	2.6
RESPONSE OMISSION	98.	16	4.0	MISSING
	TOTAL	400	100.0	100.0

G52B PA ANNOUNCEMENTS

RECORD: 9 COLUMN: 20-21

REFER TO QUESTION G52A
b. PA announcements

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	57	14.2	15.2
1-2%	1.	39	9.7	10.4
3-5%	2.	54	13.5	14.4
6-10%	3.	68	17.0	18.2
11-15%	4.	33	8.2	8.8
16-25%	5.	51	12.7	13.6
26-50%	6.	35	8.7	9.4
51-75%	7.	22	5.5	5.9
76-100%	8.	15	3.7	4.0
RESPONSE OMISSION	98.	25	6.3	MISSING
NOT APPLICABLE	99.	1	0.2	MISSING
	TOTAL	400	100.0	100.0

G52C ARTICLES IN SCHOOL PAPER

RECORD: 9 COLUMN: 22-23

REFER TO QUESTION G52A
c. Articles in the school paper

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	45	11.2	11.7
1-2%	1.	35	8.7	9.1
3-5%	2.	55	13.7	14.3
6-10%	3.	54	13.5	14.1
11-15%	4.	48	12.0	12.5
16-25%	5.	63	15.7	16.4
26-50%	6.	57	14.2	14.8
51-75%	7.	17	4.2	4.4
76-100%	8.	10	2.5	2.6
RESPONSE OMISSION	98.	16	4.0	MISSING
	TOTAL	400	100.0	100.0

G52D DISPLAYS OF STUDENT WORK

RECORD: 9 COLUMN: 24-25

REFER TO QUESTION G52A
d. Displays of student work (except in classroom)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	39	9.7	10.3
1-2%	1.	48	12.0	12.7
3-5%	2.	65	16.2	17.2
6-10%	3.	65	16.2	17.2
11-15%	4.	54	13.5	14.3
16-25%	5.	59	14.7	15.6
26-50%	6.	34	8.5	9.0
51-75%	7.	12	3.0	3.2
76-100%	8.	2	0.5	0.5
RESPONSE OMISSION	98.	22	5.5	MISSING
	TOTAL	400	100.0	100.0

G52E ANNOUNCEMENTS IN MEDIA

RECORD: 9 COLUMN: 26-27

REFER TO QUESTION G52A
e. Announcements in community newspapers or media

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	12	3.0	3.1
1-2%	1.	57	14.2	14.7
3-5%	2.	49	12.2	12.7
6-10%	3.	73	18.2	18.9
11-15%	4.	56	14.0	14.5
16-25%	5.	50	12.5	12.9
26-50%	6.	62	15.5	16.0
51-75%	7.	15	3.7	3.9
76-100%	8.	13	3.2	3.4
RESPONSE OMISSION	98.	13	3.2	MISSING
	TOTAL	400	100.0	100.0

G52F POSTING OF STUDENT NAMES

RECORD: 9 COLUMN: 28-29

REFER TO QUESTION G52A
f. Posting of student names

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	46	11.5	12.0
1-2%	1.	23	5.7	6.0
3-5%	2.	36	9.0	9.4
6-10%	3.	49	12.2	12.8
11-15%	4.	33	8.2	8.6
16-25%	5.	85	21.2	22.1
26-50%	6.	60	15.0	15.6
51-75%	7.	32	8.0	8.3
76-100%	8.	20	5.0	5.2
RESPONSE OMISSION	98.	16	4.0	MISSING
	TOTAL	400	100.0	100.0

G52G POSTING OF STUDENT PICTURES

RECORD: 9 COLUMN: 30-31

REFER TO QUESTION G52A
g. Posting of student pictures

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	116	29.0	31.2
1-2%	1.	67	16.7	18.0
3-5%	2.	57	14.2	15.3
6-10%	3.	40	10.0	10.8
11-15%	4.	29	7.2	7.8
16-25%	5.	31	7.7	8.3
26-50%	6.	16	4.0	4.3
51-75%	7.	11	2.7	3.0
76-100%	8.	5	1.2	1.3
RESPONSE OMISSION	98.	28	7.0	MISSING
	TOTAL	400	100.0	100.0

G52H OTHER FORM OF ACADEMIC RECOGNITION

RECORD: 9 COLUMN: 32-33

REFER TO QUESTION G52A
h. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	0.	35	8.7	44.9
1-2%	1.	3	0.7	3.8
3-5%	2.	2	0.5	2.6
6-10%	3.	5	1.2	6.4
11-15%	4.	7	1.7	9.0
16-25%	5.	7	1.7	9.0
26-50%	6.	13	3.2	16.7
51-75%	7.	3	0.7	3.8
76-100%	8.	3	0.7	3.8
RESPONSE OMISSION	98.	322	80.5	MISSING
	TOTAL	400	100.0	100.0

G53 # H.S. BULLETIN BOARDS FOR STUDENT WORK

RECORD: 9 COLUMN: 34-35

About how many high school bulletin boards are devoted to displaying student work? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	27	6.7	6.9
ONE	1.	35	8.7	9.0
ETC.	2.	50	12.5	12.9
	3.	39	9.7	10.0
	4.	46	11.5	11.8
	5.	41	10.2	10.5
	6.	11	2.7	2.8
	7.	6	1.5	1.5
	8.	14	3.5	3.6
	9.	3	0.7	0.8
	10.	39	9.7	10.0
	12.	3	0.7	0.8
	14.	1	0.2	0.3
	15.	10	2.5	2.6
	16.	1	0.2	0.3
	20.	20	5.0	5.1
	21.	2	0.5	0.5
	25.	12	3.0	3.1
	28.	1	0.2	0.3
	30.	6	1.5	1.5
	35.	1	0.2	0.3
	40.	4	1.0	1.0
	45.	2	0.5	0.5
	50.	7	1.7	1.8
	60.	1	0.2	0.3
	65.	1	0.2	0.3
	75.	4	1.0	1.0
95 OR MORE	95.	2	0.5	0.5
RESPONSE OMISSION	98.	11	2.7	MISSING
	TOTAL	400	100.0	100.0

G54A LIST IN STUDENT PAPER

RECORD: 9 COLUMN: 36

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
a. List published in student newspaper

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	148	37.0	90.8
ONCE PER YEAR	2.	15	3.7	9.2
RESPONSE OMISSION	8.	37	9.2	MISSING
NOT DONE	9.	200	50.0	MISSING
	TOTAL	400	100.0	100.0

G54B LIST IN COMMUNITY PAPER

RECORD: 9 COLUMN: 37

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
b. List published in community newspaper

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	205	51.2	91.5
ONCE PER YEAR	2.	19	4.7	8.5
RESPONSE OMISSION	8.	36	9.0	MISSING
NOT DONE	9.	140	35.0	MISSING
	TOTAL	400	100.0	100.0

G54C LIST POSTED IN SCHOOL

RECORD: 9 COLUMN: 38

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
c. List posted in school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	265	66.2	93.3
ONCE PER YEAR	2.	18	4.5	6.3
MULTIPLE RESPONSE	6.	1	0.2	0.4
RESPONSE OMISSION	8.	24	6.0	MISSING
NOT DONE	9.	92	23.0	MISSING
	TOTAL	400	100.0	100.0

G54D NAMES READ AT ASSEMBLY DURING SCH HRS

RECORD: 9 COLUMN: 39

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
d. Names read aloud at assembly during school hours

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	25	6.3	43.9
ONCE PER YEAR	2.	32	8.0	56.1
RESPONSE OMISSION	8.	54	13.5	MISSING
NOT DONE	9.	289	72.2	MISSING
	TOTAL	400	100.0	100.0

G54E MAILED CERTIFICATE OR LETTER OF CONGRATS

RECORD: 9 COLUMN: 40

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
e. Mailed a certificate or letter of congratulations

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	90	22.5	73.2
ONCE PER YEAR	2.	33	8.2	26.8
RESPONSE OMISSION	8.	51	12.7	MISSING
NOT DONE	9.	226	56.5	MISSING
	TOTAL	400	100.0	100.0

G54F NAMES READ AT EVE ASSEMBLY FOR PARENTS

RECORD: 9 COLUMN: 41

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
f. Names read aloud at evening assembly attended by parents, etc.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	18	4.5	23.4
ONCE PER YEAR	2.	59	14.7	76.6
RESPONSE OMISSION	8.	53	13.2	MISSING
NOT DONE	9.	270	67.5	MISSING
	TOTAL	400	100.0	100.0

G54G AWARD ON STAGE AT SCHOOL ASSEMBLY

RECORD: 9 COLUMN: 42

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
g. Student appears on stage to receive an award at assembly during school hours

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	29	7.2	22.7
ONCE PER YEAR	2.	99	24.7	77.3
RESPONSE OMISSION	8.	45	11.2	MISSING
NOT DONE	9.	227	56.7	MISSING
	TOTAL	400	100.0	100.0

G54H AWARD ON STAGE AT EVE ASSEMBLY

RECORD: 9 COLUMN: 43

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
h. Student appears on stage to receive an award at an evening assembly during attended by parents, etc.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	15	3.7	12.6
ONCE PER YEAR	2.	104	26.0	87.4
RESPONSE OMISSION	8.	53	13.2	MISSING
NOT DONE	9.	228	57.0	MISSING
	TOTAL	400	100.0	100.0

G54I OTHER HONOR ROLL RECOGNITION

RECORD: 9 COLUMN: 44

What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)
i. Other (SPECIFY)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ONCE PER GRADING PD	1.	16	4.0	42.1
ONCE PER YEAR	2.	22	5.5	57.9
RESPONSE OMISSION	8.	312	78.0	MISSING
NOT DONE	9.	50	12.5	MISSING
	TOTAL	400	100.0	100.0

G55 % JRS & SRS WITH SCHOOL JOBS

RECORD: 9 COLUMN: 45-46

Approximately what percentage of the juniors and seniors in this high school have paid or unpaid nonclassroom job/responsibilities (e.g., monitors, prefects, crossing guards, lunchroom workers, team managers, etc.) that aid the functioning of the school? (CIRCLE ONE. IF UNSURE GIVE BEST ESTIMATE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	60	15.0	15.1
1-2%	2.	106	26.5	26.6
3-4%	3.	61	15.2	15.3
5-9%	4.	57	14.2	14.3
10-19%	5.	70	17.5	17.6
20-29%	6.	24	6.0	6.0
30% OR MORE	7.	20	5.0	5.0
RESPONSE OMISSION	98.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G56I % BLACK RESIDENTS WITHIN 20 MINS

RECORD: 9 COLUMN: 47-49

About what percentage of residents within a 20 minute walk from your school are... (ENTER PERCENT. IF UNSURE, GIVE BEST ESTIMATE)
Black, not of Hispanic origin

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	99	24.7	26.4
1-4%	1.	115	28.7	30.7
5-9%	2.	31	7.7	8.3
10-14%	3.	21	5.2	5.6
15-29%	4.	38	9.5	10.1
30-42%	5.	22	5.5	5.9
43-89%	6.	28	7.0	7.5
90-100%	7.	21	5.3	5.6
RESPONSE OMISSION	998.	24	6.0	MISSING
NOT APPLICABLE	999.	1	0.2	MISSING
	TOTAL	400	100.0	100.0

G56J % HISPANIC RESIDENTS WITHIN 20 MINS

RECORD: 9 COLUMN: 50-52

About what percentage of residents within a 20 minute walk from your school are... (ENTER PERCENT. IF UNSURE, GIVE BEST ESTIMATE)
Hispanic

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	133	33.2	35.9
1-4%	1.	103	25.7	27.8
5-9%	2.	43	10.7	11.6
10-24%	3.	37	9.2	10.0
25-32%	4.	14	3.5	3.8
33-59%	5.	18	4.5	4.9
60-79%	6.	13	3.2	3.5
80-100%	7.	9	2.2	2.4
RESPONSE OMISSION	998.	28	7.0	MISSING
NOT APPLICABLE	999.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G563 % WHITE RESIDENTS WITHIN 20 MINS

RECORD: 9 COLUMN: 53-55

About what percentage of residents within a 20 minute walk from your school are... (ENTER PERCENT. IF UNSURE, GIVE BEST ESTIMATE)
Other (White, Asian or Pacific Islander, Native American)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	25	6.3	6.6
1-4%	1.	18	4.5	4.8
5-9%	2.	15	3.7	4.0
10-19%	3.	32	8.0	8.5
20-29%	4.	15	3.7	4.0
30-39%	5.	21	5.2	5.6
40-49%	6.	16	4.0	4.2
50-59%	7.	15	3.7	4.0
60-79%	8.	33	8.2	8.8
80-89%	9.	31	7.7	8.2
90-100%	10.	156	39.0	41.4
RESPONSE OMISSION	998.	22	5.5	MISSING
NOT APPLICABLE	999.	1	0.2	MISSING
	TOTAL	400	100.0	100.0

G57 # STORES WITHIN 5 MIN WALK OF SCHOOL

RECORD: 9 COLUMN: 56-57

About how many stores and service establishments are within a 5 minute walk of your high school? (CIRCLE ONE. IF UNSURE, GIVE BEST ESTIMATE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	63	15.7	15.9
1-9 STORES	2.	148	37.0	37.4
10-19 STORES	3.	92	23.0	23.2
20-39 STORES	4.	46	11.5	11.6
40-59 STORES	5.	26	6.5	6.6
60-99 STORES	6.	8	2.0	2.0
100 OR MORE	7.	13	3.2	3.3
RESPONSE OMISSION	98.	4	1.0	MISSING
	TOTAL	400	100.0	100.0

G58 # STORES WITHIN 20 MIN WALK OF SCHOOL

RECORD: 9 COLUMN: 58-59

About how many stores and service establishments are within a 20 minute (one mile) walk of your high school? (CIRCLE ONE. IF UNSURE, GIVE BEST ESTIMATE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
UNDER 10	1.	78	19.5	19.6
10-19 STORES	2.	65	16.2	16.3
20-39 STORES	3.	83	20.7	20.9
40-59 STORES	4.	65	16.2	16.3
60-99 STORES	5.	40	10.0	10.1
100-199	6.	32	8.0	8.0
200 OR MORE	7.	35	8.7	8.8
RESPONSE OMISSION	98.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G59 RIOTS IN CITY SINCE 1964

RECORD: 9 COLUMN: 60-61

Has your city or town experienced a riot or riots at any time since 1964? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT MUCH DAMAGE	1.	26	6.5	6.5
MODERATE DAMAGE	2.	18	4.5	4.5
SERIOUS DAMAGE	3.	18	4.5	4.5
SOME DEVASTATION	4.	12	3.0	3.0
NO RIOTS	5.	310	77.5	77.9
DON'T KNOW	6.	14	3.5	3.5
RESPONSE OMISSION	98.	2	0.5	MISSING
	TOTAL	400	100.0	100.0

G60 SCH ATTENDNCE AREA AFFECTED BY RIOTS

RECORD: 9 COLUMN: 62

Does your schools attendance area contain the area that was affected by the riot(s)? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	36	9.0	38.7
NO	2.	57	14.2	61.3
RESPONSE OMISSION	8.	3	0.7	MISSING
NOT APPLICABLE	9.	304	76.0	MISSING
	TOTAL	400	100.0	100.0

G61 AFFECTED AREA, MILES FROM H.S.

RECORD: 9 COLUMN: 63-64

How many miles away from the high school is the area that was affected? (CIRCLE ONE)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
LESS THAN 1 MILE	1.	12	3.0	13.0
1 MILE	2.	4	1.0	4.3
2 MILES	3.	10	2.5	10.9
3-4 MILES	4.	17	4.2	18.5
5-6 MILES	5.	11	2.7	12.0
7-9 MILES	6.	3	0.7	3.3
10 OR MORE MILES	7.	35	8.7	38.0
RESPONSE OMISSION	98.	5	1.2	MISSING
NOT APPLICABLE	99.	303	75.7	MISSING
	TOTAL	400	100.0	100.0

G621 TAKE ACHIEVE-APT TEST, % GR 9

RECORD: 9 COLUMN: 65

About what percentage of students at this school take a standardized achievement or aptitude test at each grade level? (CIRCLE ONE FOR EACH GRADE) 9th grade

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	29	7.2	9.0
1-30%	2.	8	2.0	2.5
61-90%	4.	11	2.7	3.4
91-100%	5.	273	68.2	85.0
RESPONSE OMISSION	8.	47	11.7	MISSING
NOT APPLICABLE	9.	32	8.0	MISSING
	TOTAL	400	100.0	100.0

G622 TAKE ACHIEVE-APT TEST, % GR 10

RECORD: 9 COLUMN: 66

About what percentage of students at this school take a standardized achievement or aptitude test at each grade level? (CIRCLE ONE FOR EACH GRADE) 10th grade

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	20	5.0	6.2
1-30%	2.	22	5.5	6.9
31-60%	3.	9	2.2	2.8
61-90%	4.	17	4.2	5.3
91-100%	5.	253	63.2	78.8
RESPONSE OMISSION	8.	61	15.2	MISSING
NOT APPLICABLE	9.	18	4.5	MISSING
	TOTAL	400	100.0	100.0

G623 TAKE ACHIEVE-APT TEST, % GR 11

RECORD: 9 COLUMN: 67

About what percentage of students at this school take a standardized achievement or aptitude test at each grade level? (CIRCLE ONE FOR EACH GRADE) 11th grade

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	18	4.5	4.9
1-30%	2.	34	8.5	9.3
31-60%	3.	38	9.5	10.4
61-90%	4.	30	7.5	8.2
91-100%	5.	245	61.2	67.1
RESPONSE OMISSION	8.	23	5.7	MISSING
NOT APPLICABLE	9.	12	3.0	MISSING
	TOTAL	400	100.0	100.0

G624 TAKE ACHIEVE-APT TEST, % GR 12

RECORD: 9 COLUMN: 68

About what percentage of students at this school take a standardized achievement or aptitude test at each grade level? (CIRCLE ONE FOR EACH GRADE) 12th grade

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	1.	21	5.2	6.5
1-30%	2.	46	11.5	14.3
31-60%	3.	63	15.7	19.6
61-90%	4.	55	13.7	17.1
91-100%	5.	136	34.0	42.4
RESPONSE OMISSION	8.	62	15.5	MISSING
NOT APPLICABLE	9.	17	4.2	MISSING
	TOTAL	400	100.0	100.0

CODEBOOK FOR VOCATIONAL EDUCATION QUESTIONNAIRE

Each of the questionnaire data files except the teacher file has the same overall format. The questionnaire data begin in column 8 and are preceded by identifiers. These identification factors are:

Column	Description
1-4	A random number which identifies the school and is used in all High School and Beyond data sets.
5-6	All records coded the same as follows: principals - 31 guidance heads - 32 vocational education heads - 33
7	The letter R in all data sets and records

The record number is in columns 79-80 of each record.

Note: A few items stored as continuous variables in the data file and the data tape codebook were collapsed for display in this user's manual.

VMONTH MONTH QUESTIONNAIRE COMPLETED

RECORD: 1 COLUMN: 8-9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MARCH	3	168	51.9	58.9
APRIL	4	70	21.6	24.6
MAY	5	36	11.1	12.6
JUNE	6	11	3.4	3.9
MISSING	98	39	12.0	MISSING
	TOTAL	324	100.0	100.0

VDAY DAY QUESTIONNAIRE COMPLETED

RECORD: 1 COLUMN: 10-11

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1	4	1.2	1.4
	2	7	2.2	2.5
	3	11	3.4	3.9
	4	6	1.9	2.1
	5	8	2.5	2.8
	6	6	1.9	2.1
	7	3	.9	1.1
	8	7	2.2	2.5
	9	8	2.5	2.8
	10	10	3.1	3.5
	11	2	.6	.7
	12	4	1.2	1.4
	13	2	.6	.7
	14	3	.9	1.1
	15	2	.6	.7
	16	4	1.2	1.4
	17	2	.6	.7
	18	1	.3	.4
	19	12	3.7	4.2
	20	19	5.9	6.7
	21	22	6.8	7.7
	22	25	7.7	8.8
	23	14	4.3	4.9
	24	6	1.9	2.1
	25	5	1.5	1.8
	26	20	6.2	7.0
	27	24	7.4	8.5
	28	20	6.2	7.0
	29	14	4.3	4.9
	30	11	3.4	3.9
	31	2	.6	.7
MISSING	98	40	12.3	MISSING
	TOTAL	324	100.0	100.0

V01 ARE VOC COUR TAUGHT AT THIS SCH

RECORD: 1 COLUMN: 12

Are vocational courses taught at this school? (CIRCLE ONE)
Yes...(ANSWER A).....1
No....(GO TO Q.2).....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	310	95.7	96.9
NO	2.	10	3.1	3.1
MISSING	8.	4	1.2	MISSING
	TOTAL	324	100.0	100.0

V01A1 NUM OF AGRICULTURAL COUR

RECORD: 1 COLUMN: 13-15

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Agriculture

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	214	69	69	5.	19	6	91	10.	3	1	98
1.	17	5	75	6.	11	4	95	12.	2	1	99
2.	6	2	76	7.	2	1	95	16.	1	0	99
3.	13	4	81	8.	3	1	96	27.	1	0	100
4.	14	5	85	9.	3	1	97	28.	1	0	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	4	999.	10		

V01A2 NUM OF BUSINESS COUR

RECORD: 1 COLUMN: 16-18

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Business and office

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	56	18	18	10.	19	6	71	21.	5	2	97
1.	27	9	27	11.	7	2	73	23.	1	0	97
2.	17	5	32	12.	10	3	76	25.	4	1	98
3.	12	4	36	13.	15	5	81	26.	1	0	99
4.	15	5	41	14.	7	2	84	30.	1	0	99
5.	10	3	44	15.	12	4	87	31.	1	0	99
6.	20	6	51	16.	7	2	90	32.	1	0	100
7.	10	3	54	17.	3	1	91	33.	1	0	100
8.	26	8	62	18.	7	2	93				
9.	8	3	65	20.	7	2	95				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	4	999.	10		

V01A3 NUM OF DISTRIBUTIVE EDUC COUR

RECORD: 1 COLUMN: 19-21

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	143	44.1	46.1
ONE	1.	52	16.0	16.8
ETC.	2.	54	16.7	17.4
	3.	28	8.6	9.0
	4.	16	4.9	5.2
	5.	5	1.5	1.6
	6.	3	0.9	1.0
	7.	2	0.6	0.6
	8.	3	0.9	1.0
	9.	1	0.3	0.3
	12.	2	0.6	0.6
	17.	1	0.3	0.3
MISSING	998.	4	1.2	MISSING
LEGIT SKIP	999.	10	3.1	MISSING
	TOTAL	324	100.0	100.0

V01A4 NUM OF OCCUPATIONAL HOME ECON COUR

RECORD: 1 COLUMN: 22-24

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	183	50.3	52.6
ONE	1.	45	13.9	14.5
TWO	2.	37	11.4	11.9
ETC.	3.	14	4.3	4.5
	4.	14	4.3	4.5
	5.	7	2.2	2.3
	6.	12	3.7	3.9
	7.	4	1.2	1.3
	8.	5	1.5	1.6
	9.	2	0.6	0.6
	10.	3	0.9	1.0
	13.	2	0.6	0.6
	14.	1	0.3	0.3
	16.	1	0.3	0.3
MISSING	998.	4	1.2	MISSING
LEGIT SKIP	999.	10	3.1	MISSING
	TOTAL	324	100.0	100.0

V01A5 NUM OF CONSUMER AND HOMEMAKING COUR

RECORD: 1 COLUMN: 25-27

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Consumer and homemaking

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	90	29	29	8.	15	5	87	18.	2	1	98
1.	37	12	41	9.	10	3	90	19.	1	0	99
2.	24	8	49	10.	8	3	93	20.	1	0	99
3.	8	3	51	11.	3	1	94	22.	1	0	99
4.	21	7	58	12.	4	1	95	23.	1	0	100
5.	22	7	65	13.	2	1	95	28.	1	0	100
6.	36	12	77	14.	6	2	97				
7.	16	5	82	15.	1	0	98				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	4	999.	10		

V01A6 NUM OF HEALTH OCCUPATIONS COUR

RECORD: 1 COLUMN: 28-30

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Health occupations

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	224	69.1	72.3
ONE	1.	45	13.9	14.5
ETC.	2.	20	6.2	6.5
	3.	9	2.8	2.9
	4.	7	2.2	2.3
	5.	2	0.6	0.6
	6.	2	0.6	0.6
	10.	1	0.3	0.3
MISSING	998.	4	1.2	MISSING
LEGIT SKIP	999.	10	3.1	MISSING
	TOTAL	324	100.0	100.0

V01A7 NUM OF TRADE, ETC COUR

RECORD: 1 COLUMN: 31-33

How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")
Trade and industry or technical

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	97	31	31	11.	4	1	79	23.	1	0	95
1.	25	8	39	12.	11	4	83	24.	1	0	95
2.	17	5	45	13.	1	0	83	25.	4	1	97
3.	13	4	49	14.	6	2	85	28.	2	1	97
4.	18	6	55	15.	5	2	87	30.	2	1	98
5.	19	6	61	16.	8	3	89	34.	1	0	98
6.	21	7	68	17.	1	0	90	35.	1	0	99
7.	11	4	71	18.	5	2	91	36.	2	1	99
8.	10	3	75	19.	3	1	92	40.	1	0	100
9.	2	1	75	20.	6	2	94	43.	1	0	100
10.	9	3	78	21.	2	1	95				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	4	999.	10		

V02 CAN STUD TAKE VOC COUR AT OTHER LOCATION

RECORD: 1 COLUMN: 34

Can students in this school take vocational courses at another location (such as a joint vocational school, career center, vocational/technical college, other high schools)? (CIRCLE ONE)
Yes...(ANSWER A).....1
No....(SKIP TO Q.3).....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	237	73.1	75.2
NO	2.	78	24.1	24.8
MISSING	8.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V02A1 NUM OF AGRICULTURAL COUR OFFER ELSE

RECORD: 1 COLUMN: 35-37

IF YES:
How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	102	31.5	47.7
ONE	1.	53	16.4	24.8
ETC.	2.	24	7.4	11.2
	3.	14	4.3	6.5
	4.	6	1.9	2.8
	5.	4	1.2	1.9
	6.	4	1.2	1.9
	7.	1	0.3	0.5
	8.	2	0.6	0.9
	10.	2	0.6	0.9
	13.	1	0.3	0.5
	14.	1	0.3	0.5
MSING	998.	32	9.9	MISSING
LEGIT SKIP	999.	78	24.1	MISSING
	TOTAL	324	100.0	100.0

V02A2 NUM OF BUSINESS COUR OFFER ELSE

RECORD: 1 COLUMN: 38-40
IF YES:

How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Business and office

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	59	28	28	7.	2	1	87	16.	2	1	97
1.	35	16	44	8.	5	2	90	18.	1	0	98
2.	37	17	62	9.	2	1	91	20.	2	1	99
3.	21	10	71	10.	8	4	94	23.	1	0	99
4.	11	5	77	12.	2	1	95	26.	2	1	100
5.	12	6	82	13.	1	0	96				
6.	9	4	86	15.	1	0	96				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	33	999.	78		

V02A3 NUM OF DISTRIBUTIVE EDUC COUR OFFER ELSE

RECORD: 1 COLUMN: 41-43

IF YES:
How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	100	30.9	47.6
ONE	1.	44	13.6	21.0
ETC.	2.	35	10.8	16.7
	3.	15	4.6	7.1
	4.	5	1.5	2.4
	5.	5	1.5	2.4
	7.	1	0.3	0.5
	12.	1	0.3	0.5
	14.	1	0.3	0.5
	18.	1	0.3	0.5
	20.	2	0.6	1.0
MISSING	998.	36	11.1	MISSING
LEGIT SKIP	999.	78	24.1	MISSING
	TOTAL	324	100.0	100.0

V02A4 NUM OF OCC HOME ECON COUR OFFER ELSE

RECORD: 1 COLUMN: 44-46

IF YES:
How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	96	29.6	46.4
ONE	1.	45	13.9	21.7
ETC.	2.	29	9.0	14.0
	3.	16	4.9	7.7
	4.	8	2.5	3.9
	5.	4	1.2	1.9
	6.	2	0.6	1.0
	8.	1	0.3	0.5
	10.	4	1.2	1.9
	13.	1	0.3	0.5
	20.	1	0.3	0.5
MISSING	998.	39	12.0	MISSING
LEGIT SKIP	999.	78	24.1	MISSING
	TOTAL	324	100.0	100.0

V02A5 NUM OF CONSUMER & HOMEMAKE COUR OFFER EL

RECORD: 1 COLUMN: 47-49

IF YES:
How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	142	43.8	71.0
ONE	1.	24	7.4	12.0
ETC.	2.	13	4.0	6.5
	3.	6	1.9	3.0
	4.	4	1.2	2.0
	5.	4	1.2	2.0
	6.	2	0.6	1.0
	7.	2	0.6	1.0
	8.	1	0.3	0.5
	10.	1	0.3	0.5
	18.	1	0.3	0.5
MISSING	998.	46	14.2	MISSING
LEGIT SKIP	999.	78	24.1	MISSING
	TOTAL	324	100.0	100.0

V02A6 NUM OF HEALTH OCCUPATIONS COUR OFFER ELS

RECORD: 1 COLUMN: 50-52

IF YES:
How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Health occupations

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	51	15.7	24.1
ONE	1.	64	19.8	30.2
ETC.	2.	39	12.0	18.4
	3.	12	3.7	5.7
	4.	23	7.1	10.8
	5.	8	2.5	3.8
	6.	3	0.9	1.4
	7.	1	0.3	0.5
	8.	2	0.6	0.9
	9.	3	0.9	1.4
	10.	2	0.6	0.9
	11.	1	0.3	0.5
	12.	1	0.3	0.5
	15.	2	0.6	0.9
MISSING	998.	34	10.5	MISSING
LEGIT SKIP	999.	78	24.1	MISSING
	TOTAL	324	100.0	100.0

V02A7 NUM OF TRADE, ETC COUR OFFER ELSE

RECORD: 1 COLUMN: 53-55

IF YES:
How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")
Trade and industry or technical

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	19	9	9	12.	10	5	71	25.	2	1	94
1.	15	7	16	13.	5	2	73	26.	2	1	94
2.	14	6	22	14.	5	2	75	28.	1	0	95
3.	17	8	30	15.	8	4	79	30.	4	2	97
4.	12	6	36	16.	7	3	82	31.	1	0	97
5.	15	7	43	17.	6	3	85	36.	1	0	98
6.	12	6	48	18.	2	1	86	40.	1	0	98
7.	9	4	52	19.	1	0	87	50.	1	0	99
8.	8	4	56	20.	7	3	90	54.	1	0	99
9.	3	1	57	21.	4	2	92	56.	1	0	100
10.	13	6	63	23.	1	0	92	66.	1	0	100
11.	6	3	66	24.	1	0	93				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	30	999.	78		

V031 PCT AGRICULTURAL COUR TAKEN ELSE

RECORD: 1 COLUMN: 57-58

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	175	54.0	65.8
1-25%	2.	31	9.6	11.7
26-50%	3.	8	2.5	3.0
51-75%	4.	1	0.3	0.4
76-99%	5.	4	1.2	1.5
100%	6.	47	14.5	17.7
MISSING	98.	58	17.9	MISSING
	TOTAL	324	100.0	100.0

V032 PCT BUSINESS COUR TAKEN ELSE

RECORD: 1 COLUMN: 59-60

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	133	41.0	49.3
1-25%	2.	86	26.5	31.9
26-50%	3.	16	4.9	5.9
51-75%	4.	7	2.2	2.6
76-99%	5.	15	4.6	5.6
100%	6.	13	4.0	4.8
MISSING	98.	54	16.7	MISSING
	TOTAL	324	100.0	100.0

V033 PCT DISTRIBUTIVE EDUC COUR TAKEN ELSE

RECORD: 1 COLUMN: 61-62

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	171	52.8	63.1
1-25%	2.	53	16.4	19.6
26-50%	3.	8	2.5	3.0
51-75%	4.	6	1.9	2.2
76-99%	5.	5	1.5	1.8
100%	6.	28	8.6	10.3
MISSING	98.	53	16.4	MISSING
	TOTAL	324	100.0	100.0

V034 PCT OCC HOME ECON COUR TAKEN ELSE

RECORD: 1 COLUMN: 63-64

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	156	48.1	58.4
1-25%	2.	62	19.1	23.2
26-50%	3.	13	4.0	4.9
51-75%	4.	4	1.2	1.5
76-99%	5.	1	0.3	0.4
100%	6.	31	9.6	11.6
MISSING	98.	57	17.6	MISSING
	TOTAL	324	100.0	100.0

V035 PCT CONSUMER & HOMEMAKE COUR TAKEN ELSE

RECORD: 1 COLUMN: 65-66

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	196	60.5	73.7
1-25%	2.	40	12.3	15.0
26-50%	3.	6	1.9	2.3
51-75%	4.	2	0.6	0.8
76-99%	5.	5	1.5	1.9
100%	6.	17	5.2	6.4
MISSING	98.	58	17.9	MISSING
	TOTAL	324	100.0	100.0

V036 PCT HEALTH OCCUPATIONS COUR TAKEN ELSE

RECORD: 1 COLUMN: 67-68

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Health occupations

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	112	34.6	42.1
1-25%	2.	74	22.8	27.8
26-50%	3.	10	3.1	3.8
51-75%	4.	1	0.3	0.4
76-99%	5.	11	3.4	4.1
100%	6.	58	17.9	21.8
MULT RESPONSE	96.	2	0.6	MISSING
MISSING	98.	56	17.3	MISSING
	TOTAL	324	100.0	100.0

V037 PCT TRADE, ETC COUR TAKEN ELSE

RECORD: 1 COLUMN: 69-70

What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)
Trade and industry or technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
0%	1.	83	25.6	29.7
1-25%	2.	89	27.5	31.9
26-50%	3.	25	7.7	9.0
51-75%	4.	20	6.2	7.2
76-99%	5.	19	5.9	6.8
100%	6.	43	13.3	15.4
MULT RESPONSE	96.	2	0.6	MISSING
MISSING	98.	43	13.3	MISSING
	TOTAL	324	100.0	100.0

V04A WELL INFORMED - AGRICULTURE AT SCH

RECORD: 2 COLUMN: 8-9

Using the scale provided, how well informed do you consider yourself to be about the vocational programs taught in this high school? (CIRCLE ONE FOR EACH ITEM)
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	12	3.7	9.4
	2.	2	0.6	1.6
	3.	4	1.2	3.1
	4.	13	4.0	10.2
	5.	19	5.9	15.0
WELL INFORMED	6.	77	23.8	60.6
MULT RESPONSE	96.	1	0.3	MISSING
MISSING	98.	25	7.7	MISSING
NO PROGRAM	99.	171	52.8	MISSING
	TOTAL	324	100.0	100.0

V04B WELL INFORMED - BUSINESS AT SCH

RECORD: 2 COLUMN: 10-11

REFER TO QUESTION V04A
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	2	0.6	0.7
	2.	4	1.2	1.4
	3.	13	4.0	4.5
	4.	23	7.1	8.0
	5.	59	18.2	20.4
WELL INFORMED	6.	188	58.0	65.1
MISSING	98.	14	4.3	MISSING
NO PROGRAM	99.	21	6.5	MISSING
	TOTAL	324	100.0	100.0

V04C WELL INFORMED - DISTRIBUTIVE EDUC AT SCH

RECORD: 2 COLUMN: 12-13

REFER TO QUESTION V04A
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	9	2.8	4.3
	2.	8	2.5	3.8
	3.	12	3.7	5.7
	4.	10	3.1	4.8
	5.	36	11.1	17.2
WELL INFORMED	6.	134	41.4	64.1
MISSING	98.	23	7.1	MISSING
NO PROGRAM	99.	92	28.4	MISSING
	TOTAL	324	100.0	100.0

V04D WELL INFORMED - OCC HOME ECON AT SCH

RECORD: 2 COLUMN: 14-15

REFER TO QUESTION V04A
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	9	2.8	4.8
	2.	9	2.8	4.8
	3.	14	4.3	7.5
	4.	27	8.3	14.4
	5.	22	6.8	11.8
WELL INFORMED	6.	106	32.7	56.7
MULT RESPONE	96.	1	0.3	MISSING
MISSING	98.	21	6.5	MISSING
NO PROGRAM	99.	115	35.5	MISSING
	TOTAL	324	100.0	100.0

V04E WELL INFORMED - CONSUMER & HOMEMAKE AT S

RECORD: 2 COLUMN: 16-17

REFER TO QUESTION V04A
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	7	2.2	2.7
	2.	9	2.8	3.5
	3.	23	7.1	8.9
	4.	35	10.8	13.5
	5.	47	14.5	18.1
WELL INFORMED	6.	138	42.6	53.3
MISSING	98.	19	5.9	MISSING
NO PROGRAM	99.	46	14.2	MISSING
	TOTAL	324	100.0	100.0

V04F WELL INFORMED - HEALTH OCCUPATIONS AT SC

RECORD: 2 COLUMN: 18-19

REFER TO QUESTION V04A
Health

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	11	3.4	7.6
	2.	5	1.5	3.4
	3.	13	4.0	9.0
	4.	17	5.2	11.7
	5.	23	7.1	15.9
WELL INFORMED	6.	76	23.5	52.4
MISSING	98.	26	8.0	MISSING
NO PROGRAM	99.	153	47.2	MISSING
	TOTAL	324	100.0	100.0

V04G WELL INFORMED - TRADE, ETC AT SCH

RECORD: 2 COLUMN: 20-21

REFER TO QUESTION V04A
Trade and industry and technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	6	1.9	2.4
	2.	4	1.2	1.6
	3.	11	3.4	4.5
	4.	21	6.5	8.5
	5.	41	12.7	16.7
WELL INFORMED	6.	163	50.3	66.3
MISSING	98.	15	4.6	MISSING
NO PROGRAM	99.	63	19.4	MISSING
	TOTAL	324	100.0	100.0

DOIT

V04AA WELL INFORMED - AGRICULTURE ELSE

RECORD: 2 COLUMN: 22-23

How well informed are you about the vocational progams taught at other locations to students in this high school? (CIRCLE ONE FOR EACH ITEM)
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	26	8.0	19.5
	2.	10	3.1	7.5
	3.	10	3.1	7.5
	4.	17	5.2	12.8
	5.	24	7.4	18.0
WELL INFORMED	6.	46	14.2	34.6
MULT RESPONSE	96.	2	0.6	MISSING
MISSING	98.	18	5.6	MISSING
NOT AVAILABLE	99.	171	52.8	MISSING
	TOTAL	324	100.0	100.0

V04AB WELL INFORMED - BUSINESS ELSE

RECORD: 2 COLUMN: 24-25

REFER TO QUESTION V04AA
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	14	4.3	7.6
	2.	13	4.0	7.1
	3.	16	4.9	8.7
	4.	24	7.4	13.0
	5.	34	10.5	18.5
WELL INFORM ED	6.	83	25.6	45.1
MISSING	98.	14	4.3	MISSING
NOT AVAILABLE	99.	126	38.9	MISSING
	TOTAL	324	100.0	100.0

V04AC WELL INFORMED - DISTRIBUTIVE EDUC ELSE

RECORD: 2 COLUMN: 26-27

REFER TO QUESTION V04AA
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	17	5.2	11.1
	2.	9	2.8	5.9
	3.	12	3.7	7.8
	4.	20	6.2	13.1
	5.	30	9.3	19.6
WELL INFORMED	6.	65	20.1	42.5
MISSING	98.	17	5.2	MISSING
NOT AVAILABLE	99.	154	47.5	MISSING
	TOTAL	324	100.0	100.0

V04AD WELL INFORMED - OCC HOME ECON ELSE

RECORD: 2 COLUMN: 28-29

REFER TO QUESTION V04AA
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	21	6.5	13.2
	2.	12	3.7	7.5
	3.	16	4.9	10.1
	4.	20	6.2	12.6
	5.	30	9.3	18.9
WELL INFORMED	6.	60	18.5	37.7
MISSING	98.	17	5.2	MISSING
NOT AVAILABLE	99.	148	45.7	MISSING
	TOTAL	324	100.0	100.0

V04AE WELL INFORMED - CONSUMER & HOMEMAKE ELSE

RECORD: 2 COLUMN: 30-31

REFER TO QUESTION V04AA
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	19	5.9	15.0
	2.	12	3.7	9.4
	3.	13	4.0	10.2
	4.	16	4.9	12.6
	5.	23	7.1	18.1
WELL INFORMED	6.	44	13.6	34.6
MULT RESPONSE	96.	1	0.3	MISSING
MISSING	98.	22	6.8	MISSING
NOT AVAILABLE	99.	174	53.7	MISSING
	TOTAL	324	100.0	100.0

V04AF WELL INFORMED - HEALTH OCCUPATIONS ELSE

RECORD: 2 COLUMN: 32-33

REFER TO QUESTION V04AA
Health

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	18	5.6	9.8
	2.	14	4.3	7.7
	3.	19	5.9	10.4
	4.	30	9.3	16.4
	5.	32	9.9	17.5
WELL INFORMED	6.	70	21.6	38.3
MULT RESPONSE	96.	1	0.3	MISSING
MISSING	98.	21	6.5	MISSING
NOT AVAILABLE	99.	119	36.7	MISSING
	TOTAL	324	100.0	100.0

V04AG WELL INFORMED - TRADE, ETC ELSE

RECORD: 2 COLUMN: 34-35

REFER TO QUESTION V04AA
Trade and industry and technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT WELL INFORMED	1.	17	5.2	7.9
	2.	9	2.8	4.2
	3.	13	4.0	6.0
	4.	40	12.3	18.5
	5.	43	13.3	19.9
WELL INFORMED	6.	94	29.0	43.5
MISSING	98.	11	3.4	MISSING
NOT AVAILABLE	99.	97	29.9	MISSING
	TOTAL	324	100.0	100.0

V051 PLACE STUD IN JOB REL TO TRAIN

RECORD: 2 COLUMN: 36-37

Please rank the following goals according to the overall emphasis given to them in the vocational eduction curriculum available to students at this high school or at another location. Rank the most important goal as "1," the next most important as "2," and so on through "7" for the least important. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)
To place students in jobs related to their training as they leave school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MOST IMPORTANT	1.	27	8.3	8.8
NEXT MOST IMPORTANT	2.	54	16.7	17.6
	3.	22	6.8	7.2
	4.	39	12.0	12.7
	5.	41	12.7	13.4
	6.	105	32.4	34.3
LEAST IMPORTANT	7.	18	5.6	5.9
MULT RESPONSE	96.	8	2.5	MISSING
MISSING	98.	10	3.1	MISSING
	TOTAL	324	100.0	100.0

V052 PROVIDE STUD WITH JOB COMPETENCIES

RECORD: 2 COLUMN: 38-39

REFER TO QUESTION V051
To provide students with competencies needed to obtain jobs

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	174	53.7	57.0
	2.	47	14.5	15.4
	3.	32	9.9	10.5
	4.	20	6.2	6.6
	5.	27	8.3	8.9
	6.	4	1.2	1.3
	7.	1	0.3	0.3
MULT RESPONSE	96.	9	2.8	MISSING
MISSING	98.	10	3.1	MISSING
	TOTAL	324	100.0	100.0

V053 PPLACE STUD IN JOB REGARDLESS OF TRAIN

RECORD: 2 COLUMN: 40-41

REFER TO QUESTION V051
To place students in jobs (regardless of training relatedness) as they leave school

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	4	1.2	1.3
	2.	5	1.5	1.6
	3.	17	5.2	5.5
	4.	12	3.7	3.9
	5.	22	6.8	7.2
	6.	45	13.9	14.7
	7.	202	62.3	65.8
MULT RESPONSE	96.	6	1.9	MISSING
MISSING	98.	11	3.4	MISSING
	TOTAL	324	100.0	100.0

V054 CREATE AWARENESS OF VARIOUS JOBS

RECORD: 2 COLUMN: 42-43

REFER TO QUESTION V051
To create an awareness of the various jobs for which students might prepare

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	20	6.2	6.6
	2.	67	20.7	22.0
	3.	55	17.0	18.0
	4.	69	21.3	22.6
	5.	52	16.0	17.0
	6.	35	10.8	11.5
	7.	7	2.2	2.3
MULT RESPONSE	96.	9	2.8	MISSING
MISSING	98.	10	3.1	MISSING
	TOTAL	324	100.0	100.0

V055 ENABLE EXPLORATION OF VARIOUS AREAS

RECORD: 2 COLUMN: 44-45

REFER TO QUESTION V051
To provide an opportunity for students to explore various occupational areas

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	38	11.7	12.4
	2.	33	10.2	10.7
	3.	78	24.1	25.4
	4.	50	15.4	16.3
	5.	57	17.6	18.6
	6.	33	10.2	10.7
	7.	18	5.6	5.9
MULT RESPONSE	96.	8	2.5	MISSING
MISSING	98.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V056 DEVLEOP STRONG WORK ETHIC IN STUD

RECORD: 2 COLUMN: 46-47

REFER TO QUESTION V051
To develop a strong work ethic in students (e.g., sense of industriousness and responsibility)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	22	6.8	7.2
	2.	68	21.0	22.2
	3.	63	19.4	20.6
	4.	61	18.8	19.9
	5.	47	14.5	15.4
	6.	30	9.3	9.8
	7.	15	4.6	4.9
MULT RESPONSE	96.	10	3.1	MISSING
MISSING	98.	8	2.5	MISSING
	TOTAL	324	100.0	100.0

V057 ENHANCE BASIC SKILLS - MATH, READING, ET

RECORD: 2 COLUMN: 48-49

REFER TO QUESTION V051
To enhance basic skills (e.g., math, reading)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	25	7.7	8.1
	2.	36	11.1	11.7
	3.	45	13.9	14.6
	4.	53	16.4	17.2
	5.	57	17.6	18.5
	6.	52	16.0	16.9
	7.	40	12.3	13.0
MULT RESPONSE	96.	7	2.2	MISSING
MISSING	98.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V06 NUM VOC TEACHERS AT THIS SCHOOL

RECORD: 2 COLUMN: 50-51

How many vocational teachers are there in this school? (INCLUDE ONLY TEACHERS WHO TEACH HALF TIME OR MORE IN VOCATIONAL SUBJECTS) NUMBER OF VOCATIONAL TEACHERS:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	9	3	3	13.	10	3	72	26.	2	1	96
1.	9	3	6	14.	13	4	76	28.	1	0	96
2.	14	4	10	15.	13	4	80	30.	1	0	97
3.	36	11	21	16.	9	3	83	31.	1	0	97
4.	22	7	28	17.	7	2	85	32.	1	0	97
5.	23	7	36	18.	8	3	88	34.	1	0	97
6.	16	5	41	19.	2	1	88	35.	2	1	98
7.	16	5	46	20.	7	2	91	38.	1	0	98
8.	15	5	50	21.	2	1	91	40.	1	0	99
9.	14	4	55	22.	5	2	93	43.	1	0	99
10.	15	5	60	23.	2	1	93	48.	1	0	99
11.	13	4	64	24.	2	1	94	60.	1	0	100
12.	16	5	69	25.	4	1	95	61.	1	0	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
98.	7				

V06A NUM VOC T PARTIC INSERVICE TRAIN THIS YR

RECORD: 2 COLUMN: 52-53

Since the beginning of the current school year, how many vocational teachers have participated in inservice training specifically related to integrating basic skills instruction with vocational education? (WRITE IN NUMBER. GIVE YOUR BEST ESTIMATE. IF NONE, ENTER '00') NUMBER OF VOCATIONAL TEACHERS:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	111	35	35	10.	12	4	84	20.	2	1	97
1.	17	5	41	11.	4	1	86	21.	1	0	98
2.	21	7	47	12.	10	3	89	22.	1	0	98
3.	28	9	56	13.	3	1	90	25.	1	0	98
4.	18	6	62	14.	6	2	92	26.	1	0	99
5.	20	6	68	15.	5	2	93	38.	1	0	99
6.	14	4	73	16.	3	1	94	40.	1	0	99
7.	6	2	75	17.	2	1	95	48.	1	0	100
8.	11	4	78	18.	4	1	96	95.	1	0	100
9.	7	2	81	19.	2	1	97				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
98.	10				

V07 AVG HOURS INSERVICE TRAIN FOR TEACHERS

RECORD: 2 COLUMN: 54-55

Since the beginning of the current school year, on the average how many hours did each vocational teacher participate in inservice training specifically related to integrating basic skills instruction with vocational education? (WRITE IN HOURS. GIVE YOUR BEST ESTIMATE. IF NONE, ENTER '00')
TOTAL NUMBER OF HOURS:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	115	37	37	12.	8	3	82	35.	1	0	95
1.	10	3	41	15.	7	2	84	36.	1	0	95
2.	22	7	48	16.	7	2	86	38.	1	0	95
3.	14	5	52	18.	2	1	87	40.	4	1	97
4.	16	5	57	20.	11	4	91	45.	1	0	97
5.	12	4	61	22.	2	1	91	50.	3	1	98
6.	16	5	67	24.	1	0	92	60.	2	1	99
8.	17	6	72	25.	1	0	92	64.	1	0	99
9.	3	1	73	27.	1	0	92	72.	2	1	100
10.	19	6	79	30.	7	2	94	94.	1	0	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
98.	16				

V08 AVG HOURS REQUIRED FOR VOC MAJOR

RECORD: 2 COLUMN: 56-57

How many hours per week does a student have to be enrolled in vocational classes to be considered in the vocational track or major? (WRITE IN) HOURS PER WEEK:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	34	11	11	8.	3	1	50	20.	6	2	98
1.	3	1	12	9.	1	0	50	22.	1	0	99
2.	10	3	16	10.	74	25	75	30.	1	0	99
3.	11	4	19	12.	3	1	76	35.	1	0	99
4.	2	1	20	13.	2	1	77	36.	1	0	100
5.	80	27	47	14.	2	1	77	50.	1	0	100
6.	2	1	47	15.	56	19	96				
7.	4	1	49	19.	1	0	96				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
98.	25				

V091 WORD PROCESSING INSTRUCTION OFFER AT SCH

RECORD: 2 COLUMN: 58

Is instruction in word processing offered to students in this high school? (CIRCLE ALL THAT APPLY)
Yes, at this school.....(ANSWER A AND B)....1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	103	31.8	31.8
CIRCLED	1.	221	68.2	68.2
	TOTAL	324	100.0	100.0

V092 WORD PROCESSING INSTR OFFER OTHER LOCATI

RECORD: 2 COLUMN: 59

Is instruction in word processing offered to students in this high school? (CIRCLE ALL THAT APPLY)
Yes, at another location..(ANSWER A AND B)....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	251	77.5	77.5
CIRCLED	1.	73	22.5	22.5
	TOTAL	324	100.0	100.0

V093 NO WORD PROCESSING INSTRUCTION

RECORD: 2 COLUMN: 60

Is instruction in word processing offered to students in this high school? (CIRCLE ALL THAT APPLY)
No.....(GO TO Q.10).....3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	260	80.2	80.2
CIRCLED	1.	64	19.8	19.8
	TOTAL	324	100.0	100.0

V09A AVG HOURS WP PRACTICE PER STUDENT

RECORD: 2 COLUMN: 61-63

IF YES:
How many total hours of practice on the word processor does the typical student spend to complete the word processing program? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)
HOURS:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
1.	5	2	2	40.	10	4	49	180.	13	6	87
3.	1	0	3	45.	5	2	51	200.	3	1	89
4.	2	1	3	50.	10	4	56	250.	2	1	89
5.	10	4	8	51.	1	0	56	260.	1	0	90
6.	4	2	9	56.	1	0	56	300.	4	2	92
7.	1	0	10	60.	12	5	61	330.	1	0	92
8.	1	0	10	70.	1	0	62	340.	1	0	92
10.	21	9	19	75.	2	1	63	350.	1	0	93
12.	2	1	20	80.	3	1	64	360.	4	2	94
14.	1	0	20	88.	2	1	65	450.	2	1	95
15.	9	4	24	90.	16	7	72	540.	5	2	97
18.	1	0	25	100.	8	3	75	700.	1	0	98
20.	18	8	32	120.	4	2	77	720.	1	0	98
25.	8	3	36	150.	4	2	78	888.	1	0	99
30.	16	7	42	160.	5	2	81	900.	1	0	99
35.	2	1	43	170.	2	1	81	990.	1	0	100
36.	4	2	45	175.	1	0	82	994.	1	0	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	24	999.	64		

V09B DO MORE STUD WISH TO ENROLL BUT CANNOT

RECORD: 2 COLUMN: 64

IF YES:
Do more students wish to enroll in word processing classes than there are openings? (CIRCLE ONE)
Yes.....1
No.....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	102	31.5	43.0
NO	2.	135	41.7	57.0
MISSING	8.	23	7.1	MISSING
LEGIT SKIP	9.	64	19.8	MISSING
	TOTAL	324	100.0	100.0

V101 AUTO MECHANICS OFFERED AT SCH

RECORD: 2 COLUMN: 65

Is instruction in auto mechanics offered to students in this high school? (CIRCLE ALL THAT APPLY)
Yes, at this school.....(ANSWER A).....1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	148	45.7	45.7
CIRCLED	1.	176	54.3	54.3
	TOTAL	324	100.0	100.0

V102 AUTO MECHANICS OFFERED AT OTHER LOCATION

RECORD: 2 COLUMN: 66

Is instruction in auto mechanics offered to students in this high school (CIRCLE ALL THAT APPLY)
Yes, at another location..(ANSWER A).....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	225	69.4	69.4
CIRCLED	1.	99	30.6	30.6
	TOTAL	324	100.0	100.0

V103 NO AUTO MECHANICS OFFERED

RECORD: 2 COLUMN: 67

Is instruction in auto mechanics offered to students in this high school? (CIRCLE ALL THAT APPLY)
No.....(GO TO Q.11)...3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	245	75.6	75.6
CIRCLED	1.	79	24.4	24.4
	TOTAL	324	100.0	100.0

V10A1 TRAIN ON ELEC DIAG.MACH. OFFER AT SCH

RECORD: 2 COLUMN: 68

IF YES:
Is training on electronic auto diagnostic machinery provided to students in this high school? (CIRCLE ALL THAT APPLY)
Yes, at this school.....1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	116	35.8	47.3
CIRCLED	1.	129	39.8	52.7
LEGIT SKIP	9.	79	24.4	MISSING
	TOTAL	324	100.0	100.0

V10A2 TRAIN ON ELEC DIAG.MACH. AT OTHER LOCATI

RECORD: 2 COLUMN: 69

IF YES:
Is training on electronic auto diagnostic machinery provided to students in this high school? (CIRCLE ALL THAT APPLY)
Yes, at another location.....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	156	48.1	63.7
CIRCLED	1.	89	27.5	36.3
LEGIT SKIP	9.	79	24.4	MISSING
	TOTAL	324	100.0	100.0

V10A3 NO TRAIN ON ELEC DIAG.MACH.

RECORD: 2 COLUMN: 70

IF YES:
Is training on electronic auto diagnostic machinery provided to students in this high school? (CIRCLE ALL THAT APPLY)
No.....3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	209	64.5	85.3
CIRCLED	1.	36	11.1	14.7
LEGIT SKIP	9.	79	24.4	MISSING
	TOTAL	324	100.0	100.0

V111 ACCESS TO COMPUTER TRAIN PROG AT SCH

RECORD: 3 COLUMN: 8

Do the students of this high school have access to computer training programs? (CIRCLE ALL THAT APPLY)
Yes, at this school.....(ANSWER A THRU C)...1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	29	9.0	9.0
CIRCLED	1.	295	91.0	91.0
	TOTAL	324	100.0	100.0

V112 ACCESS TO COMPUTER TRAIN PROG OTHER LOCA

RECORD: 3 COLUMN: 9

Do the students of this high school have access to computer training programs? (CIRCLE ALL THAT APPLY)
Yes, at another location...(ANSWER A THRU C)...2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	245	75.6	75.6
CIRCLED	1.	79	24.4	24.4
	TOTAL	324	100.0	100.0

V113 NO ACCESS TO COMPUTER TRAIN PROG

RECORD: 3 COLUMN: 10

Do the students of this high school have access to computer training programs? (CIRCLE ALL THAT APPLY)
No.....(GO TO Q.12).....3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	315	97.2	97.2
CIRCLED	1.	9	2.8	2.8
	TOTAL	324	100.0	100.0

V11A1 MICROCOMPUTER TRAINING AVAILABLE

RECORD: 3 COLUMN: 11

IF YES:
What computer training is available? (CIRCLE ALL THAT APPLY)
Microcomputer operation.....1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	45	13.9	14.3
CIRCLED	1.	270	83.3	85.7
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11A2 MAINFRAME COPUTER TRAINING AVAILABLE

RECORD: 3 COLUMN: 12

IF YES:
What computer training is available? (CIRCLE ALL THAT APPLY)
Mainframe computer operation.....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	255	78.7	81.0
CIRCLED	1.	60	18.5	19.0
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11A3 COMPUTER PROGRAMMING AVAILABLE

RECORD: 3 COLUMN: 13

IF YES:
What computer training is available? (CIRCLE ALL THAT APPLY)
Computer programming.....3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	68	21.0	21.6
CIRCLED	1.	247	76.2	78.4
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11A4 COMPUTER ASSISTED DESIGN AVAILABLE

RECORD: 3 COLUMN: 14

IF YES:
What computer training is available? (CIRCLE ALL THAT APPLY)
Computer assisted design.....4

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	255	78.7	81.0
CIRCLED	1.	60	18.5	19.0
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11A5 COMPUTER CONTROLLED MACHINES AVAILABLE

RECORD: 3 COLUMN: 15

IF YES:
What computer training is available? (CIRCLE ALL THAT APPLY)
Computer controlled machines
(e.g., lathes, mills).....5

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	280	86.4	88.9
CIRCLED	1.	35	10.8	11.1
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11B YEAR COMPUTER EQUIPMENT FIRST AVAILABLE

RECORD: 3 COLUMN: 16-17

IF YES:
During what school year was computer equipment first available for computer courses? (CIRCLE ONE)
Before 1979-80 school year.....01
1979-80 school year.....02
1980-81 school year.....03
1981-82 school year.....04
1982-83 school year.....05
1983-84 school year.....06

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
BEFORE 79-80	1.	94	29.0	31.0
79-80	2.	36	11.1	11.9
80-81	3.	41	12.7	13.5
81-82	4.	46	14.2	15.2
82-83	5.	61	18.8	20.1
83-84	6.	25	7.7	8.3
MISSING	98.	12	3.7	MISSING
LEGIT SKIP	99.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11C1 COMPUTER TRAIN - VOCATIONAL EDUC DEPT

RECORD: 3 COLUMN: 18

IF YES:
In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)
Vocational education.....1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	144	44.4	45.7
CIRCLED	1.	171	52.8	54.3
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11C2 COMPUTER TRAIN - MATHMATICS DEPT

RECORD: 3 COLUMN: 19

IF YES:
In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)
Mathematics.....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	109	33.6	34.6
CIRCLED	1.	206	63.6	65.4
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11C3 COMPUTER TRAIN - COMPUTER INSTR DEPT

RECORD: 3 COLUMN: 20

IF YES:
In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)
Separate department of computer instruction.....3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	257	79.3	81.6
CIRCLED	1.	58	17.9	18.4
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11C4 COMPUTER TRAIN - SCIENCE DEPT

RECORD: 3 COLUMN: 21

IF YES:
In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)
Science.....4

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	283	87.3	89.8
CIRCLED	1.	32	9.9	10.2
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V11C5 COMPUTER TRAIN - OTHER DEPT

RECORD: 3 COLUMN: 22

IF YES:
In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)
Other (SPECIFY)..... 5

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	237	73.1	75.2
CIRCLED	1.	78	24.1	24.8
NOT AVAILABLE	9.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V12 DOES SCH HAVE COOPERATIVE EDUC COORDINAT

RECORD: 3 COLUMN: 23

Does the school have cooperative education coordinators?
Yes...(ANSWER A).....1
No....(GO TO Q.13).....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	219	67.6	68.9
NO	2.	99	30.6	31.1
MISSING	8.	6	1.9	MISSING
	TOTAL	324	100.0	100.0

V12A1 PCT CO-OP COOR TIME AT TEACHING

RECORD: 3 COLUMN: 24-26

IF YES:
Over the course of a school year, what percentage of co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)
Classroom teaching

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	9	4	4	32.	1	0	32	57.	2	1	80
2.	1	0	5	33.	12	6	38	60.	22	10	91
5.	2	1	6	35.	5	2	40	65.	1	0	91
10.	7	3	9	40.	23	11	51	66.	3	1	92
11.	1	0	9	43.	1	0	52	67.	2	1	93
14.	1	0	10	45.	3	1	53	70.	4	2	95
15.	4	2	12	47.	1	0	54	75.	1	0	96
16.	1	0	12	50.	52	24	78	80.	4	2	98
20.	10	5	17	51.	1	0	78	83.	1	0	98
25.	26	12	29	54.	1	0	79	85.	3	1	100
30.	6	3	32	55.	1	0	79	90.	1	0	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	12	999.	99		

V12A2 PCT CO-OP COOR TIME STUD CONFERRING

RECORD: 3 COLUMN: 27-29

IF YES:
Over the course of a school year, what percentage of co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)
Conferring with students

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	5	2	2	16.	1	0	52	35.	3	1	93
5.	15	7	9	17.	3	1	54	40.	6	3	96
7.	3	1	11	20.	41	19	73	45.	1	0	97
9.	1	0	11	21.	1	0	74	50.	3	1	98
10.	61	29	40	22.	1	0	74	60.	3	1	100
12.	2	1	41	25.	26	12	86	80.	1	0	100
13.	3	1	42	30.	11	5	92				
15.	20	9	52	33.	1	0	92				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	13	999.	99		

V12A3 PCT CO-OP COOR TIME EMPLOYER CONFERRING

RECORD: 3 COLUMN: 30-32

IF YES:
Over the course of a school year, what percentage of co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)
Conferring with employers

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	3	1	1	13.	1	0	31	30.	15	7	93
2.	1	0	2	15.	33	16	47	32.	1	0	94
5.	13	6	8	16.	2	1	48	33.	3	1	95
7.	1	0	8	18.	1	0	48	35.	2	1	96
8.	1	0	9	20.	47	22	70	40.	5	2	99
9.	1	0	9	22.	1	0	71	50.	2	1	100
10.	44	21	30	23.	2	1	72	60.	1	0	100
11.	1	0	31	25.	31	15	86				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	13	999.	99		

V12A4 PCT CO-OP COOR TIME OBSERVING WORKSITES

RECORD: 3 COLUMN: 33-35

IF YES:
Over the course of a school year, what percentage of co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)
Observations at work sites

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	12	6	6	16.	3	1	47	33.	1	0	92
5.	12	6	11	17.	1	0	47	34.	2	1	93
7.	1	0	12	20.	50	24	71	37.	1	0	93
10.	48	23	34	23.	1	0	71	40.	7	3	97
11.	2	1	35	25.	29	14	85	42.	1	0	97
13.	1	0	36	27.	2	1	86	50.	5	2	100
14.	1	0	36	30.	11	5	91	55.	1	0	100
15.	19	9	45	31.	1	0	92				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	13	999.	99		

V12A5 PCT CO-OP COOR TIME OTHER ACTIVITIES

RECORD: 3 COLUMN: 36-38

IF YES:
Over the course of a school year, what percentage of co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)
Other (SPECIFY)

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
0.	152	74	74	14.	1	0	87	50.	1	0	98
2.	3	1	76	15.	3	1	89	58.	1	0	99
3.	1	0	76	20.	12	6	95	60.	1	0	99
5.	8	4	80	25.	4	2	97	63.	1	0	100
10.	13	6		30.	1	0	97	75.	1	0	100
12.	1	0	87	35.	1	0	98				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	20	999.	99		

V13 VOC T PERMITTED TO VISIT EMPLOYERS

RECORD: 3 COLUMN: 39

Other than co-op coordinators, are vocational teachers given released time from school to visit local employers? (CIRCLE ONE)
Yes..(ANSWER A AND B)...1
No...(GO TO Q.14).....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	84	25.9	27.0
NO	2.	227	70.1	73.0
MISSING	8.	13	4.0	MISSING
		---	---	---
	TOTAL	324	100.0	100.0

V13A NUM VOC T GIVEN RELEASE TIME

RECORD: 3 COLUMN: 40-41

IF YES:
Other than co-op coordinators, how many vocational teachers are given released time? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)
TEACHERS:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
1.	13	17	17	8.	2	3	67	16.	2	3	92
2.	12	16	33	9.	2	3	70	20.	1	1	93
3.	10	13	46	10.	3	4	74	23.	1	1	95
4.	5	7	53	12.	5	7	80	25.	1	1	96
5.	3	7	59	13.	2	3	83	32.	1	1	97
6.	3	4	63	14.	1	1	84	40.	1	1	99
7.	1	1	64	15.	4	5	89	60.	1	1	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
98.	21	99.	227		

V13B AVG ANNUAL RELEASE TIME PER TEACHER

RECORD: 3 COLUMN: 42-43

IF YES:
On the average, about how many hours of released time is each vocational teacher (other than co-op coordinators) given per year? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)
HOURS PER YEAR:

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
1.	3	4	4	10.	7	10	47	36.	1	1	71
2.	5	7	11	11.	1	1	49	40.	2	3	74
3.	5	7	19	12.	2	3	51	48.	1	1	76
4.	1	1	20	16.	3	4	56	50.	2	3	79
5.	4	6	26	18.	2	3	59	80.	4	6	84
6.	4	6	31	20.	6	9	67	90.	2	3	87
7.	1	1	33	30.	1	1	69	94.	8	11	99
8.	3	4	37	31.	1	1	70	95.	1	1	100

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
98.	27	99.	227		

V14 ANY PROG HAVE MORE APPLICANTS THAN OPENI

RECORD: 3 COLUMN: 44

Are there any vocational programs available to students from this high school for which there are more applicants than openings? (CIRCLE ONE)
Yes...(ANSWER A).....1
No....(GO TO Q.15).....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	146	45.1	46.6
NO	2.	167	51.5	53.4
MISSING	8.	11	3.4	MISSING
	TOTAL	324	100.0	100.0

V14A01 STUD SELECTED BY LOTTERY

RECORD: 3 COLUMN: 45-46

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Lottery or random selection.....01

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	125	38.6	85.6
CIRCLED	1.	21	6.5	14.4
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A02 STUD SELECTED BY FIRST COME, FIRST SERVE

RECORD: 3 COLUMN: 47-48

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
First come, first serve.....02

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	91	28.1	62.3
CIRCLED	1.	55	17.0	37.7
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A03 STUD SELECTED BY REVIEW OF ATTENDENCE RE

RECORD: 3 COLUMN: 49-50

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Review of attendance records.....03

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	72	22.2	49.3
CIRCLED	1.	74	22.8	50.7
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A04 STUD SELECTED BY EVAL INTEREST, MOTIVATI

RECORD: 3 COLUMN: 51-52

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Evaluation of interest and/or motivation made by guidance counselor.....04

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	45	13.9	30.8
CIRCLED	1.	101	31.2	69.2
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A05 STUD SELECTED BY APTITUDE TEST SCORES

RECORD: 3 COLUMN: 53-54

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Aptitude test scores.....05

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	112	34.6	76.7
CIRCLED	1.	34	10.5	23.3
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A06 STUD SELECTED BY VOC INTEREST INVENTORY

RECORD: 3 COLUMN: 55-56

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Vocational interest inventory.....06

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	106	32.7	72.6
CIRCLED	1.	40	12.3	27.4
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A07 STUD SELECTED BY GRADES

RECORD: 3 COLUMN: 57-58

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Grades.....07

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	74	22.8	50.7
CIRCLED	1.	72	22.2	49.3
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A08 STUD SELECTED BY EVAL OF APPLICATION FOR

RECORD: 3 COLUMN: 59-60

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Evaluation of application form.....08

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	78	24.1	53.4
CIRCLED	1.	68	21.0	46.6
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A09 STUD SELECTED BY TEACHER REFERENCE

RECORD: 3 COLUMN: 61-62

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Teacher reference.....09

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	50	15.4	34.2
CIRCLED	1.	96	29.6	65.8
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V14A10 STUD SELECTED BY OTHER METHOD

RECORD: 3 COLUMN: 63-64

IF YES:
How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)
Other (SPECIFY).....10

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	119	36.7	81.5
CIRCLED	1.	27	8.3	18.5
MISSING	98.	11	3.4	MISSING
LEGIT SKIP	99.	167	51.5	MISSING
	TOTAL	324	100.0	100.0

V15 STUD ACADEMIC ABILITY UPON ENTRY TO SCH

RECORD: 3 COLUMN: 65

How would you rate the average academic ability of students when they enter this school? (CIRCLE ONE)
Much above the national average.....1
Somewhat above the national average.....2
At the national average.....3
Somewhat below the national average.....4
Much below the national average.....5

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH > NATIONAL AVG	1.	16	4.9	5.1
SOMEWHAT GREATER	2.	77	23.8	24.5
AT NATIONAL AVG	3.	136	42.0	43.3
SOMEWHAT BELOW	4.	72	22.2	22.9
MUCH < NATIONAL AVG	5.	13	4.0	4.1
MULT RESPONSE	6.	3	0.9	MISSING
MISSING	8.	7	2.2	MISSING
	TOTAL	324	100.0	100.0

V15A STUD ACADEMIC ABILITY STARTING VOC PROG

RECORD: 3 COLUMN: 66

At the time they begin their vocational program, how would you rate the average ability of vocational students for their vocational courses? (CIRCLE ONE)
Much above the national average.....1
Somewhat above the national average.....2
At the national average.....3
Somewhat below the national average.....4
Much below the national average.....5

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MUCH > NATIONAL AVG	1.	7	2.2	2.2
SOMEWHAT GREATER	2.	52	16.0	16.6
AT NATIONAL AVG	3.	156	48.1	49.8
SOMEWHAT BELOW	4.	89	27.5	28.4
MUCH < NATIONAL AVG	5.	9	2.8	2.9
MULT RESPONSE	6.	2	0.6	MISSING
MISSING	8.	9	2.8	MISSING
	TOTAL	324	100.0	100.0

V16A NO AGRICULTURE PROGRAM

RECORD: 4 COLUMN: 8

For each vocational service area, please indicate whether or not standardized tests of competency are used. If so, indicate (1) if teachers are required to use the tests, and (2) if the tests are used to determine whether students have achieved a specified list of competencies. (CIRCLE ALL THAT APPLY FOR EACH CATEGORY)
No such Program
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	126	38.9	44.7
NO SUCH PROGRAM	2.	156	48.1	55.3
MISSING	8.	42	13.0	MISSING
	TOTAL	324	100.0	100.0

V16AA STD COMP TEST USED FOR AGRICULTURE

RECORD: 4 COLUMN: 9

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	21	6.5	16.7
NO	2.	105	32.4	83.3
MISSING	8.	42	13.0	MISSING
NO PROGRAM	9.	156	48.1	MISSING
	TOTAL	324	100.0	100.0

V16AB T REQUIRED TO USE TEST FOR AGRICULTURE

RECORD: 4 COLUMN: 10

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	11	3.4	57.9
NO	2.	8	2.5	42.1
MISSING	8.	44	13.6	MISSING
NO PROGRAM	9.	261	80.6	MISSING
	TOTAL	324	100.0	100.0

V16AC TEST USED TO CERT COMP FOR AGRICULTURE

RECORD: 4 COLUMN: 11

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?
Agriculture

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	14	4.3	70.0
NO	2.	6	1.9	30.0
MISSING	8.	43	13.3	MISSING
NO PROGRAM	9.	261	80.6	MISSING
	TOTAL	324	100.0	100.0

V16B NO BUSINESS AND OFFICE PROGRAM

RECORD: 4 COLUMN: 12

REFER TO QUESTION V16A
No such Program
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	253	78.1	86.6
NO SUCH PROGRAM	2.	39	12.0	13.4
MISSING	8.	32	9.9	MISSING
	TOTAL	324	100.0	100.0

V16BA STD COMP TEST USED FOR BUSINESS, MARKET

RECORD: 4 COLUMN: 13

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	87	26.9	34.5
NO	2.	165	50.9	65.5
MISSING	8.	33	10.2	MISSING
NO PROGRAM	9.	39	12.0	MISSING
	TOTAL	324	100.0	100.0

V16BB T REQUIRED TO USE TEST FOR BUSINESS, MAR

RECORD: 4 COLUMN: 14

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	10	3.1	62.5
NO	2.	6	1.9	37.5
MISSING	8.	104	32.1	MISSING
NO PROGRAM	9.	204	63.0	MISSING
	TOTAL	324	100.0	100.0

V16BC TEST USED TO CERT COMP FOR BUSINESS, MAR

RECORD: 4 COLUMN: 15

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?
Business and office

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	13	4.0	72.2
NO	2.	5	1.5	27.8
MISSING	8.	102	31.5	MISSING
NO PROGRAM	9.	204	63.0	MISSING
	TOTAL	324	100.0	100.0

V16C NO DIST. EDUC, MARKET PROGRAM

RECORD: 4 COLUMN: 16

REFER TO QUESTION V16A
No such Program
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	191	59.0	67.5
NO SUCH PROGRAM	2.	92	28.4	32.5
MISSING	8.	41	12.7	MISSING
	TOTAL	324	100.0	100.0

V16CA STD COMP TEST USED FOR DIST. EDUC, MARKE

RECORD: 4 COLUMN: 17

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	48	14.8	25.3
NO	2.	142	43.8	74.7
MISSING	8.	42	13.0	MISSING
NO PROGRAM	9.	92	28.4	MISSING
	TOTAL	324	100.0	100.0

V16CB T REQUIRED TO USE TEST FOR DIST. EDUC, M

RECORD: 4 COLUMN: 18

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	9	2.8	81.8
NO	2.	2	0.6	18.2
MISSING	8.	79	24.4	MISSING
NO PROGRAM	9.	234	72.2	MISSING
	TOTAL	324	100.0	100.0

V16CC TEST USED TO CERT COMP FOR DIST. EDUC, M

RECORD: 4 COLUMN: 19

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?
Distributive education/marketing

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	10	3.1	83.3
NO	2.	2	0.6	16.7
MISSING	8.	78	24.1	MISSING
NO PROGRAM	9.	234	72.2	MISSING
	TOTAL	324	100.0	100.0

V16D NO OCC HOME ECONOMICS PROGRAM

RECORD: 4 COLUMN: 20

REFER TO QUESTION V16A
No such Program
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	167	51.5	60.9
NO SUCH PROGRAM	2.	107	33.0	39.1
MISSING	8.	50	15.4	MISSING
	TOTAL	324	100.0	100.0

V16DA STD COMP TEST USED FOR OCC HOME ECONOMIC

RECORD: 4 COLUMN: 21

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	32	9.9	19.2
NO	2.	135	41.7	80.8
MISSING	8.	50	15.4	MISSING
NO PROGRAM	9.	107	33.0	MISSING
	TOTAL	324	100.0	100.0

V16DB T REQUIRED TO USE TEST FOR OCC HOME ECON

RECORD: 4 COLUMN: 22

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	7	2.2	58.3
NO	2.	5	1.5	41.7
MISSING	8.	70	21.6	MISSING
NO PROGRAM	9.	242	74.7	MISSING
	TOTAL	324	100.0	100.0

V16DC TEST USED TO CERT COMP FOR OCC HOME ECON

RECORD: 4 COLUMN: 23

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?
Occupational home economics

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	10	3.1	76.9
NO	2.	3	0.9	23.1
MISSING	8.	69	21.3	MISSING
NO PROGRAM	9.	242	74.7	MISSING
	TOTAL	324	100.0	100.0

V16E NO HOMEMAKING PROGRAM

RECORD: 4 COLUMN: 24

REFER TO QUESTION V16A
No such Program
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	212	65.4	76.3
NO SUCH PROGRAM	2.	66	20.4	23.7
MISSING	8.	46	14.2	MISSING
	TOTAL	324	100.0	100.0

V16EA STD COMP TEST USED FOR HOMEMAKING

RECORD: 4 COLUMN: 25

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	33	10.2	15.6
NO	2.	179	55.2	84.4
MISSING	8.	46	14.2	MISSING
NO PROGRAM	9.	66	20.4	MISSING
	TOTAL	324	100.0	100.0

V16EB T REQUIRED TO USE TEST FOR HOMEMAKING

RECORD: 4 COLUMN: 26

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	7	2.2	70.0
NO	2.	3	0.9	30.0
MISSING	8.	69	21.3	MISSING
NO PROGRAM	9.	245	75.6	MISSING
	TOTAL	324	100.0	100.0

V16EC TEST USED TO CERT COMP FOR HOMEMAKING

RECORD: 4 COLUMN: 27

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?
Consumer and homemaking

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	8	2.5	72.7
NO	2.	3	0.9	27.3
MISSING	8.	68	21.0	MISSING
NO PROGRAM	9.	245	75.6	MISSING
	TOTAL	324	100.0	100.0

V16F NO HEALTH PROGRAM

RECORD: 4 COLUMN: 28

REFER TO QUESTION V16A
No such Program
Health

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	159	49.1	58.0
NO SUCH PROGRAM	2.	115	35.5	42.0
MISSING	8.	50	15.4	MISSING
	TOTAL	324	100.0	100.0

V16FA STD COMP TEST USED FOR HEALTH

RECORD: 4 COLUMN: 29

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Health

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	48	14.8	30.4
NO	2.	110	34.0	69.6
MISSING	8.	51	15.7	MISSING
NO PROGRAM	9.	115	35.5	MISSING
	TOTAL	324	100.0	100.0

V16FB T REQUIRED TO USE TEST FOR HEALTH

RECORD: 4 COLUMN: 30

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Health

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	8	2.5	72.7
NO	2.	3	0.9	27.3
MISSING	8.	88	27.2	MISSING
NO PROGRAM	9.	225	69.4	MISSING
	TOTAL	324	100.0	100.0

V16FC TEST USED TO CERT COMP FOR HEALTH

RECORD: 4 COLUMN: 31

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?

Health

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	12	3.7	92.3
NO	2.	1	0.3	7.7
MISSING	8.	86	26.5	MISSING
NO PROGRAM	9.	225	69.4	MISSING
	TOTAL	324	100.0	100.0

V16G NO BUSINESS, OFFICE PROGRAM

RECORD: 4 COLUMN: 32

REFER TO QUESTION V16A
No such Program
Trade and industry and technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROGRAM EXISTS	1.	223	68.8	79.6
NO SUCH PROGRAM	2.	57	17.6	20.4
MISSING	8.	44	13.6	MISSING
	TOTAL	324	100.0	100.0

V16GA STD COMP TEST USED FOR BUSINESS, OFFICE

RECORD: 4 COLUMN: 33

REFER TO QUESTION V16A
A. Is a standardized test of competency used in this subject area?
Trade and industry and technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	62	19.1	27.9
NO	2.	160	49.4	72.1
MISSING	8.	45	13.9	MISSING
NO PROGRAM	9.	57	17.6	MISSING
	TOTAL	324	100.0	100.0

V16GB T REQUIRED TO USE TEST FOR BUSINESS, OFF

RECORD: 4 COLUMN: 34

REFER TO QUESTION V16A
B. Are teachers required to use the test?
Trade and industry and technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	11	3.4	64.7
NO	2.	6	1.9	35.3
MISSING	8.	90	27.8	MISSING
NO PROGRAM	9.	217	67.0	MISSING
	TOTAL	324	100.0	100.0

V16GC TEST USED TO CERT COMP FOR BUSINESS, OFF

RECORD: 4 COLUMN: 35

REFER TO QUESTION V16A
C. Is this test used to certify achievement of competencies?
Trade and industry and technical

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	15	4.6	78.9
NO	2.	4	1.2	21.1
MISSING	8.	88	27.2	MISSING
NO PROGRAM	9.	217	67.0	MISSING
	TOTAL	324	100.0	100.0

V17 EMPLOYERS INFLU GRADES COOP STUD RECEIVE

RECORD: 4 COLUMN: 36

Do the employers who supervise the work experience of cooperative education students influence the grades these students receive? (CIRCLE ONE)
Yes.....(ANSWER A AND B)..1
No.....(GO TO Q.18).....2
No cooperative education program...(GO TO Q.18).....9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	214	66.0	83.9
NO	2.	41	12.7	16.1
MISSING	8.	19	5.9	MISSING
NO COOP PROG	9.	50	15.4	MISSING
	TOTAL	324	100.0	100.0

V17A HOW DO EMPLOYERS INFLU GRADES

RECORD: 4 COLUMN: 37

IF YES:
How do the employers influence grades? (CIRCLE ONE)
Employers recommend grades to cooperative education coordinators (coordinators make the final decision).....1
Employers assign a grade for work experience separate from the class grade.....2
Employers and coordinators discuss and mutually agree on grades students receive.....3
Other (SPECIFY).....4

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
EMPLOYER RECOMMENDS	1.	68	21.0	33.0
EMPLOYER ASSIGNS	2.	40	12.3	19.4
GRADE DISCUSSED	3.	84	25.9	40.8
OTHER METHOD	4.	14	4.3	6.8
MULT RESPONSE	6.	7	2.2	MISSING
MISSING	8.	20	6.2	MISSING
LEGIT SKIP	9.	91	28.1	MISSING
	TOTAL	324	100.0	100.0

V17B PCT FINAL GRADE INFLU BY EMPLOYER

RECORD: 4 COLUMN: 38-40

IF YES:
What percentage of a student's final grade is typically influenced by an employer? (WRITE IN PERCENT)

CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT	CODE	ADJ FREQ	CUM PCT	PCT
5.	2	1	1	40.	14	7	39	75.	14	7	83
10.	6	3	4	45.	1	0	39	80.	11	5	89
15.	1	0	4	50.	65	32	72	85.	1	0	89
20.	10	5	9	55.	1	0	72	90.	5	2	92
25.	26	13	22	60.	3	1	74	95.	4	2	94
30.	15	7	30	65.	1	0	74	100.	12	6	100
33.	2	1	31	66.	1	0	75				
35.	2	1	32	70.	3	1	76				

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
998.	33	999.	91		

V181 EVAL OF VOC PROG IN LAST 3 YEARS

RECORD: 4 COLUMN: 41

In the last three years, has there been an evaluation of all vocational programs in this school system or is one planned within the next year? (CIRCLE ALL THAT APPLY)
Yes, one has been conducted.....1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	110	34.0	34.0
CIRCLED	1.	214	66.0	66.0
	TOTAL	324	100.0	100.0

V182 EVAL OF VOC PROG PLANNED FOR NEXT YEAR

RECORD: 4 COLUMN: 42

In the last three years, has there been an evaluation of all vocational programs in this school system or is one planned within the next year? (CIRCLE ALL THAT APPLY)
Yes, one is planned within the next year....2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	276	85.2	85.2
CIRCLED	1.	48	14.8	14.8
	TOTAL	324	100.0	100.0

V183 VOC PROG HAS NOT BEEN EVALUATED

RECORD: 4 COLUMN: 43

In the last three years, has there been an evaluation of all vocational programs in this school system or is one planned within the next year? (CIRCLE ALL THAT APPLY)
No.....3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NOT CIRCLED	0.	262	80.9	80.9
CIRCLED	1.	62	19.1	19.1
	TOTAL	324	100.0	100.0

V191 PCT TIME FINDING SUMMER JOBS

RECORD: 4 COLUMN: 44-46

Over the course of the school year, about what percentage of the typical vocational teacher's time is spent on the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)
Finding summer (or vocation) jobs for students

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	115	35.5	38.7
ONE PERCENT	1.	39	12.0	13.1
ETC.	2.	14	4.3	4.7
	3.	2	0.6	0.7
	4.	1	0.3	0.3
	5.	47	14.5	15.8
	7.	1	0.3	0.3
	10.	44	13.6	14.8
	15.	3	0.9	1.0
	20.	15	4.6	5.1
	25.	8	2.5	2.
	30.	2	0.6	0.7
	33.	1	0.3	0.3
	50.	4	1.2	1.3
	65.	1	0.3	0.3
MISSING	998.	27	8.3	MISSING
	TOTAL	324	100.0	100.0

V192 PCT TIME FINDING PART-TIME NON-COOP JOBS

RECORD: 4 COLUMN: 47-49

Over the course of the school year, about what percentage of the typical vocational teacher's time is spent on the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)
Finding part-time noncoop jobs for students during the school year

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE	0.	147	45.4	50.2
ONE PERCENT	1.	32	9.9	10.9
ETC.	2.	22	6.8	7.5
	3.	5	1.5	1.7
	5.	39	12.0	13.3
	7.	1	0.3	0.3
	8.	2	0.6	0.7
	10.	28	8.6	9.6
	15.	2	0.6	0.7
	20.	5	1.5	1.7
	25.	3	0.9	1.0
	30.	3	0.9	1.0
	40.	1	0.3	0.3
	50.	2	0.6	0.7
	95.	1	0.3	0.3
MISSING	998.	31	9.6	MISSING
	TOTAL	324	100.0	100.0

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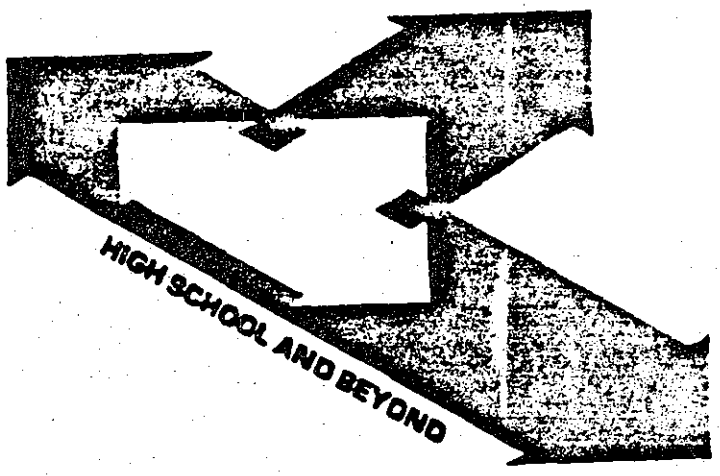
4386
1/84

Appendix A

DECK 01
1-6/
7/P



ADMINISTRATOR AND TEACHER SURVEY

Principal Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, N/A (not applicable), has been provided for these questions. Please consider the titles Principal and School Head as equivalents and interchangeable.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. **Please note:** Numbers followed by a slash e.g., 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

Tennis.....1
Football.....2
Basketball.....3
Baseball.....4
Other (SPECIFY) HANDBALL (5)

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

Newsweek.....(1)
Time.....(2)
U.S. News & World Report.....3
None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event.....	(1)	2
Attended a school assembly.....	(1)	2
Chaperoned a school dance.....	1	(2)
Chaperoned a class field trip.....	1	(2)

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. **Please round to the nearest whole number and "zero fill" as shown, where appropriate.**

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: |0|4|5|%

If about 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in

Please enter month and day |__|__| - |__|__| 8-9/

Month Day 10-11/

NOTE: A number of questions relate to events in the current school year. Please consider the **whole year** from the beginning of the current school year until now. A few questions refer to "the past three years." If you have not been at this school for a full three years, please answer for the time you have been there.

---

1. How many years of instruction are all students in your school required to complete for graduation in each of the following subject areas? (WRITE IN YEARS. USE FRACTIONS IF NECESSARY. IF NO REQUIREMENT, ENTER "0")

Years of Instruction Required for

		Class of 1982		Class of 1984	
a.	English/Language Arts	_____	12-14/	_____	33-35/
b.	Mathematics.....	_____	15-17/	_____	36-38/
c.	Science.....	_____	18-20/	_____	39-41/
d.	History and social studies...	_____	21-23/	_____	42-44/
e.	Foreign language.....	_____	24-26/	_____	45-47/
f.	Physical education.....	_____	27-29/	_____	48-50/
g.	Music and fine art.....	_____	30-32/	_____	51-53/

---

2. How many times a year do students receive report cards or a comparable form of written evaluation? (WRITE IN NUMBER)

|__|__| 54-55/

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3. Does your school offer a program of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies or on their own service projects, either during or after school hours? (CIRCLE ONE)

Yes.....1 56/

No.....2

---

4. Since the beginning of the current school year, about how many students' parents have contacted you or your administrative staff regarding their child's behavior or academic performance? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

STUDENTS' PARENTS: |__|__|__|__| 57-60/

---

5. Since the beginning of the current school year, about how many students' parents have you or your administrative staff met with privately to discuss their child's behavior or academic performance? (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE)

STUDENTS' PARENTS: |__|__|__|__| 61-64/

6. How important do you regard each of the following educational goals for your school? Please enter "1" for most important goal, "2" for the next most important goal, and so on through "8" for the least important goal. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

_____	a. Basic literacy skills (reading, math, writing, speaking)	8-9/
_____	b. Citizenship (understanding institutions and public values)	10-11/
_____	c. Specific occupational skills	12-13/
_____	d. Good work habits and self discipline	14-15/
_____	e. Academic excellence, or mastery of subject matter	16-17/
_____	f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)	18-19/
_____	g. Human relations skills (cultural understanding, getting along with others)	20-21/
_____	h. Moral and religious values	22-23/

7. From each pair of statements listed below, choose the one statement that best describes how you perceive your role as principal. **(CIRCLE ONE NUMBER FOR EACH PAIR)**

A. Choose one:

I should represent the interests of parents, leaders, and sponsors of this school.....1 24/

I should take personal initiative in selecting and directing school policy according to my best professsional judgment.....2

B. Choose one:

I should effectively and efficiently manage the day-to-day affairs of this school.....1 25/

I should lead this school in new educational directions according to my best professional judgment.....2

C. Choose one:

I should play the major role in establishing the agenda and deciding the important issues in this school.....1 26/

I should share decision-making with the faculty on important school issues 2

. Last year, approximately what percentage of the students seeking admission to your school did you admit? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. ENTER 100% IF ALL APPLICANTS WERE ADMITTED)

|__|__|__|% 27-29/

9. Last year, approximately what percentage of the students seeking to transfer to your school did you accept? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. ENTER 100% IF ALL APPLICANTS WERE ADMITTED)

|___|___|___|% 30-32/

---

10. Using the scale below, how important is each of the criteria below in admitting students to your school? (CIRCLE ONE FOR EACH ITEM. IF NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "01")

	Very unimportant				Very important		
a. Students' residence.....	01	02	03	04	05	06	33-34/
b. Lottery or random selection	01	02	03	04	05	06	35-36/
c. Academic record -- grades or teacher reports.....	01	02	03	04	05	06	37-38/
d. Achievement or aptitude test results.....	01	02	03	04	05	06	39-40/
e. Participation in athletics or other extra-curricular activities.....	01	02	03	04	05	06	41-42/
f. Religious affiliation.....	01	02	03	04	05	06	43-44/
g. Race or ethnicity.....	01	02	03	04	05	06	45-46/
h. Relative of alumni or current student.....	01	02	03	04	05	06	47-48/
i. Disciplinary record.....	01	02	03	04	05	06	49-50/
j. Financial resources of students' family.....	01	02	03	04	05	06	51-52/

---

11. How would you rate the academic ability of the students when they enter this school? (CIRCLE ONE)

Much above the national norm.....1 53/
Somewhat above the national norm....2
At the national norm.....3
Somewhat below the national norm....4
Much below the national norm.....5

12. On the average, how many different students per month receive public, school-wide recognition in assemblies, PA announcements, or hall displays for their academic achievement? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, WRITE "000")

STUDENTS PER MONTH: |___|___|___| 54-56/

79-80/02

---

13. For an average year please estimate the number of students in your school who are removed (temporarily or permanently) from classroom instruction for academic or disciplinary reasons. (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE ENTER "000")

BEGIN DECK 03

How many are . . .	For academic reasons		For disciplinary reasons	
A. expelled?	|___|___|___|	8-10/	|___|___|___|	20-22/
B. suspended out of school?	|___|___|___|	11-13/	|___|___|___|	23-25/
C. suspended in school?	|___|___|___|	14-16/	|___|___|___|	26-28/
D. other (SPECIFY): _____	|___|___|___|	17-19/	|___|___|___|	29-31/

---

14. In the past three years, how many new teachers have been hired for your school (excluding transfers)? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

NEW TEACHERS: |___|___|___| 32-34/

---

15. In the past three years, how many teachers have transferred to your school? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

TRANSFER TEACHERS: |___|___|___| 35-37/

---

16. When you have a staff opening, which of the following kinds of effort does your school or school district use to recruit full-time teachers? (CIRCLE ALL THAT APPLY)

No recruitment efforts.....01 38-39/

Advertise in national education publications....02 40-41/

Advertise in local publications.....03 42-43/

Contact educators in other schools and agencies.04 44-45/

Contact teachers' organizations.....05 46-47/

Contact colleges and universities.....06 48-49/

17. A. When hiring a new teacher in a non-shortage field how many candidates are typically interviewed by you or by district staff? (WRITE IN NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE)

NUMBER INTERVIEWED: |__|__|__| 52-54/

B. Before making a job offer to a new teacher, how often do you/district staff obtain an appraisal from a former principal or supervising teacher? (CIRCLE ONE)

Always.....1 55/
Most of the time.....2
Some of the time.....3
Never.....4

---

18. Of the teachers who started working in your school within the past three years, what percentage did you think would be excellent teachers at the time they started? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

|__|__|__|% 56-58/

---

19. Using the scale provided, how much of a barrier do you consider each of the following factors to be in obtaining teachers with excellent qualifications? (CIRCLE ONE FOR EACH ITEM)

	Not a barrier					A very large barrier		
a. Shortage of qualified applicants in some fields.....	01	02	03	04	05	06		59-60/
b. Insufficient salary and benefits to offer new teachers.....	01	02	03	04	05	06		61-62/
c. Inability to offer teachers job security.....	01	02	03	04	05	06		63-64/
d. Teachers' unwillingness to teach the types of students in this school.....	01	02	03	04	05	06		65-66/
e. Difficulty of identifying the applicant with the best qualifications.....	01	02	03	04	05	06		67-68/
f. Openings become available too late to get a teacher with excellent qualifications.....	01	02	03	04	05	06		69-70/
g. Too many teachers transferred to this school by the central office.....	01	02	03	04	05	06	N/A 99	71-72/
h. Too much control over hiring decisions in the hands of the central office....	01	02	03	04	05	06	99	73-74/
i. Constraints imposed by a teachers' organization.....	01	02	03	04	05	06	99	75-76/
j. Constraints imposed by affirmative action considerations.....	01	02	03	04	05	06	99	77-78/

79-80/03

20. What are the lowest and highest annual salaries currently paid to **full-time** teachers on your school's payroll? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE TO THE NEAREST $500.)

LOWEST SALARY PAID: $|__|__|__|__|__| 8-12/

HIGHEST SALARY PAID: $|__|__|__|__|__| 13-17/

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21. Which of the following kinds of rewards are given to good teachers in your school? (CIRCLE ALL THAT APPLY)

Given special awards for teaching.....01 18-19/

Assigned to teach the better students.....02 20-21/

Allowed to choose the classes they teach.....03 22-23/

Given a lighter teaching load.....04 24-25/

Relieved of administrative or disciplinary duties.....05 26-27/

Given priority on requests for materials 06 28-29/

Given time off to attend professional workshops...07 30-31/

Given extra pay for extra responsibilities.....08 32-33/

Other (SPECIFY) _____ 09 34-35/

No rewards are given.....10 36-37/

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22. A. What was the average annual percentage increase in teacher salaries in this school over the last 3 years? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

INCREASE |__|__|__|% 38-40/

B. Last year, what percentage of teachers in your school received some merit pay increase? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF "NONE", WRITE IN "000" AND GO TO Q.23.)

RECEIVED MERIT PAY INCREASE |__|__|__|% 41-43/

C. Of those who received a merit increase, what was the average percentage increase? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

MERIT INCREASE: |__|__|__|% 44-46/

---

23. Does your school or school district offer teachers tenure or provide the assurance of a continuing contract? (CIRCLE ONE)

Yes...(ANSWER A).....1 47/

No....(GO TO Q.24).....2

A. What percentage of the teachers at your school have tenure or its equivalent? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

24. Of the teachers on your school's payroll, what percentage have taught in your school for: (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Less than three years: |__|__|__|% 51-53/

Three to ten years: |__|__|__|% 54-56/

More than ten years: |__|__|__|% 57-59/

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25. A. During the past three years, how many teachers have you recommended not have their contracts renewed because of poor teaching? (WRITE IN FOR EACH CATEGORY. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TENURED TEACHERS |__|__| 60-61/

NON-TENURED TEACHERS |__|__| 62-63/

B. During the past three years, how many teachers' contracts have you successfully prevented from being renewed? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TENURED TEACHER CONTRACTS |__|__| 64-65/

NON-TENURED TEACHER CONTRACTS |__|__| 66-67/

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26. In a typical non-renewal case for tenured teachers, how many hours would you and your staff have to devote to documenting charges, attending hearings, etc.? (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS: |__|__| 68-69/
79-80/04

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27. Using the scale provided, how much of a barrier do each of the following factors present to you in firing or refusing to renew the contracts of poor teachers? (CIRCLE ONE FOR EACH ITEM)

BEGIN DECK 05

	Not a barrier				A very large barrier		N/A	
a. Personal reluctance to fire someone.....	01	02	03	04	05	06		8-9/
b. Excessively complex formal procedures.....	01	02	03	04	05	06		10-11/
c. Difficulty of identifying poor teachers...	01	02	03	04	05	06		12-13/
d. Tenure rules in your school system.....	01	02	03	04	05	06	09	14-15/
e. Constraints imposed by a teachers' organization.....	01	02	03	04	05	06	09	16-17/

---

28. During the past three years, how many teachers have you encouraged to resign or retire early because of poor teaching? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TEACHERS: |__|__| 18-19/

A. How many times have you been successful in inducing a teacher to resign or retire early in the past three years? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TIMES SUCCESSFUL: |__|__| 20-21/

29. Over the past three years, what percentage of the teachers in your school would you consider to have been . . .(WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

poor teachers	_____%	22-24/
fair teachers	_____%	25-27/
good teachers	_____%	28-30/
excellent teachers	_____%	31-33/
TOTAL	100%	

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30. Which one of the following statements best describes the most recent teacher employment negotiations in your school? **(CIRCLE ONE ONLY)**

Negotiations were held with a teachers' organization.....1 34/

Individual negotiations were held between the school and individual employees.....2

Wages, hours, terms, and conditions of employment were essentially determined unilaterally by the school.....3

Wages, hours, terms, and conditions of employment were essentially determined unilaterally by the district.....4

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31. On a scale of 1 to 6, how much influence do you feel each of the following has upon how your performance is evaluated by your superiors? (CIRCLE ONE FOR EACH CATEGORY)

	No Influence					Great Deal of Influence	
A. The performance of your school's students on standardized tests or in gaining admission to college.....	01	02	03	04	05	06	35-36/
B. A good disciplinary environment in the school.....	01	02	03	04	05	06	37-38/
C. Efficient administration.....	01	02	03	04	05	06	39-40/
D. Parent or community reaction.....	01	02	03	04	05	06	41-42/

32. Using the scales provided, how much actual influence do you think each of the following people or organizations has on establishing the curriculum and determining instructional methods used in the classroom? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09")

	Establishing the curriculum (None → A great deal, N/A)								Determining instructional methods used in classrooms (None → A great deal, N/A)							
a. Principal or school head.....	01	02	03	04	05	06	09	43-44/	01	02	03	04	05	06	09	59-60/
b. Superintendent...	01	02	03	04	05	06	09	45-46/	01	02	03	04	05	06	09	61-62/
c. Central office administrators..	01	02	03	04	05	06	09	47-48/	01	02	03	04	05	06	09	63-64/
d. Teachers at this school....	01	02	03	04	05	06	09	49-50/	01	02	03	04	05	06	09	65-66/
e. Parents...	01	02	03	04	05	06	09	51-52/	01	02	03	04	05	06	09	67-68/
f. School Board or governing board.....	01	02	03	04	05	06	09	53-54/	01	02	03	04	05	06	09	69-70/
g. Teachers' associations or unions....	01	02	03	04	05	06	09	55-56/	01	02	03	04	05	06	09	71-72/
A. How much influence is appropriate for the school head?.....	01	02	03	04	05	06	09	57-58/	01	02	03	04	05	06	09	73-74/

79-80/05

33. How much actual influence do you think each of the following people and organizations has on allocating school funds and hiring new full-time teachers? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09")

	Allocating school funds								Hiring new full-time teachers							
	None				A great deal		N/A		None				A great deal		N/A	
a. School head.....	01	02	03	04	05	06	09	8-9/	01	02	03	04	05	06	09	24-25/
b. Superintendent...	01	02	03	04	05	06	09	10-11/	01	02	03	04	05	06	09	26-27/
c. Central office administrators..	01	02	03	04	05	06	09	12-13/	01	02	03	04	05	06	09	28-29/
d. Teachers at this school....	01	02	03	04	05	06	09	14-15/	01	02	03	04	05	06	09	30-31/
e. Parents...	01	02	03	04	05	06	09	16-17/	01	02	03	04	05	06	09	32-33/
f. School Board or governing board.....	01	02	03	04	05	06	09	18-19/	01	02	03	04	05	06	09	34-35/
g. Teachers' associations or unions....	01	02	03	04	05	06	09	20-21/	01	02	03	04	05	06	09	36-37/
A. How much influence is appropriate for the school head?.....	01	02	03	04	05	06	09	22-23/	01	02	03	04	05	06	09	38-39/

34. How much actual influence do you think each of the following people and organizations has on dismissing or transferring teachers and setting disciplinary policy? (CIRCLE ONE FOR EACH TYPE OF DECISION. IF AN ITEM IS NOT APPLICABLE TO YOUR SCHOOL, CIRCLE "09")

	Dismissing or transferring teachers								Setting disciplinary policy							
	None					A great deal	N/A		None					A great deal	N/A	
a. Principal or school head.....	01	02	03	04	05	06	09	40-41/	01	02	03	04	05	06	09	56-57/
b. Superintendent...	01	02	03	04	05	06	09	42-43/	01	02	03	04	05	06	09	58-59/
c. Central office administrators..	01	02	03	04	05	06	09	44-45/	01	02	03	04	05	06	09	60-61/
d. Teachers at this school....	01	02	03	04	05	06	09	46-47/	01	02	03	04	05	06	09	62-63/
e. Parents...	01	02	03	04	05	06	09	48-49/	01	02	03	04	05	06	09	64-65/
f. School Board or governing board.....	01	02	03	04	05	06	09	50-51/	01	02	03	04	05	06	09	66-67/
g. Teachers' associations or unions....	01	02	03	04	05	06	09	52-53/	01	02	03	04	05	06	09	68-69/
h. How much influence is appropriate for the school head?.....	01	02	03	04	05	06	09	54-55/	01	02	03	04	05	06	09	70-71/

BEGIN DECK 07

35. Using the scale below, indicate the extent to which you agree or disagree with each of the following statements regarding your school. Please consider the term "staff" as referring to the administrative personnel and the teachers combined. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Strongly Disagree					Strongly Agree		
a. Goals and priorities for this school are clear.....	01	02	03	04	05	06		8-9/
b. The staff is continually evaluating its programs and activities.....	01	02	03	04	05	06		10-11/
c. Teachers are continually learning and seeking new ideas.....	01	02	03	04	05	06		12-13/
d. Staff members are recognized for a job well done.....	01	02	03	04	05	06		14-15/
e. Staff members are involved in making decisions that affect them.....	01	02	03	04	05	06		16-17/
f. The administration knows the problems faced by the staff..	01	02	03	04	05	06		18-19/
g. Routine duties and paperwork interfere with the job of teaching.....	01	02	03	04	05	06		20-21/
h. We solve problems; we don't just talk about them.....	01	02	03	04	05	06		22-23/
i. Staff members maintain high standards of performance for themselves.....	01	02	03	04	05	06		24-25/
j. The administration encourages teachers to experiment with their teaching.....	01	02	03	04	05	06		26-27/
k. The morale of staff members is low.....	01	02	03	04	05	06		28-29/
l. Staff members support and encourage each other.....	01	02	03	04	05	06		30-31/
m. There is a great deal of cooperative effort among staff members.....	01	02	03	04	05	06		32-33/
n. The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school.....	01	02	03	04	05	06	N/A 99	34-35/

35. (Continued)

	Strongly Disagree					Strongly Agree	
o. Necessary materials (e.g. textbooks, supplies, copy machine) are readily available as needed by the staff..	01	02	03	04	05	06	36-37/
p. I usually look forward to each working day at this school...	01	02	03	04	05	06	38-39/
q. Course credits and grades should be based on strict standards of achievement not on effort.....	01	02	03	04	05	06	40-41/
r. Bad attitudes that students develop about school and learning over the years are difficult or impossible to overcome in school.....	01	02	03	04	05	06	42-43/
s. When two teachers with the same credentials apply for permanent transfer to this school, we decide which one to accept on the basis of their competence, not on the basis of their seniority.....	01	02	03	04	05	06	44-45/
t. A strong athletic program is very important for the accomplishment of this school's educational goals...	01	02	03	04	05	06	46-47/
u. Almost all students in this school are capable of mastering their coursework.....	01	02	03	04	05	06	48-49/

36. How would you describe your school's policy regarding the amount of homework that should be assigned? (CIRCLE ALL THAT APPLY)

Up to the individual teacher.....1	50/
Department heads and/or school/district administrators set upper limits.....2	51/
Department heads and/or school/district administrators encourage an increase in amount of homework assigned.....3	52/
Department heads and/or school administrators set minimums for certain subjects.....4	53/

37. On a scale of 1 to 6, how would you characterize your school's relationship with each of the following individuals or groups in terms of constraint, predictability, conflict, or cooperation?

A. How constrained by rules or norms is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)

	Very Constrained					Very Unconstrained	N/A	
parents.....	01	02	03	04	05	06	##	54-55/
superintendent.....	01	02	03	04	05	06	09	56-57/
school board or governing board.....	01	02	03	04	05	06	09	58-59/
central office administrators.....	01	02	03	04	05	06	09	60-61/
teachers' association or union (including but not limited to the contract)	01	02	03	04	05	06	09	62-63/

B. How predictable is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)

	Very Unpredictable					Very Predictable	N/A	
parents.....	01	02	03	04	05	06	##	64-65/
superintendent.....	01	02	03	04	05	06	09	66-67/
school board or governing board.....	01	02	03	04	05	06	09	68-69/
central office administrators.....	01	02	03	04	05	06	09	70-71/
teachers' association or union (including but not limited to the contract)	01	02	03	04	05	06	09	72-73/
								79-80/07

C. How conflictual or cooperative is your school's relationship with the . . . (CIRCLE ONE FOR EACH CATEGORY)

BEGIN DECK 08

	Very Conflictual					Very Cooperative	N/A	
parents.....	01	02	03	04	05	06	##	8-9/
superintendent.....	01	02	03	04	05	06	09	10-11/
school board or governing board.....	01	02	03	04	05	06	09	12-13/
central office administrators.....	01	02	03	04	05	06	09	14-15/
teachers' association or union (including but not								

IF THERE ARE NO VOCATIONAL TEACHERS AT YOUR SCHOOL, CHECK THE BOX [ ] AND SKIP TO Q.39

18/

38. To what extent are vocational teachers at this school evaluated on each of the following responsibilities?

	Vocational teachers do not have this responsibility	Vocational teachers are encouraged but not evaluated on the basis of this responsibility	Vocational teachers are evaluated partly on the basis of this responsibility	
Are vocational teachers responsible for . . .				
a. including instruction in math/reading/writing skills in their teaching?.....	9	1	2	19/
b. placing their graduating seniors in jobs that are related to their training?.....	9	1	2	20/
c. spending time outside of school hours contacting employers?.....	9	1	2	21/

39. Do the following practices exist in your school? (CIRCLE ONE FOR EACH ITEM)

	Yes	No	
a. Newsletter sent to parents at least once a semester	1	2	22/
b. Parents notified after 2-3 days of unexcused absence	1	2	23/
c. Parents informed halfway through the grading period if grades are low	1	2	24/
d. Parents notified when student sent to the office the first time for disruptive behavior	1	2	25/
e. Parents speak to classes about their jobs	1	2	26/
f. Parent advisors used for curriculum, instruction, or student discipline code development	1	2	27/
g. Parent open house held at school	1	2	28/
h. Regular parent/teacher conferences held	1	2	29/

40. Since the 1980-81 school year, have any of the following changes occurred in your school? (CIRCLE ONE FOR EACH ITEM)

	Yes	No	
a. Increased graduation requirements in English, mathematics, science, social studies, computer science, or foreign language	1	2	30/
b. A policy of increased homework	1	2	31/
c. Lengthened the school day	1	2	32/
d. Lengthened the school year	1	2	33/
e. Established career ladders for teachers (e.g. a position of master teacher)	1	2	34/
f. Established new performance evaluation system for teachers	1	2	35/
g. Established financial incentives based on performance	1	2	36/
h. Established new consistently enforced codes of student conduct	1	2	37/
i. Placed and grouped students by academic needs rather than by age	1	2	38/
j. Adopted an 11 month contract for teachers	1	2	39/
k. Significant changes in the social background of the student body	1	2	40/
l. New desegregation plan implemented	1	2	41/
m. Competency testing for graduation implemented	1	2	42/
n. Major curriculum change implemented (e.g. starting a specialty program or becoming a magnet school) to attract new student body	1	2	43/
o. Other (SPECIFY): _____	1	##	44/

41. Since the 1980-81 school year, has your school had a teachers' strike?

Yes.....1 45/
No.....2

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42. Recent research has compared schools whose students score higher than predicted on standardized tests with schools whose students do less well. The studies' findings emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated "effective schools" projects based on this research. Is your school presently involved in a similar, research based, school-wide improvement project to increase the academic achievement of all students? (CIRCLE ONE. DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979)

Yes...(GO TO Q.43).....1 46/
No....(SKIP TO Q.48).....2

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43. In what year did the school-wide project begin? (CIRCLE ONE)

1979-1980 school year.....1 47/
1980-1981 school year.....2
1981-1982 school year.....3
1982-1983 school year.....4
1983-1984 school year.....5

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44. Who was primarily responsible for initiating your school improvement project? (CIRCLE ONE ONLY)

Board of Education.....01 48-49/
District office.....02
State Department of Education.....03
Federal agency or program.....04
Parents.....05
Teachers.....06
Community groups.....07
Principal.....08
Other (SPECIFY) _____09

45. Does your school have a written school improvement plan? (CIRCLE ONE)

Yes...(ANSWER A).....1 50/

No....(SKIP TO Q.48).....2

IF YES:

A. Has this plan been distributed to any of the following: (CIRCLE ONE FOR EACH CATEGORY)

	Yes	No	
a. Building administrators (e.g., assistant principals, deans).....	1	2	51/
b. Guidance counselors/school psychologists, etc.....	1	2	52/
c. Department heads.....	1	2	53/
d. Teachers.....	1	2	54/
e. Non-teaching staff (e.g., secretaries, aides, custodians, etc.).....	1	2	55/
f. Personnel from district office or larger administration system.....	1	2	56/
g. School board members.....	1	2	57/
h. The press.....	1	2	58/
i. Parents or parent/teacher organizations.....	1	2	59/

46. Using the scale below, how much emphasis does each of the following receive in your written school improvement plan? (CIRCLE ONE FOR EACH CATEGORY)

	No emphasis					Major emphasis	
a. Giving the staff responsibility for analyzing and solving school problems.....	01	02	03	04	05	06	60-61/
b. Providing instructional leadership by the principal or other building administrators.....	01	02	03	04	05	06	62-63/
c. Establishing a stable staff by reducing faculty transfers.....	01	02	03	04	05	06	64-65/
d. Changing curriculum (e.g., increasing academic course requirements).....	01	02	03	04	05	06	66-67/
e. Instituting systematic schoolwide staff development activities linked to staff-identified needs and concerns.....	01	02	03	04	05	06	68-69/
f. Increasing parental support for the schools' instructional program.....	01	02	03	04	05	06	70-71/
g. Publicizing and honoring academic achievement.....	01	02	03	04	05	06	72-73/
h. Taking steps (e.g., teacher training) to increase students' academic learning time..	01	02	03	04	05	06	74-75/
i. Improving district office support of school activities and programs.....	01	02	03	04	05	06	76-77/
							79-80/08
							BEGIN DECK 09
j. Promoting staff collaboration and collegiality.....	01	02	03	04	05	06	8-9/
k. Building a sense of community within the school.....	01	02	03	04	05	06	10-11/
l. Establishing clear, commonly accepted school priorities and goals.....	01	02	03	04	05	06	12-13/
m. Raising staff expectations for students' academic performance and behavior.....	01	02	03	04	05	06	14-15/
n. Improving order and discipline within the school.....	01	02	03	04	05	06	16-17/
o. Monitoring student academic progress more frequently and providing systematic feedback to staff.....	01	02	03	04	05	06	18-19/
p. Establishing minimum competencies.....	01	02	03	04	05	06	20-21/

47. Do (did) you have a school improvement committee responsible for developing your written plans and monitoring its implementation? (CIRCLE ONE)

Yes...(ANSWER A).....1 22/

No....(SKIP TO Q.48)....2

IF YES:

A. Which of the following groups are represented on your school improvement committee? Enter the number of committee members from each group in the space provided. (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE. IF NONE ENTER "00")

a. Building administrators (e.g., assistant principal, deans)..... |__|__| 23-24/

b. Guidance counselors/school psychologists, etc..... |__|__| 25-26/

c. Department heads..... |__|__| 27-28/

d. Teachers..... |__|__| 29-30/

e. Non-teaching staff (e.g., secretaries, aides, custodians, etc.)..... |__|__| 31-32/

f. Personnel from district office or larger Administration system..... |__|__| 32-34/

g. School board members..... |__|__| 35-36/

h. Parents..... |__|__| 37-38/

i. Students..... |__|__| 39-40/

j. Community representatives (from businesses, colleges, and universities, civil rights groups, church groups, etc.)..... |__|__| 41-42/

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48. Is your school presently involved in a special project to improve the career development of all students in your school? (CIRCLE ONE)

Yes.....1 43/

No.....2

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49. How many years of teaching experience have you had? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01". IF NONE, ENTER "00")

YEARS: |__|__| 44-45/

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50. How many years have you been a principal? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01")

51. Other than as a principal, how many years have you had of administrative experience in schools? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01". IF NONE, ENTER "00")

YEARS: |___|___| 48-49/

52. How many years have you been the principal of this school? (WRITE IN. IF LESS THAN ONE YEAR, ENTER "01")

YEARS: |___|___| 50-51/

53. What is your annual salary from your school before taxes?

$|___|___|___|___|___| 52-56/

IF YOU ARE A PRINCIPAL OF A PUBLIC SCHOOL, CHECK THE BOX |___|, AND SKIP TO Q.55.

57/

54. Does all or part of your salary go directly to your school or to a religious community or order of which you are a member? (CIRCLE ONE)

Yes...(ANSWER A).....1 58/

No....(GO TO Q.55).....2

IF YES:

A. What is the annual cash payment you receive from your school? (IF NONE, ENTER ZEROES)

$|___|___|___|___|___| 59-63/

79-80/09

BEGIN DECK 10

55. Which of the following job perquisites and fringe benefits do you receive from your school or district in addition to your salary? (CIRCLE ALL THAT APPLY)

Housing or housing expenses....01 8-9/

Meals.....02 10-11/

Tuition for your children.....03 12-13/

College tuition for yourself...04 14-15/

General medical insurance.....05 16-17/

Dental insurance.....06 18-19/

Group life insurance.....07 20-21/

None of the above.....08 22-23/

56. In how many different schools have you worked as a regular member of the school staff? (IF NONE, ENTER "00")

SCHOOLS: |___|___| 24-25/

57. Where did you last work before you became principal of this school? (CIRCLE ONE)

At this school.....01 26-27/
At another public school in this district.....02
At a public school in another district.....03
At another private school in this administrative system.....04
At a private school in another administrative system.....05
Other (SPECIFY) _____ 06

58. Would you ultimately like to move up to a higher administrative position in the field of education? (CIRCLE ONE)

Yes.....1 28/
No.....2

59. How important to you was each of the following reasons in deciding to serve as a principal? Please enter "1" for the most important reason, "2" for the next most important reason, and so on through "8" for the least important reason. (FILL IN ONE NUMBER ON EACH LINE. DO NOT DUPLICATE RANKINGS)

_____ a. Assignment made by superiors 29-30/
_____ b. Economic benefits (salary, health benefits, pensions) 31-32/
_____ c. Preference for administrative responsibilities 33-34/
_____ d. Desire for greater control over curriculum 35-36/
_____ e. Desire for greater control over quality of personnel 37-38/
_____ f. Desire for greater control over other school policies 39-40/
_____ g. Desire to further your career 41-42/
_____ h. Desire to take on the challenges of being a principal 43-44/

60. How much of the time do you feel satisfied with your job? (CIRCLE ONE)

All of the time.....1 45/
Most of the time.....2
Some of the time.....3
Almost never.....4

61. In what year was your high school founded? (CIRCLE ONE)

1975 to present.....01 46-47/
1970 to 1974.....02
1965 to 1969.....03
1960 to 1964.....04
1955 to 1959.....05

62. A. As of January 1, 1984, how many students were enrolled in your school in each of the following grades?
(ENTER NUMBER. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

9th: |__|__|__|__| 48-51/

10th: |__|__|__|__| 52-55/

11th: |__|__|__|__| 56-59/

12th: |__|__|__|__| 60-63/

B. How many full-time equivalent classroom teachers are there at this high school? (PLEASE ANSWER IN TERMS OF GRADES 9-12 ONLY)

TEACHERS: |__|__|__|__| 64-67/

---

63 In a typical week how many person days of substitute teaching do you use in this school?

DAYS: |__|__|__| 68-70

---

64. How old are you? (WRITE IN)

AGE: |__|__| 71-72/

---

65. What is your sex? (CIRCLE ONE)

Male.....1 73/
Female.....2

66. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

NON-HISPANIC.....1 74/

HISPANIC OR SPANISH

Mexican, Mexican-American, Chicano.....2

Cuban, Cubano.....3

Puerto Rican, Puertorriqueno, Boricua.....4

Other Latin-American, Latino, Hispanic, or Spanish decent (WRITE IN) _____5

---

67. What is your race? (CIRCLE ONE ONLY)

White.....1 75/

Black.....2

American Indian or Alaskan Native.....3

Asian or Pacific Islander.....4

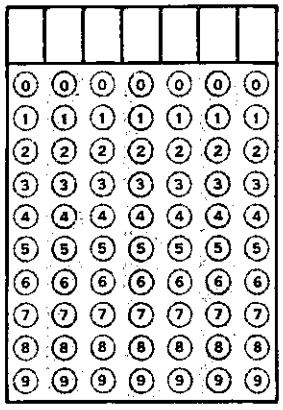
Other (SPECIFY) _____5

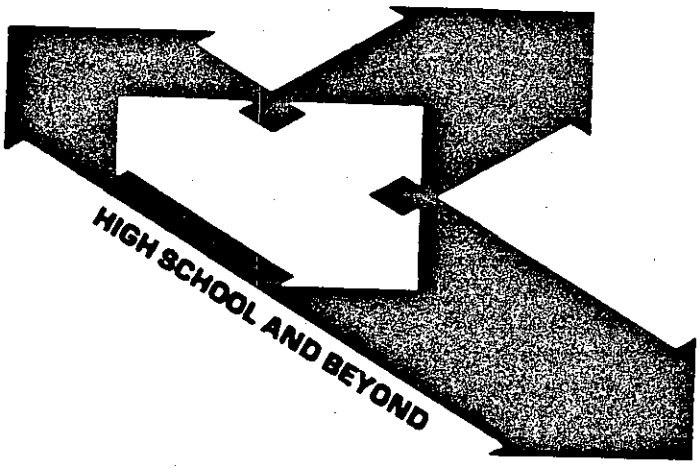
79-80/10

We would appreciate it if you would just take a minute to check and be certain that you have not inadvertently missed a question.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

NORC
4386
1/84





ADMINISTRATOR AND TEACHER SURVEY

Teacher Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, NA (Not Applicable), has been provided for these questions.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

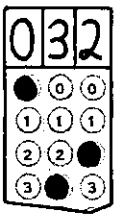
MARKING DIRECTIONS

- Use only a No. 2 black lead pencil.
- Read each question carefully. Make a HEAVY BLACK MARK that FILLS THE CIRCLE next to your answer.
- Please do not make stray marks of any kind.

INCORRECT MARKS ⊗ ⊘ ⊙ ⊚ CORRECT MARK ○ ● ○ ○

- If the question is to be answered with numbers, you should:
  1) Write the numbers in the boxes, making sure that the LAST number is always placed in the RIGHT-hand box.
  2) Round all fractions to the nearest whole number unless otherwise instructed.
  3) Fill in the unused boxes with zeros.
  4) Mark the MATCHING CIRCLE BELOW EACH BOX.

EXAMPLE: Approximately what percentage of the students in your school are in the 11th grade?



GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples.

(MARK ONE)

What is your favorite sport? (MARK ONE)

① Tennis
② Football
③ Basketball
④ Baseball
● Other (Specify) Handball

If your favorite sport is handball, you would mark the circle to the left of "Other" and write "Handball" in the box as shown.

(MARK ALL THAT APPLY)

Which of the following magazines have you read in the last week? (MARK ALL THAT APPLY)

● Newsweek
● Time
③ U.S. News & World Report
④ None of these

If you read Newsweek and Time magazines in the last week, you would mark the circles as shown.

(MARK ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (MARK ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event	●	②
Attended a school assembly	●	②
Chaperoned a school dance	①	●
Chaperoned a class field trip	①	●

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would mark the circles as shown.

Please enter today's date:

MONTH: ② February ③ March ④ April ⑤ May ⑥ June

DAY: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛

NOTE: A number of questions relate to events in the current school year. Please consider the **whole year** from the beginning of the current school year until now.

1. How much influence do teachers have over school policy in each of the areas below? (MARK ONE FOR EACH ITEM)

	None					A Great Deal
a. Determining student behavior codes	①	②	③	④	⑤	⑥
b. Determining the content of inservice programs	①	②	③	④	⑤	⑥
c. Setting policy on grouping students in classes by ability	①	②	③	④	⑤	⑥
d. Establishing the school curriculum	①	②	③	④	⑤	⑥

2. Using the scale provided, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? (MARK ONE FOR EACH ITEM)

	None					Complete Control	
a. Selecting textbooks and other instructional materials	①	②	③	④	⑤	⑥	
b. Selecting content, topics, and skills to be taught	①	②	③	④	⑤	⑥	
c. Selecting teaching techniques	①	②	③	④	⑤	⑥	
d. Disciplining students	①	②	③	④	⑤	⑥	NA
e. Determining the amount of homework to be assigned	①	②	③	④	⑤	⑥	⑨

3. To what extent has each of the following helped you improve your teaching or solve an instructional or class management problem? (MARK ONE FOR EACH CATEGORY)

	Not Applicable	Hindrance		No Help			Extremely Helpful
a. Principal or school head		⑦		①	②	③	④ ⑤ ⑥
b. Department Chair	⑨	⑦		①	②	③	④ ⑤ ⑥
c. Other school level administrators	⑨	⑦		①	②	③	④ ⑤ ⑥
d. Other teachers		⑦		①	②	③	④ ⑤ ⑥

4. Since the beginning of the current school year, how many half-days have you spent in inservice programs that were held for . . .

A. . . . the whole staff together? (MARK ONE)

- ◯ None
- ◯ 1 half-day
- ◯ 2 half-days
- ◯ 3 half-days
- ◯ 4 half-days
- ◯ 5 or more half-days

B. . . . a smaller group (e.g., as a department, staff in a special program or a group of volunteers)? (MARK ONE)

- ◯ None
- ◯ 1 half-day
- ◯ 2 half-days
- ◯ 3 half-days
- ◯ 4 half-days
- ◯ 5 or more half-days

5. Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance? (MARK ONE)

① None
② 1-4 students' parents
③ 5-9 students' parents
④ 10-19 students' parents
⑤ 20-29 students' parents
⑥ 30-39 students' parents
⑦ 40-59 students' parents
⑧ 60 or more students' parents

6. On an average day, how often are the classes you teach interrupted (e.g., by announcements, messengers from the office, students coming in tardy, noise in hallway, etc.)? (MARK ONE)

- ◯ Never
- ◯ Less than once a day
- ◯ 1-3 times
- ◯ 4-6 times
- ◯ 7-14 times
- ◯ 15 or more times

7. **If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal.** (FIRST, RANK EACH GOAL. THEN MARK THE MATCHING CIRCLE NEXT TO EACH RANKING. DO NOT DUPLICATE RANKINGS.)

	RANK	1	2	3	4	5	6	7	8
a. Basic literacy skills (reading, math, writing, speaking)	_____	①	②	③	④	⑤	⑥	⑦	⑧
b. Academic excellence, or mastery of the subject matter of the course	_____	①	②	③	④	⑤	⑥	⑦	⑧
c. Citizenship (understanding institutions and public values)	_____	①	②	③	④	⑤	⑥	⑦	⑧
d. Specific occupational skills	_____	①	②	③	④	⑤	⑥	⑦	⑧
e. Good work habits and self-discipline	_____	①	②	③	④	⑤	⑥	⑦	⑧
f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)	_____	①	②	③	④	⑤	⑥	⑦	⑧
g. Human relations skills (cultural understanding, getting along with others)	_____	①	②	③	④	⑤	⑥	⑦	⑧
h. Moral or religious values	_____	①	②	③	④	⑤	⑥	⑦	⑧

8. **For the following school years, what proportion of the students you taught were members of the junior and senior classes?** (MARK ONE FOR EACH SCHOOL YEAR)

	0-10%	11-50%	51-100%	Not Applicable
1980-81	①	②	③	⑨
1981-82	①	②	③	⑨
1982-83	①	②	③	⑨
1983-84	①	②	③	⑨

9. **How would you rate the average academic ability of students when they enter this school?** (MARK ONE)
   - ① Much above the national norm
   - ② Somewhat above the national norm
   - ③ At the national norm
   - ④ Somewhat below the national norm
   - ⑤ Much below the national norm

10. **Compare the academic ability of the students you have taught since the beginning of the current school year to the average for the school. What percentage of your students have been above the school average?** (MARK ONE)
   - ① 0-9 percent
   - ② 10-29 percent
   - ③ 30-49 percent
   - ④ 50-69 percent
   - ⑤ 70-89 percent
   - ⑥ 90-100 percent

11. **What is the average size of the classes you have taught since the beginning of the current school year?** (MARK ONE)
   - ① Less than 10 students
   - ② 11-15 students
   - ③ 16-20 students
   - ④ 21-25 students
   - ⑤ 26-30 students
   - ⑥ 31-35 students
   - ⑦ More than 35 students

12. **Since the beginning of the current school year, how often have you participated in predominantly faculty social activities (such as potlucks, musical activities, parties, athletic teams, special group efforts to help a colleague)? Exclude contacts that are part of your duties as a coach, leader of a school club, or similar activity.** (MARK ONE)
   - ◯ Never
   - ◯ 1-2 times
   - ◯ 3-5 times
   - ◯ 6-9 times
   - ◯ 10-20 times
   - ◯ More than 20 times

13. **Since the beginning of the current school year, how much time per month (on the average) have you spent meeting with other teachers on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction?** (MARK ONE)
   - ① Less than 15 minutes
   - ② 15-29 minutes
   - ③ 30-59 minutes
   - ④ 1 hour or more, less than 5
   - ⑤ 5 hours or more, less than 10
   - ⑥ 10 hours or more

14. **Except for monitoring student teachers or substitute teachers, how often have you visited another teacher's classroom to observe and discuss their teaching since the beginning of the current school year?** (MARK ONE)
   - ◯ Never
   - ◯ Once
   - ◯ Twice
   - ◯ 3-4 times
   - ◯ 5-9 times
   - ◯ 10 or more times

15. Since the beginning of the current school year, how many times has the department head or any other supervisor observed your teaching? (MARK ONE)

- ◯ Never
- ◯ Once
- ◯ Twice
- ◯ 3-4 times
- ◯ 5-9 times
- ◯ 10 or more times

16. How many days of teaching have you missed since the beginning of the current school year for any reason? (MARK ONE)

- ◯ No days absent
- ◯ 1-2 days absent
- ◯ 3-4 days absent
- ◯ 5-7 days absent
- ◯ 8-11 days absent
- ◯ 12-15 days absent
- ◯ 16-20 days absent
- ◯ 21-29 days absent
- ◯ 30 or more days absent

NOTE: BE SURE TO ANSWER QUESTIONS 17 and 18.

17. To what extent do you feel successful in providing the kind of education you would like to provide for most of your students? (MARK ONE)

- ① Not successful
- ② Slightly successful
- ③ Moderately successful
- ④ Very successful

18. How would you describe the contact between the different student ethnic groups in this school? (MARK ONE ONLY)

- ⑨ Does not apply—only one major ethnic group present
- ① Tense relations
- ② Formal relations are good, but no informal relations
- ③ A few intergroup friendships
- ④ Many intergroup friendships
- ⑤ Many friendships, but also some tension

19. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. (MARK ONE FOR EACH)

	Strongly Disagree					Strongly Agree
a. The learning environment in this school is not conducive to school achievement for most students	①	②	③	④	⑤	⑥
b. Staff members in this school generally don't have much school spirit	①	②	③	④	⑤	⑥
c. I make a conscious effort to coordinate the content of my courses with other teachers	①	②	③	④	⑤	⑥
d. You can count on most staff members to help out anywhere, anytime — even though it may not be part of their official assignment	①	②	③	④	⑤	⑥
e. Most of my colleagues share my beliefs and values about what the central mission of the school should be	①	②	③	④	⑤	⑥
f. My success or failure in teaching students is due primarily to factors beyond my control rather than to my own effort and ability	①	②	③	④	⑤	⑥
g. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) and/or drug or alcohol use in this school interferes with my teaching	①	②	③	④	⑤	⑥
h. I try to avoid getting involved in students' personal concerns	①	②	③	④	⑤	⑥
i. The principal does a poor job of getting resources for this school	①	②	③	④	⑤	⑥
j. The principal deals effectively with pressures from outside the school that might interfere with my teaching	①	②	③	④	⑤	⑥
k. The principal sets priorities, makes plans, and sees that they are carried out	①	②	③	④	⑤	⑥
l. Many of the students I teach are not capable of learning the material I am supposed to teach them	①	②	③	④	⑤	⑥
m. Goals and priorities for the school are clear	①	②	③	④	⑤	⑥
n. The staff seldom evaluates its programs and activities	①	②	③	④	⑤	⑥
o. Staff members are recognized for a job well done	①	②	③	④	⑤	⑥
p. The amount of student tardiness and class cutting in this school interferes with my teaching	①	②	③	④	⑤	⑥
q. Staff are involved in making decisions that affect them	①	②	③	④	⑤	⑥
r. The principal knows what kind of school he/she wants and has communicated it to the staff	①	②	③	④	⑤	⑥
s. This school's administration knows the problems faced by the staff	①	②	③	④	⑤	⑥
t. In this school I am encouraged to experiment with my teaching	①	②	③	④	⑤	⑥
u. Routine duties and paperwork interfere with my job of teaching	①	②	③	④	⑤	⑥
v. I feel accepted and respected as a colleague by most staff members	①	②	③	④	⑤	⑥
w. The school administration's behavior toward the staff is supportive and encouraging	①	②	③	④	⑤	⑥
x. Teachers in this school are continually learning and seeking new ideas	①	②	③	④	⑤	⑥
y. The principal seldom consults with staff members before he/she makes decisions that affect us	①	②	③	④	⑤	⑥
z. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff	①	②	③	④	⑤	⑥

	Strongly Disagree					Strongly Agree	NA
aa. Teachers are expected to help maintain discipline in the entire school, not just their classroom	1	2	3	4	5	6	
bb. In this school the teachers and the administration are in close agreement on school discipline policy	1	2	3	4	5	6	
cc. The attitudes and habits my students bring to my class greatly reduce their chances for academic success	1	2	3	4	5	6	
dd. There is a great deal of cooperative effort among staff members	1	2	3	4	5	6	
ee. Staff members maintain high standards of performance for themselves	1	2	3	4	5	6	
ff. I usually look forward to each working day at this school	1	2	3	4	5	6	
gg. This school seems like a big family; everyone is so close and cordial	1	2	3	4	5	6	
hh. The principal lets staff members know what is expected of them	1	2	3	4	5	6	
ii. I sometimes feel it is a waste of time to try to do my best as a teacher	1	2	3	4	5	6	
jj. The principal is interested in innovation and new ideas	1	2	3	4	5	6	
kk. I am familiar with the content and specific goals of the courses taught by other teachers in my department	1	2	3	4	5	6	9
ll. The teachers' union (or education association) and the school administration work together to improve the achievement of students in this school	1	2	3	4	5	6	9
mm. Most of the inservice programs I attended this school year dealt with issues specific to the needs and concerns of this school's students or staff	1	2	3	4	5	6	9

20. On average, how many hours per week are you assigned to teach? (Exclude study hall, homeroom, preparation periods, etc.) (MARK ONE)

1. Less than 15 hours
2. 15–17 hours
3. 18–20 hours
4. 21–23 hours
5. 24–25 hours
6. 26–30 hours
7. More than 30 hours

21. In addition to the hours you are assigned to teach, about how many hours outside of class do you spend each week in each of the following activities? (IF UNSURE, GIVE YOUR BEST ESTIMATE. ROUND TO THE NEAREST WHOLE HOUR. IF NONE, MARK "0." IF BETWEEN ZERO AND ONE, MARK "1.")

	HOURS										
	0	1	2	3	4	5-6	7-8	9-10	11-14	15-20	21 or more
a. Hall duty, study hall, homeroom, lunchroom, supervising students on detention or similar duty	○	○	○	○	○	○	○	○	○	○	○
b. Completing forms and administrative paperwork	○	○	○	○	○	○	○	○	○	○	○
c. Preparing lessons/lectures, composing tests, grading papers	○	○	○	○	○	○	○	○	○	○	○
d. Background reading in your subject area	○	○	○	○	○	○	○	○	○	○	○
e. Contacting employers on students' behalf and visiting students at worksites	○	○	○	○	○	○	○	○	○	○	○
f. Conducting makeup work for students	○	○	○	○	○	○	○	○	○	○	○
g. Counseling students	○	○	○	○	○	○	○	○	○	○	○
h. Coaching (averaged over the school year)	○	○	○	○	○	○	○	○	○	○	○
i. Directing non-athletic extracurricular activities	○	○	○	○	○	○	○	○	○	○	○
j. Non-school sponsored activities with students (e.g., church, political, service projects, sports)	○	○	○	○	○	○	○	○	○	○	○
k. Tutoring students	○	○	○	○	○	○	○	○	○	○	○

22. On the average, about what percentage of your classes' time is spent in each of the following activities? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, MARK "0." TOTAL SHOULD EQUAL 100 PERCENT.)

		PERCENTAGE OF CLASS TIME								
		0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-30	31 or more
a. Daily routines (such as set up, clean up, passing out materials, taking attendance, breaks)	_____ %	○	○	○	○	○	○	○	○	○
b. Getting students to behave	_____ %	○	○	○	○	○	○	○	○	○
c. Instruction or student practice of skills	_____ %	○	○	○	○	○	○	○	○	○

TOTAL 100%

23. During the time devoted to instruction and practicing skills, at any given time, what percentage of the students is whispering, fooling around, appears to be daydreaming, or is not working on the assigned task? (IF UNSURE, GIVE YOUR BEST ESTIMATE)

PERCENTAGE

- ◯ 0-2%
- ◯ 3-5%
- ◯ 6-8%
- ◯ 9-11%
- ◯ 12-14%
- ◯ 15-17%
- ◯ 18-20%
- ◯ 21-30%
- ◯ 31% or more

24. How many minutes of homework do/did you assign your students for a typical class period currently and during the 1980/81 school year? (MARK ONE)

If you were not teaching in 1980/81, mark here ◯ and only mark responses in the "currently" column.

	Currently	In 1980/81
None	①	①
Up to 15 minutes	②	②
16 to 30 minutes	③	③
31 to 45 minutes	④	④
46 to 60 minutes	⑤	⑤
More than 60 minutes	⑥	⑥

25. For what percentage of the homework assignments do you . . .

A. . . . record whether or not it was done? (MARK ONE)

- ⑨ Not applicable
- ① 0-9 percent
- ② 10-29 percent
- ③ 30-49 percent
- ④ 50-69 percent
- ⑤ 70-89 percent
- ⑥ 90-100 percent

B. . . . return graded or corrected homework to the students? (MARK ONE)

- ⑨ Not applicable
- ① 0-9 percent
- ② 10-29 percent
- ③ 30-49 percent
- ④ 50-69 percent
- ⑤ 70-89 percent
- ⑥ 90-100 percent

26. The following questions deal with major exams and quizzes.

A. For each report card evaluation or grading period, how often do you usually administer a . . . (MARK NUMBER OF EXAMS OR QUIZZES.)

Major Exam	Quiz
◯ 0	◯ 0
◯ 1	◯ 1
◯ 2	◯ 2
◯ 3	◯ 3
◯ 4-5	◯ 4-6
◯ 6-8	◯ 7-10
◯ 9-12	◯ 11-15
◯ 13 or more	◯ 16-20
	◯ 21-30
	◯ 31 or more

B. How many days does it usually take to grade and return a . . . (MARK NUMBER OF DAYS. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")

Major Exam	Quiz
◯ 0	◯ 0
◯ 1	◯ 1
◯ 2	◯ 2
◯ 3	◯ 3
◯ 4	◯ 4
◯ 5	◯ 5
◯ 6-10	◯ 6-10
◯ 11 or more	◯ 11 or more
◯ NA	◯ NA

C. How many minutes of class time do you usually spend reviewing the . . . (MARK NUMBER OF MINUTES. IF NO MAJOR EXAM/QUIZ GIVEN, MARK "NA.")

Major Exam	Quiz
◯ 0	◯ 0
◯ 1-2	◯ 1-2
◯ 3-7	◯ 3-7
◯ 8-12	◯ 8-12
◯ 13-17	◯ 13-17
◯ 18-22	◯ 18-22
◯ 23-27	◯ 23-27
◯ 28-32	◯ 28-32
◯ 33-37	◯ 33-37
◯ 38-42	◯ 38-42
◯ 43-47	◯ 43-47
◯ 48-52	◯ 48-52
◯ 53 or more	◯ 53 or more
◯ NA	◯ NA

27. In a grading period, how many writing assignments of at least one page is a student required to do in your 11th or 12th grade classes? (A page is approximately 250 words.) (MARK ONE)

- ◯ Not applicable
- ◯ None
- ◯ 1-2 assignments
- ◯ 3-4 assignments
- ◯ 5-6 assignments
- ◯ 7-8 assignments
- ◯ 9-10 assignments
- ◯ 11 or more assignments

28. Indicate the importance you give to each of the following grading criteria in setting grades for non-special education students in your classes. (MARK ONE FOR EACH ITEM)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Absolute level of achievement	1	2	3	4
b. Achievement relative to the rest of the class	1	2	3	4
c. Individual improvement or progress over past performance	1	2	3	4
d. Effort	1	2	3	4

29. What percentage of students in your classes have you recognized in any of the following ways for their academic performance: progress charts, certificates, class newsletters, pictures or names on bulletin boards, display or reading of student work? WRITE IN PERCENT AND MARK THE CORRESPONDING CIRCLE BELOW EACH NUMBER. IF NONE, MARK HERE ○ AND GO TO Q. 30.

IF 100%, MARK HERE ○

%		
	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

A. Please indicate the importance of the criteria used to give this recognition. (MARK ONE FOR EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important
a. Level of achievement	1	2	3	4
b. Effort or individual improvement or progress over past achievement	1	2	3	4

30. Are there any general or school-level standards of classroom discipline which you are expected to enforce in your classes? (MARK ONE)

1 No
2 Yes

31. On the whole, how would you evaluate the relations between the different student ethnic groups in your school? (MARK ONE)

9 Does not apply – only one major ethnic group present
1 Almost no problems
2 Some minor problems
3 Some serious problems
4 Many serious problems

32. How much of the time do you feel satisfied with your job in this school? (MARK ONE)

1 Almost never
2 Some of the time
3 Most of the time
4 All the time

33. What is your best guess about the number of students whom your principal or school head knows by name? He/she knows . . . (MARK ONE)

1 nearly every student.
2 over half the students.
3 one-fourth to one-half of the students.
4 one-tenth to one-fourth of the students.
5 less than one-tenth of the students.

34. Using the scale provided, to what extent have the following changed since the 1980-81 school year? (MARK ONE FOR EACH ITEM)

If you were not at this school for the 1980/81 school year, mark here ○ and proceed to item 35.

	Much Less			No Change			Much More
a. Number of Tests and Quizzes you give	1	2	3	4	5	6	7
b. Your expectations for student performance	1	2	3	4	5	6	7
c. The amount of time devoted to nonteaching school activities or duties	1	2	3	4	5	6	7
d. Agreement among professional staff on school goals	1	2	3	4	5	6	7

	Much Worse			No Change			Much Better
e. Your professional relationship with your principal or school head	1	2	3	4	5	6	7
f. The general educational climate of the school	1	2	3	4	5	6	7
g. The disciplinary climate of the school	1	2	3	4	5	6	7

	No Change					Major Change
h. Your teaching practices and behaviors	1	2	3	4	5	6

35. Recent studies have emphasized the importance of discipline, high expectations, frequent monitoring of student progress, consensus on school goals, increased academic learning time, and other factors as contributing to the academic achievement of students. A number of schools and districts have initiated "effective schools" projects based on these reports. Is your school presently involved in a similar, comprehensive school-wide improvement project to increase the academic achievement of all students? (DO NOT INCLUDE ANY PROJECT STARTED BEFORE 1979.)

1 Yes **(GO TO Q. 36)**

2 No **(SKIP TO Q. 37)**

36. To what extent has your school-wide improvement project influenced: (MARK ONE FOR EACH ITEM)

	No Influence					Major Influence
a. Your teaching practices and behaviors	1	2	3	4	5	6
b. Your expectations for student performance	1	2	3	4	5	6
c. Your nonteaching school activities or duties	1	2	3	4	5	6

BACKGROUND INFORMATION

37. What is your sex?

① Male
② Female

38. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (MARK ONE)

① NON-HISPANIC

HISPANIC OR SPANISH

② Mexican, Mexican-American, Chicano
③ Cuban, Cubano
④ Puerto Rican, Puertorriqueno, Boricua
⑤ Other Latin-American, Latino, Hispanic, or Spanish descent (PLEASE SPECIFY →)

39. What is your race? (MARK ONE)

① White
② Black
③ American Indian or Alaskan Native
④ Asian or Pacific Islander
⑤ Other (PLEASE SPECIFY →)

40. Prior to this year, how many years of experience have you had as a full-time teacher? (MARK ONE FOR EACH)

	0	1	2	3	4-5	6-10	11-15	16-20	21-30	31+
Years in this school	○	○	○	○	○	○	○	○	○	○
Years in other schools	○	○	○	○	○	○	○	○	○	○

41. What is the highest level of education you have completed? (MARK ONE)

① High school diploma only . . **(SKIP TO Q. 43)**
② Some college but no certificate or degree
③ Associate's degree (2 or more years)
④ Bachelor's degree
⑤ Bachelor's degree plus 16 or more credits
⑥ Master's degree
⑦ Specialist or six-year certificate
⑧ Doctor of education
⑨ Other doctorate

42. Print the name of the college/university at which you received your bachelor's degree or attended college. If you have not completed a bachelor's degree, please give the name of the college or university at which you have earned the largest number of college credits. (PLEASE PRINT NAME. DO NOT ABBREVIATE.)

Bachelor's Degree/or Most Credit Earned at:

Name of College/University _____

City, State _____

43. What subject areas have you taught in the last four years? (WRITE IN SUBJECT; THEN ENTER THE APPROPRIATE SUBJECT CODE FROM LIST ON PAGE 11.) **If you teach only one subject, enter 99 for second and third most frequently taught. If you teach only two subjects, enter 99 for the third.)**

SUBJECT

1. Most frequently taught _____
2. Second most frequently taught _____
3. Third most frequently taught _____

SUBJECT CODE

1. Most Frequently Taught	2. Second Most Frequently Taught	3. Third Most Frequently Taught
0 0	0 0	0 0
1 1	1 1	1 1
2 2	2 2	2 2
3 3	3 3	3 3
4 4	4 4	4 4
5 5	5 5	5 5
6 6	6 6	6 6
7	7	7
8	8	8
9	9	9

OFFICE USE ONLY

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

43. Continued

A. About how many college courses have you taken in each of these subjects? A course is one that meets 2-5 classroom hours per week during one semester or quarter. (IF TEACHING STATE HISTORY, INCLUDE AMERICAN HISTORY COURSES; IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES. IF UNSURE, GIVE YOUR BEST ESTIMATE.)

1. Number of college courses taken in your most frequently taught subject: (MARK ONE)
   ① None
   ② 1-3 college courses
   ③ 4-6 college courses
   ④ 7-9 college courses
   ⑤ 10-12 college courses
   ⑥ 13-15 college courses
   ⑦ 16-20 college courses
   ⑧ 21 or more college courses

2. Number of college courses taken in your second most frequently taught subject: (MARK ONE)
   ⑨ Do not teach second subject
   ① None
   ② 1-3 college courses
   ③ 4-6 college courses
   ④ 7-9 college courses
   ⑤ 10-12 college courses
   ⑥ 13-15 college courses
   ⑦ 16-20 college courses
   ⑧ 21 or more college courses

3. Number of college courses taken in your third most frequently taught subject: (MARK ONE)
   ⑨ Do not teach third subject
   ① None
   ② 1-3 college courses
   ③ 4-6 college courses
   ④ 7-9 college courses
   ⑤ 10-12 college courses
   ⑥ 13-15 college courses
   ⑦ 16-20 college courses
   ⑧ 21 or more college courses

44. Do you have state certification to teach all of the subject areas you teach? (MARK ONE)
   ① Yes
   ② No, I need more courses in a substantive area
   ③ No, I need more education courses
   ④ No, other reason

45. Do you have tenure or its equivalent in your school? (MARK ONE)
   ① Yes
   ② No
   ③ Not offered at my school

46. What is your annual salary from your school before taxes? (MARK ONE)
   ① Under $10,000
   ② $10,000-$14,999
   ③ $15,000-$19,999
   ④ $20,000-$24,999
   ⑤ $25,000-$29,999
   ⑥ $30,000-$34,999
   ⑦ $35,000-$39,999
   ⑧ $40,000 or more

47. Do you teach vocational courses?
   ① Yes (GO TO Q. 48)
   ② No

If you do not teach any vocational courses, you have completed the questionnaire. We would appreciate it if you would take just a few minutes to check and make certain that you have not inadvertently missed a question and that you have correctly filled in all responses.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

FIELD OF STUDY/COURSE SUBJECT CODES

Codes	Course Subject
	EDUCATION
01	Guidance & Counseling
02	Physical Education
03	Reading Education
04	Special Education
05	Speech & Hearing Therapy
	VOCATIONAL EDUCATION AND RELATED SUBJECTS
06	Agricultural Education
07	Marketing & Distributive Ed.
08	Health Occupations
09	Consumer & Homemaking
10	Occupational Home Economics
11	Office Occupations (e.g., typing, shorthand)
12	Trade and Industry
13	Technical Occupations
14	Industrial Arts (Purpose General Ed.)
15	Other Business
	HUMANITIES
16	Classics
17	Drama
18	English
19	Visual Arts
20	Latin or Greek
21	French
22	Spanish
23	German
24	Other Modern Languages
25	Music
26	Philosophy
27	Religion
28	Other
	SCIENCES
29	General Sciences
30	Archeology
31	Astronomy
32	Biology
33	Chemistry
34	Geography
35	Physics
36	Health
37	Other
	SOCIAL SCIENCES
38	American or State History
39	Anthropology
40	Economics
41	Ethnic Studies
42	Government (Political Science)
43	World History
44	Psychology
45	Sociology
46	Civics
47	Other
	MATHEMATICS (courses taught in high school)
48	General or Business Math, etc.
49	Geometry, Algebra, Trigonometry, etc.
50	Analytic Geometry, Introduction to Calculus, and other advanced math
51	Computer Programming
	OTHER AREAS OF STUDY
52	Engineering
53	Journalism-Communications
54	Military Science
55	Nurses Training
56	Other Health
57	Law Enforcement & Corrections
58	Agriculture
59	Architecture
60	Library Science
61	Other

SUPPLEMENT FOR VOCATIONAL TEACHERS ONLY

48. In your vocational classes, what is your best estimate of the percentage of classwork and homework time spent by students in each of the following learning activities? (WRITE IN PERCENT AND THEN, AFTER CHECKING THAT PERCENTAGES ADD TO 100%, MARK THE CORRESPONDING CIRCLE TO THE RIGHT. IF NONE, ENTER "0.")

	Percentage	0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Practicing specific vocational skills (e.g., typing, welding, auto repair, wood working)	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
b. Watching audiovisual materials (filmstrips, movies, etc.)	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
c. Listening to lectures or other class presentations and class discussions	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
d. Applying math skills to practical problems (including math in workbooks)	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
e. Reading related material in books, manuals or workbooks and/or writing answers in workbooks and quizzes	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
f. Writing essays or themes	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
g. Other (SPECIFY ↓)	_____	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	100%														

BE SURE TOTAL EQUALS 100%

49. About what percentage of your vocational class time is spent on each of the following objectives? (WRITE IN PERCENT AND THEN MARK THE CORRESPONDING CIRCLE. IF UNSURE, GIVE YOUR BEST ESTIMATE. RESPONSES NEED NOT ADD UP TO 100%. IF NONE, MARK "0.")

	0	1-2	3-5	6-10	11-15	16-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Learning how to find a job (e.g., complete a job application, self-presentation in a job interview, job search techniques)	○	○	○	○	○	○	○	○	○	○	○	○	○	○
b. Learning about employer expectations for behavior on the job	○	○	○	○	○	○	○	○	○	○	○	○	○	○
c. Career planning, occupational exploration	○	○	○	○	○	○	○	○	○	○	○	○	○	○

50. Rank the degree of responsibility each of the following has to find training-related jobs for students in your specialty area. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with most responsibility, a "2" beside the option with the second most important responsibility, and so on through "6" for the option with the least responsibility. Enter "9" beside any item that does not apply to your school. (WRITE IN RANK AND THEN MARK THE CORRESPONDING CIRCLES TO THE RIGHT OF EACH. DO NOT DUPLICATE RANKING.)

	RANK	1	2	3	4	5	6	9
a. School job placement service	_____	①	②	③	④	⑤	⑥	⑨
b. Public employment service	_____	①	②	③	④	⑤	⑥	⑨
c. Myself	_____	①	②	③	④	⑤	⑥	⑨
d. Other teacher in your school	_____	①	②	③	④	⑤	⑥	⑨
e. Guidance staff	_____	①	②	③	④	⑤	⑥	⑨
f. Student	_____	①	②	③	④	⑤	⑥	⑨

51. Not counting part-time work or summer employment while you were a student, how many years have you worked in a nonteaching job? (IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, MARK "0.")

	0	1	2	3	4	5	6-8	9-12	13-20	21 or more
Years of nonteaching work	○	○	○	○	○	○	○	○	○	○

IF YOU MARKED "0," SKIP TO BOX AT RIGHT FOR FINAL INSTRUCTIONS. →

52. Did you hold a supervisory position for any of the nonteaching work you did?

① No (GO TO Q. 53)
② Yes

IF YES

For how many years? (IF LESS THAN ONE YEAR, MARK "1." OTHERWISE ROUND TO NEAREST YEAR.)

○ 1 ○ 6-8
○ 2 ○ 9-12
○ 3 ○ 13-20
○ 4 ○ 21 or more
○ 5

53. How closely related was your nonteaching work to your current teaching? (MARK ONE)

① Very closely related (i.e., I now train students for the same work I did)
② Somewhat related
③ No relationship (the work I did is entirely different from the work I train students to do)

We would appreciate it if you would take just a minute to check and be certain that you have not inadvertently missed a question and that you have correctly filled in all responses.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

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|__|__|__|__|__|__| 1-6/
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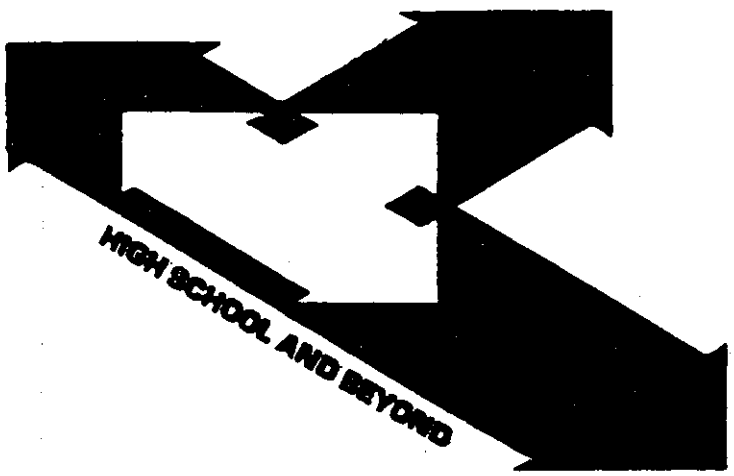

ADMINISTRATOR AND TEACHER SURVEY

Vocational Education Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the environment on the educational process. Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the educational community.

You may find that a few questions on this questionnaire do not apply to your subject or to the type of school in which you teach. An answer category, N/A (not applicable), has been provided for these questions.

This survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

VOCATIONAL EDUCATION RESPONDENTS. The questions in this survey refer to vocational education programs offered to students in:

TO PROTECT YOUR
IDENTITY, PLEASE
REMOVE THIS LABEL.

These programs may be offered at this school or at another location. Each reference to "this school" in the questionnaire means the above named high school. Each reference to "another location" means joint vocational schools, career centers, vocational/technical colleges, other high schools, etc.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. **Please note:** Numbers followed by a slash e.g., 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

Tennis.....1
Football.....2
Basketball.....3
Baseball.....4
Other (SPECIFY) Handball (5)

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

Newsweek.....(1)
Time.....(2)
U.S. News & World Report.....3
None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event.....	(1)	2
Attended a school assembly.....	(1)	2
Chaperoned a school dance.....	1	(2)
Chaperoned a class field trip.....	1	(2)

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. **Please round to the nearest whole number and "zero fill" as shown, where appropriate.**

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: |0|4|3|%

11-12th grades: |0|5|7|%

If 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in the boxes as shown.

Please enter month and date |__|__| - |__|__| 8-9/
Month Day 10-11/

NOTE: A number of questions relate to events in the current school year. Please consider the **whole year** from the beginning of the current school year until now. A few questions refer to "the past three years." If you have not been at this school for the full three years, please answer for the time you have been there.

1. Are vocational courses taught at this school? (CIRCLE ONE)

Yes...(ANSWER A).....1 12/
No....(GO TO Q.2).....2

IF YES:

A. How many courses are taught at this high school in each of the following vocational service areas? (WRITE IN. IF NONE, ENTER "000")

Agriculture	|__|__|__|	13-15/	Consumer and homemaking	|__|__|__|	25-27/
Business and office	|__|__|__|	16-18/	Health occupations	|__|__|__|	28-30/
Distributive education/ marketing	|__|__|__|	19-21/	Trade and industry or technical	|__|__|__|	31-33/
Occupational home economics	|__|__|__|	22-24/			

2. Can students in this school take vocational courses at another location (such as a joint vocational school, career center, vocational/technical college, other high schools)? (CIRCLE ONE)

Yes...(ANSWER A).....1 34/
No....(**SKIP** TO Q.3).....2

IF YES:

A. How many courses in each of the following vocational service areas can students take at another location? (WRITE IN. IF NONE, ENTER "000")

Agriculture	|__|__|__|	35-37/	Consumer and homemaking	|__|__|__|	47-49/
Business and office	|__|__|__|	38-40/	Health occupations	|__|__|__|	50-52/
Distributive education/ marketing	|__|__|__|	41-43/	Trade and industry or technical	|__|__|__|	53-55/
Occupational home economics	|__|__|__|	44-46/			

3. What percentage of vocational coursework is taken at another location? (CIRCLE ONE FOR EACH ITEM)

	PERCENT						
	0	1-25	26-50	51-75	76-99	100	
Agriculture.....	01	02	03	04	05	06	57-58/
Business and office.....	01	02	03	04	05	06	59-60/
Distributive education/ marketing.....	01	02	03	04	05	06	61-62/
Occupational home economics.....	01	02	03	04	05	06	63-64/
Consumer and homemaking.....	01	02	03	04	05	06	65-66/
Health occupations.....	01	02	03	04	05	06	67-68/
Trade and industry or technical.....	01	02	03	04	05	06	69-70/
							79-80/01

4. Using the scale provided, how well informed do you consider yourself to be about the vocational programs taught in this high school? (CIRCLE ONE FOR EACH ITEM)

	No such program at this school	Not well informed					Well informed	
a. Agriculture...	99	01	02	03	04	05	06	8-9/
b. Business and office.....	99	01	02	03	04	05	06	10-11/
c. Distributive education/ marketing.....	99	01	02	03	04	05	06	12-13/
d. Occupational home economics.....	99	01	02	03	04	05	06	14-15/
e. Consumer and homemaking....	99	01	02	03	04	05	06	16-17/
f. Health.....	99	01	02	03	04	05	06	18-19/
g. Trade and industry and technical.....	99	01	02	03	04	05	06	20-21/

A. How well informed are you about the vocational programs taught at other locations to students in this high school? (CIRCLE ONE FOR EACH ITEM)

	Not available to students at this school	Not well informed					Well informed	
a. Agriculture...	99	01	02	03	04	05	06	22-23/
b. Business and office.....	99	01	02	03	04	05	06	24-25/
c. Distributive education/ marketing.....	99	01	02	03	04	05	06	26-27/
d. Occupational home economics.....	99	01	02	03	04	05	06	28-29/
e. Consumer and homemaking....	99	01	02	03	04	05	06	30-31/
f. Health.....	99	01	02	03	04	05	06	32-33/
g. Trade and industry and technical.....	99	01	02	03	04	05	06	34-35/

5. Please rank the following goals according to the overall emphasis given to them in the vocational education curriculum available to students at this high school or at another location. Rank the most important goal as "1," the next most important as "2," and so on through "7" for the least important. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

___ To place students in jobs related to their training as they leave school 36-37/

___ To provide students with competencies needed to obtain jobs 38-39/

___ To place students in jobs (regardless of training relatedness) as they leave school 40-41/

___ To create an awareness of the various jobs for which students might prepare 42-43/

___ To provide an opportunity for students to explore various occupational areas 44-45/

___ To develop a strong work ethic in students (e.g., sense of industriousness and responsibility) 46-47/

___ To enhance basic skills (e.g., math, reading) 48-49/

---

6. How many vocational teachers are there in this school? (INCLUDE ONLY TEACHERS WHO TEACH HALF TIME OR MORE IN VOCATIONAL SUBJECTS)

NUMBER OF VOCATIONAL TEACHERS: |___|___| 50-51/

A. Since the beginning of the current school year, how many vocational teachers have participated in inservice training specifically related to integrating basic skills instruction with vocational education? (WRITE IN NUMBER. GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

NUMBER OF VOCATIONAL TEACHERS: |___|___| 52-53/

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7. Since the beginning of the current school year, on the average how many hours did each vocational teacher participate in inservice training specifically related to integrating basic skills instruction with vocational education? (WRITE IN HOURS. GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

TOTAL NUMBER OF HOURS: |___|___| 54-55/

8. How many hours per week does a student have to be enrolled in vocational classes to be considered in the vocational track or major? (WRITE IN)

HOURS PER WEEK: |___|___| 56-57/

---

9. Is instruction in word processing offered to students in this high school? (CIRCLE ALL THAT APPLY)

Yes, at this school.....(ANSWER A AND B)....1 58/

Yes, at another location..(ANSWER A AND B)....2 59/

No.....(GO TO Q.10).....3 60/

IF YES:

A. How many total hours of practice on the word processor does the typical student spend to complete the word processing program? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS: |___|___|___| 61-63/

B. Do more students wish to enroll in word processing classes than there are openings? (CIRCLE ONE)

Yes.....1 64/

No.....2

---

10. Is instruction in auto mechanics offered to students in this high school? (CIRCLE ALL THAT APPLY)

Yes, at this school.....(ANSWER A).....1 65/

Yes, at another location..(ANSWER A).....2 66/

No.....(GO TO Q.11)...3 67/

IF YES:

A. Is training on electronic auto diagnostic machinery provided to students in this high school? (CIRCLE ALL THAT APPLY)

Yes, at this school.....1 68/

Yes, at another location.....2 69/

No.....3 70/

11. Do the students of this high school have access to computer training programs? (CIRCLE ALL THAT APPLY)

Yes, at this school.....(ANSWER A THRU C)...1		8/
Yes, at another location...(ANSWER A THRU C)...2		9/
No.....(GO TO Q.12).....3		10/

IF YES:

A. What computer training is available? (CIRCLE ALL THAT APPLY)

Microcomputer operation.....1	11/
Mainframe computer operation.....2	12/
Computer programming.....3	13/
Computer assisted design.....4	14/
Computer controlled machines (e.g., lathes, mills).....5	15/

B. During what school year was computer equipment first available for computer courses? (CIRCLE ONE)

Before 1979-80 school year.....01	16-17/
1979-80 school year.....02	
1980-81 school year.....03	
1981-82 school year.....04	
1982-83 school year.....05	
1983-84 school year.....06	

C. In which department is computer programming and/or operations taught? (CIRCLE ALL THAT APPLY)

Vocational education.....1	18/
Mathematics.....2	19/
Separate department of computer instruction.....3	20/
Science.....4	21/
Other (SPECIFY) _____5	22/

12. Does the school have cooperative education coordinators? (CIRCLE ONE)

Yes...(ANSWER A).....1 23/

No....(GO TO Q.13).....2

IF YES:

A. Over the course of a school year, what percentage of a co-op coordinator's time is spent on the following activities? (WRITE IN PERCENT. GIVE YOUR BEST ESTIMATE. TOTAL SHOULD EQUAL 100%)

Classroom teaching	|__|__|__|%	24-26/
Conferring with students	|__|__|__|%	27-29/
Conferring with employers	|__|__|__|%	30-32/
Observations at work sites	|__|__|__|%	33-35/
Other (SPECIFY) _____	|__|__|__|%	36-38/
TOTAL	100%	

---

13. Other than co-op coordinators, are vocational teachers given released time from school to visit local employers? (CIRCLE ONE)

Yes..(ANSWER A AND B)...1 39/

No...(GO TO Q.14).....2

IF YES:

A. Other than co-op coordinators, how many vocational teachers are given released time? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

TEACHERS: |___|___| 40-41/

B. On the average, about how many hours of released time is each vocational teacher (other than co-op coordinators) given per year? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS PER YEAR: |___|___| 42-43/

14. Are there any vocational programs available to students from this high school for which there are more applicants than openings? (CIRCLE ONE)

Yes...(ANSWER A).....1 44/

No....(GO TO Q.15).....2

IF YES:

A. How are the students who enter these high-demand programs selected? (CIRCLE ALL THAT APPLY)

Lottery or random selection.....01 45-46/

First come, first serve.....02 47-48/

Review of attendance records.....03 49-50/

Evaluation of interest and/or motivation made by guidance counselor.....04 51-52/

Aptitude test scores.....05 53-54/

Vocational interest inventory.....06 55-56/

Grades.....07 57-58/

Evaluation of application form.....08 59-60/

Teacher reference.....09 61-62/

Other (SPECIFY) _____10 63-64/

---

15. How would you rate the average academic ability of students when they enter this school? (CIRCLE ONE)

Much above the national average.....1 65/

Somewhat above the national average.....2

At the national average.....3

Somewhat below the national average.....4

Much below the national average.....5

A. At the time they begin their vocational program, how would you rate the average ability of vocational students for their vocational courses? (CIRCLE ONE)

Much above the national average.....1 66/

Somewhat above the national average.....2

At the national average.....3

Somewhat below the national average.....4

Much below the national average.....5

BEGIN DECK 04

16. For each vocational service area, please indicate whether or not standardized tests of competency are used. If so, indicate (1) if teachers are required to use the tests, and (2) if the tests are used to determine whether students have achieved a specified list of competencies. (CIRCLE ALL THAT APPLY FOR EACH CATEGORY)

			FOR EACH YES IN PART A, ANSWER B AND C:						
			A. Is a standardized test of competency used in this subject area?		B. Are teachers required to use the test?		C. Is this test used to certify achievement of competencies?		
		No such Program	Yes	No	Yes	No	Yes	No	
a.	Agriculture.....	9	1	2	1	2	1	2	8-11/
b.	Business and office.....	9	1	2	1	2	1	2	12-15/
c.	Distributive education/ marketing.....	9	1	2	1	2	1	2	16-19/
d.	Occupational home economics..	9	1	2	1	2	1	2	20-23/
e.	Consumer and homemaking.....	9	1	2	1	2	1	2	24-27/
f.	Health.....	9	1	2	1	2	1	2	28-31/
g.	Trade and industry and technical.....	9	1	2	1	2	1	2	32-35/

17. Do the employers who supervise the work experience of cooperative education students influence the grades these students receive? (CIRCLE ONE)

Yes.....(ANSWER A AND B)..1 36/

No.....(GO TO Q.18).....2

No cooperative education program...(GO TO Q.18).....9

IF YES:

A. How do the employers influence grades? (CIRCLE ONE)

Employers recommend grades to cooperative education coordinators (coordinators make the final decision).....1 37/

Employers assign a grade for work experience separate from the class grade.....2

Employers and coordinators discuss and mutually agree on grades students receive.....3

Other (SPECIFY) _____4

B. What percentage of a student's final grade is typically influenced by an employer? (WRITE IN PERCENT)

|___|___|___|% 38-40/

---

18. In the last three years, has there been an evaluation of all vocational programs in this school system or is one planned within the next year? (CIRCLE ALL THAT APPLY)

Yes, one has been conducted.....1 41/

Yes, one is planned within the next year....2 42/

No.....3 43/

19. Over the course of the school year, about what percentage of the typical vocational teacher's time is spent on the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Finding summer (or vacation) jobs for students	|__|__|__|%	44-46/
Finding part-time noncoop jobs for students during the school year	|__|__|__|%	47-49/
Finding part-time coop jobs for students during the school year	|__|__|__|%	50-52/
Finding jobs for students about to graduate	|__|__|__|%	53-55/

20. Is there a school sponsored job placement service available to students in this high school? (CIRCLE ONE)

Yes, service is available to all students...(ANSWER A).....1 56/

Yes, service is available only to vocational students.....(ANSWER A).....2

No.....(GO TO Q.21).....3

IF YES:

A. Are the staff who provide the job placement service located in this high school? (CIRCLE ONE)

Yes...(ANSWER B).....1 57/

No....(GO TO Q.21).....2

IF YES TO A:

B. About how many total hours per week do nonteaching staff (e.g., secretaries, volunteers) spend on the following activities? (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Keeping job and placement information current	|__|__|	58-59/
Finding summer jobs for students	|__|__|	60-61/
Finding part time noncoop jobs for students during the school year	|__|__|	62-63/
Finding part time coop jobs for students during the school year	|__|__|	64-65/
Finding jobs for students about to graduate	|__|__|	66-67/

21. Rank the degree of responsibility each of the following has to find training related jobs for a vocational student. This question refers to the first job a youth has after leaving high school. Place a "1" beside the option with the greatest amount of responsibility, a "2" beside the option with the second greatest amount of responsibility, and so on through "7" for the least amount of responsibility. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

_____ a. School placement service 8-9/

_____ b. Public employment service 10-11/

_____ c. Vocational teacher in the appropriate specialty area 12-13/

_____ d. Other teachers 14-15/

_____ e. Guidance staff 16-17/

_____ f. Vocational education director 18-19/

_____ g. Student 20-21/

---

22. Can students at this high school take courses for credit that apply to an apprenticeship training program, such as those sponsored by local trade unions or the Bureau of Apprenticeship and Training? (CIRCLE ONE)

Yes...(ANSWER A AND B)..1 22/

No....(GO TO Q.23).....2

IF YES:

A. How many students participate in credit-accruing apprenticeship courses? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

STUDENTS: |___|___|___| 23-25/

B. How many high school credits can be applied to an apprenticeship program? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

CREDITS: |___|___| 26-27/

23. How many "business and industry days" and "career days" are held for students of this high school? (CIRCLE ONE)

None.....01 28-29/
Less than one per year.....02
One per year.....03
Two per year.....04
Three per year.....05
Four or more per year.....06

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24. A. Which of the following best describes the advisory group arrangement for each vocational program area? (CIRCLE ONE FOR EACH PROGRAM AREA)

	No such program	No advisory group	One general advisory group for this school only	One general advisory group for the entire district system	Program specific advisory group for this school only	Program specific advisory group for the entire district system	
a. Agriculture.....	99	01	02	03	04	05	30-31/
b. Business and office.....	99	01	02	03	04	05	32-33/
c. Distributive education/ marketing.....	99	01	02	03	04	05	34-35/
d. Occupational home economics..	99	01	02	03	04	05	36-37/
e. Health occupations.....	99	01	02	03	04	05	38-39/
f. Trade and industry or technical....	99	01	02	03	04	05	40-41/

25. Using the scale below, to what extent do vocational programs, offered to students in this school, make use of each of the following in determining the goals and operation of the vocational program? (CIRCLE ONE FOR EACH ITEM)

	None					A great deal	
a. State plan.....	01	02	03	04	05	06	42-43/
b. State employer plan.....	01	02	03	04	05	06	44-45/
c. State occupational information coordinating committee..	01	02	03	04	05	06	46-47/
d. State employment services....	01	02	03	04	05	06	48-49/
e. Survey of student interest...	01	02	03	04	05	06	50-51/
f. Local plan.....	01	02	03	04	05	06	52-53/
g. Advisory group.....	01	02	03	04	05	06	54-55/
h. Surveys of local employers...	01	02	03	04	05	06	56-57/

26. What is the dollar value of the equipment and supplies donated by the business community to your vocational programs over the last three years? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

None.....01 58-59/
1-2000.....02
2001-5000.....03
5001-10000.....04
10001-20000.....05
20000 +.....06

27. A. Which competency-based strategies are used by each vocational program area? (CIRCLE ALL THAT APPLY FOR EACH LINE)

	Agri-culture	Business and office	Distri-butive education/ marketing	Occupa-tional home economics	Health Occupa-tions	Trade and industry or technical
1. No competency based strategies.....	01	02	03	04	05	06
						60-71/
						79-80/05
						BEGIN DECK 06
2. Progress charts.....	01	02	03	04	05	06
						8-19/
3. Mastery charts.....	01	02	03	04	05	06
						20-31/
4. Computer feedback.....	01	02	03	04	05	06
						32-43/
5. Standardized written tests.....	01	02	03	04	05	06
						44-55/
6. Standardized skills performance tests.....	01	02	03	04	05	06
						56-67/
						79-80/06
						BEGIN DECK 07
7. Informal teacher judgments.....	01	02	03	04	05	06
						8-19/
8. Teacher constructed written tests.....	01	02	03	04	05	06
						20-31/
9. Teacher constructed skills tests.....	01	02	03	04	05	06
						32-43/
10. Judgment or rating by employer.....	01	02	03	04	05	06
						44-55/
11. Other (SPECIFY)_____ _____	01	02	03	04	05	06
						56-67/
						79-80/07

B. What instructional-materials resources were used to develop your school's competency-based system? (CIRCLE ALL THAT APPLY)

Not applicable - no competency based system	01	8-9/
State instructional materials laboratory	02	10-11/
Curriculum coordination center for your region	03	12-13/
Educational publishers (V-TECS, AAVIM, CIMC, NCRVE, etc.)	04	14-15/
Commercial publishers	05	16-17/
Local teacher-made materials	06	18-19/
Other (SPECIFY) _____	07	20-21/

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28. Are certificates of completion given to vocational program completers? (CIRCLE ONE)

Yes..(ANSWER A AND B)...1 22/

No...(GO TO Q.29).....2

IF YES:

A. Are the competencies, mastered in the program, listed on the certificate? (CIRCLE ONE)

Yes.....1 23/

No.....2

B. Are levels of mastery or competence indicated on the certificate (e.g., types 60 wpm)? (CIRCLE ONE)

Yes.....1 24/

No.....2

---

29. Does your state require high school graduates in the following vocational areas to take competency tests to demonstrate proficiency in their specialty areas? (CIRCLE ONE FOR EACH ITEM)

	Yes	No	
Cosmetology.....	1	2	25/
Health occupations.....	1	2	26/
Aviation.....	1	2	27/
Plumbing.....	1	2	28/
Other (SPECIFY)_____			
_____	1	2	29/

30. Using the scale provided, to what extent do representatives of business, industry, and labor influence each of the following vocational education activities? (CIRCLE ONE FOR EACH ITEM)

	No influence					Major influence	
a. Determining curriculum content and standards..	01	02	03	04	05	06	30-31/
b. Assessing relevance of curriculum.....	01	02	03	04	05	06	32-33/
c. Determining adequacy of equipment.....	01	02	03	04	05	06	34-35/
d. Recommending programs to be offered.....	01	02	03	04	05	06	36-37/
e. Evaluating effectiveness of vocational education personnel.....	01	02	03	04	05	06	38-39/
f. Determining teaching/training standards.....	01	02	03	04	05	06	40-41/
g. Interviewing prospective vocational educational personnel and making recommendations regarding employment.....	01	02	03	04	05	06	42-43/
h. Identifying long-range goals for the vocational education program.....	01	02	03	04	05	06	44-45/
i. Identifying goals/objectives for use in evaluating the school's vocational education program.....	01	02	03	04	05	06	46-47/
j. Placing students in jobs.....	01	02	03	04	05	06	48-49/
k. Conducting interviews of employers to determine their satisfaction with employees who were former vocational education students.....	01	02	03	04	05	06	50-51/
l. Conducting interviews with former vocational education students to determine their satisfaction with training.....	01	02	03	04	05	06	52-53/
m. Promoting labor market information.....	01	02	03	04	05	06	54-55/
n. Identifying job tasks/skills performed.....	01	02	03	04	05	06	56-57/
o. Providing career guidance.....	01	02	03	04	05	06	58-59/
p. Providing equipment and supplies.....	01	02	03	04	05	06	60-61/
q. Developing learning/training sites (e.g., coop) in the community.....	01	02	03	04	05	06	62-63/
r. Develop programs to teach job search skills...	01	02	03	04	05	06	64-65/
s. Other (SPECIFY) _____ _____	01	02	03	04	05	06	66-67/

31. To what extent are vocational teachers evaluated for each of the following activities? (CIRCLE ONE FOR EACH ITEM)

	Required--is part of staff evaluation	Encouraged but not part of staff evaluation	Neither encouraged nor discouraged	
a. Instruction in math, reading, and writing skills in this program.....	1	2	3	68/
b. Placing graduating seniors in jobs that are related to their training.....	1	2	3	69/
c. Placing graduating seniors in jobs irrespective of training relatedness.....	1	2	3	70/
d. Sponsoring a club in their specialty area.....	1	2	3	71/
e. Spending time after hours contacting employers.....	1	2	3	72/

32. What percentage of vocational instructors who teach students from this school do not hold a college degree? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

|___|___|___|% 73-75/

79-80/08

BEGIN DECK 09

BACKGROUND INFORMATION

33. What is the location of your primary work assignment? (CIRCLE ONE)

This high school.....1 8/

The school district central office.....2

Other (SPECIFY) _____3

34. On average, about how much time per week do you spend in this high school? (CIRCLE ONE)

None or almost none....01 9-10/

1-2 hours.....02

3-5 hours.....03

6-10 hours.....04

11-20 hours.....05

21-30 hours.....06

31-40 hours.....07

41 or more hours.....08

35. Please check the option(s) below which describe your official work role(s). (CIRCLE ALL THAT APPLY).

Director or coordinator of vocational education in this high school	01	11-12/
Chairperson, department of vocational education	02	13-14/
Administrator (e.g., assistant principal) in this school but not principal	03	15-16/
Principal of this school	04	17-18/
Vocational teacher	05	19-20/
Director or coordinator of vocational education in the entire school district, including oversight of at least two high schools	06	21-22/
Chairperson of the department of one of the vocational service areas	07	23-24/
Guidance counselor	08	25-26/
Other (SPECIFY) _____	09	27-28/

A. In which vocational service area are you a vocational teacher? (CIRCLE ALL THAT APPLY)

Not a vocational teacher	09	29-30/
Agriculture	01	31-32/
Business and office	02	33-34/
Distributive education/marketing	03	35-36/
Occupational home economics	04	37-38/
Consumer and homemaking	05	39-40/
Health occupation	06	41-42/
Trade and industry or technical	07	43-44/

B. How many comprehensive high schools do you supervise? (WRITE IN. IF NONE, ENTER "00")

COMPREHENSIVE HIGH SCHOOLS: |___|___| 45-46/

C. How many vocational high schools do you supervise? (WRITE IN. IF NONE, ENTER "00")

VOCATIONAL HIGH SCHOOLS: |___|___| 47-48/

35. (Continued)

D. For which service area are you the chairperson of the department? (CIRCLE ONE)

None.....09 49-50/
Agriculture.....01
Business and office.....02
Distributive education/marketing...03
Occupational home economics.....04
Consumer and homemaking.....05
Health occupation.....06
Trade and industry or technical....07

---

36. What is your sex? (CIRCLE ONE)

Male.....1 51/
Female.....2

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37. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

NON-HISPANIC.....1 52/
HISPANIC OR SPANISH
Mexican, Mexican-American, Chicano.....2
Cuban, Cubano.....3
Puerto Rican, Puertorriqueno, Boricua.....4
Other Latin-American, Latino, Hispanic, or Spanish decent (WRITE IN) _____5

---

38. What is your race? (CIRCLE ONE ONLY)

White.....1 53/
Black.....2
American Indian or Alaskan Native.....3
Asian or Pacific Islander.....4
Other (SPECIFY) _____5

39. Do you have access to the reports filed with your state department on the follow-up of vocational completers from this high school? (CIRCLE ONE)

Yes....(ANSWER A).....1 54/

No.....2

IF YES:

A. For the following categories, please calculate and enter the percentages from your school records for vocational completers for the 1981-82 school year. (WRITE IN PERCENT).

NOTE: Percentages in each column should add up to 100.

	Business & Office	Trade & Industry	
Program not available	|__|__|__|	|__|__|__|	55-60/
Employment-related to training	|__|__|__|	|__|__|__|	61-66/
Employment not related to training	|__|__|__|	|__|__|__|	67-72/
			79-80/09
			BEGIN DECK 10
In military	|__|__|__|	|__|__|__|	8-13/
In post-secondary education	|__|__|__|	|__|__|__|	14-19/
Unemployed	|__|__|__|	|__|__|__|	20-25/
Not in labor force	|__|__|__|	|__|__|__|	26-31/
No information	|__|__|__|	|__|__|__|	32-37/
	100%	100%	

79-80/10

We would appreciate it if you would take a minute to make certain that you have not inadvertently missed a question.

Thank you for your assistance. Your time and effort are greatly appreciated.

22. Which of the following computer applications are used for the guidance program in your school? (CIRCLE ALL THAT APPLY)

Improving student test-taking skills (e.g., SAT, College Boards)	01	8-9/
On-line administration of tests and inventories	02	10-11/
Teaching career decision-making skills	03	12-13/
Developing student study skills	04	14-15/
Teaching resume and job application writing skills	05	16-17/
Simulated occupational exploration experience	06	18-19/
Career information	07	20-21/
Scheduling students into classes	08	22-23/
Other (SPECIFY) _____	09	24-25/

23. At what grade level is each of the following activities offered to students? (CIRCLE ALL THAT APPLY FOR EACH ITEM)

	Grade 9	Grade 10	Grade 11	Grade 12	
a. School courses in career decision making	09	10	11	12	26-33/
b. Occupational information units in subject-matter courses	09	10	11	12	34-41/
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE)	09	10	11	12	42-49/
d. Career days/nights	09	10	11	12	50-57/
e. Vocational oriented assemblies and speakers in classes	09	10	11	12	58-65/
f. Job site tours or visits (field trips)	09	10	11	12	66-73/
					79-80/04
				BEGIN DECK 05	
g. School arranged tours of postsecondary institutions	09	10	11	12	8-15/
h. Job shadowing (extended observations of a worker)	09	10	11	12	16-23/
i. Simulations (e.g., Singer, SRA job experience kits)	09	10	11	12	24-31/
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)	09	10	11	12	32-39/
k. Individual counseling sessions	09	10	11	12	40-47/
l. Group guidance/counseling sessions	09	10	11	12	48-55/
m. Training in job seeking skills	09	10	11	12	56-63/
n. Use of noncomputerized career information resources	09	10	11	12	64-71/
					79-80/05
				BEGIN DECK 06	
o. Use of computerized career information resources	09	10	11	12	8-15/

19. Who is available to assist students in using the computer? (CIRCLE ALL THAT APPLY)

Guidance Counselor	1	46/
Secretary	2	47/
Other (SPECIFY) _____	3	48/
Students can use it without help	4	49/

20. Which of the following computerized career information systems are available in your school? (CIRCLE ALL THAT APPLY)

CHOICES	01	50-51/
COIN (Coordinated Occupational Information Network)	02	52-53/
CVIS (Computerized Vocational Information System)	03	54-55/
DISCOVER	04	56-57/
GIS (Timeshare Guidance Information System)	05	58-59/
Your state system (including adaptation of other state systems)	06	60-61/
Your school, district, or county system	07	62-63/
College Explorer	08	64-65/
Other (SPECIFY) _____	09	66-67/
No career information system available (**SKIP** TO Q.22)	10	68-69/

21. When was your first career information system (s) installed? (CIRCLE ONE)

1983-84 school year	01	70-71/
1982-83 school year	02	
1981-82 school year	03	
1980-81 school year	04	
1979-80 school year	05	
1978-79 school year or earlier	06	

79-80/03

16. Does your school have terminals, printers or microcomputers in the building that are used in the guidance program? (CIRCLE ALL THAT APPLY)

Terminals.....1 25/
Printers.....2 26/
Microcomputers.....3 27/
None of these...(**SKIP** TO Q.23)....4 28/

---

17. How many terminals and microcomputers are available in your high school for use by students? (WRITE IN. IF NONE, ENTER "00")

NUMBER OF TERMINALS: |___|___| 29-30/

NUMBER OF MICROCOMPUTERS: |___|___| 31-32/

| IF BOTH TERMINALS AND MICROCOMPUTERS EQUAL "00", SKIP TO Q.21 |

A. On the average, about how many hours per day are the terminals and/or microcomputers in your high school available for use by students? (WRITE IN. ROUND TO NEAREST HOUR. IF UNSURE, GIVE YOUR BEST ESTIMATE)

HOURS TERMINAL ARE AVAILABLE: |___|___| 33-34/

HOURS MICROCOMPUTERS ARE AVAILABLE: |___|___| 35-36/

B. On the average, about how many hours per day are the terminals and/or microcomputers in your high school actually used by students? (WRITE IN. ROUND TO NEAREST HOUR. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "00")

HOURS TERMINALS ACTUALLY USED: |___|___| 37-38/

HOURS MICRCOMPUTERS ARE ACTUALLY USED: |___|___| 39-40/

---

18. How are students scheduled to use a computer terminal and/or microcomputer? (CIRCLE ALL THAT APPLY)

Student-initiated request.....1 41/
Assigned by teacher.....2 42/
Assigned by guidance counselor.....3 43/
Other (SPECIFY) _____4 44/
Students are not scheduled.....9 45/

14. To what extent have you made use of the following resources in developing and revising the written plan? (CIRCLE ONE FOR EACH ITEM)

	Not at all	A little	To a moderate extent	A great deal	
a. School district central office personnel.....	1	2	3	4	8/
b. County/intermediate school district, diocesan personnel.....	1	2	3	4	9/
c. University counselors/teachers.....	1	2	3	4	10/
d. Guidance staff from other schools..	1	2	3	4	11/
e. Professional association meetings/workshops/journals.....	1	2	3	4	12/
f. Representatives from educational publishers.....	1	2	3	4	13/
g. Curriculum/media resource centers (local, county, or state).....	1	2	3	4	14/
h. National information systems (e.g., ERIC).....	1	2	3	4	15/

15. In a given year, about what percentage of 11th and 12th grade students in your school receives instruction in the following? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

Use of noncomputerized career information resources (i.e., bound resources, occupational briefs and kits, periodicals, series of books on individual occupations, list of employers) |___|___|___|% 16-18/

Use of computerized career information systems |___|___|___|% 19-21/

Use of educational information resources (e.g., college catalogs, financial aid sources) |___|___|___|% 22-24/

10. Does your school have a written plan for the career guidance program? (CIRCLE ONE)

Yes...(GO TO Q.11).....1 55/

No....(**SKIP** TO Q.15)....2

---

11. In which school year(s) was the plan for the guidance program developed or thoroughly revised? (CIRCLE ALL THAT APPLY)

1983-84 school year.....01 56-57/

1982-83 school year.....02 58-59/

1981-82 school year.....03 60-61/

1980-81 school year.....04 62-63/

1979-80 school year.....05 64-65/

1978-79 school year.....06 66-67/

1977-78 school year or before....07 68-69/

---

12. In your opinion, are the benefits derived from developing and using the plan commensurate with the time and resources required to develop it? (CIRCLE ONE)

Benefits much greater than time and resources...1 70/

Benefits a little greater.....2

Benefits about equal to time and resources.....3

Benefits a little less.....4

Benefits much less.....5

---

13. The last time the plan was revised, about how many hours were spent in total by professional staff and nonschool personnel in reviewing, revising, and rewriting it? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Less than 20 hours.....01 71-72/

20-59 hours.....02

60-119 hours.....03

120-299.....04

300-999 hours.....05

1,000 or more.....06

Plan has not been revised...99

79-80/02

8. On the scale provided, please indicate the extent to which you agree with the following statement: The guidance services at this school are unusually successful in meeting student needs. (CIRCLE ONE)

Strongly disagree	1	27/
Somewhat disagree	2	
Somewhat agree	3	
Strongly agree	4	

---

9. Does your school have a committee for planning, implementing, evaluating, and reviewing the guidance programs in your school? (CIRCLE ONE)

Yes..(ANSWER A AND B)	1	28/
No...(GO TO Q.10)	2	

IF YES:

A. Who are the members? (CIRCLE ALL THAT APPLY)

Principal	01	29-30/
Guidance counselors	02	31-32/
Career education staff	03	33-34/
Students	04	35-36/
Teachers	05	37-38/
Librarian	06	39-40/
Local employers	07	41-42/
Labor leaders	08	43-44/
Regional or State agency representatives	09	45-46/
Parents	10	47-48/
Community representatives	11	49-50/
Other (SPECIFY) _____	12	51-52/

B. How many times did this committee meet last school year? (CIRCLE ONE)

Never	01	53-54/
Once	02	
Twice	03	
Three times	04	
Four or five times	05	
Six to ten times	06	
Eleven or more times	07	

7. How important do your supervisors (e.g., principal, superintendent, and school board) think each of the following criteria are in judging the quality of the guidance program in your school? (CIRCLE ONE FOR EACH ITEM)

	No importance	Minor importance	Moderate importance	Major importance	
a. Maintenance of school discipline....	1	2	3	4	17/
b. Reduction of dropout rate.....	1	2	3	4	18/
c. Percentage of graduates who go to college.....	1	2	3	4	19/
d. Percentage of noncollege-bound graduates of your high school who find employment soon after completing high school (about six months)...	1	2	3	4	20/
e. Completion of reports on time.....	1	2	3	4	21/
f. Success in helping students improve their academic achievement in high school.....	1	2	3	4	22/
g. Success in helping students resolve personal problems....	1	2	3	4	23/
h. Success in helping students with career planning skills.....	1	2	3	4	24/
i. Success in working with parents.....	1	2	3	4	25/
j. Success in helping teachers understand individual student needs.....	1	2	3	4	26/

6. Over the course of the year, on the average about what percentage of time of the professional guidance/counseling staff is spent in each of the following activities? (WRITE IN PERCENT. IF UNSURE, GIVE BEST ESTIMATE. IF NONE ENTER "000")

a. Hall duty, study hall, homeroom, lunchroom duty, bus duty or disciplining students	|__|__|__|%	40-42/
b. Nonguidance administrative duties	|__|__|__|%	43-45/
c. Teaching classes (nonguidance related)	|__|__|__|%	46-48/
d. Teaching guidance related courses or units	|__|__|__|%	49-51/
e. Planning, administering, and interpreting tests	|__|__|__|%	52-54/
f. Individual counseling (not test related)	|__|__|__|%	55-57/
g. Providing group guidance or counseling (not test related)	|__|__|__|%	58-60/
h. Conferring with teachers about the guidance program	|__|__|__|%	61-63/
i. Conferring with teachers about individual students	|__|__|__|%	64-66/
j. Directing extracurricular activities	|__|__|__|%	67-69/
k. Directing planned career guidance activities	|__|__|__|%	70-72/
l. Developing contacts with business and industry	|__|__|__|%	73-75/
m. Meeting with recruiters from postsecondary institutions	|__|__|__|%	76-78/
		79-80/01
		BEGIN DECK 02
n. Meeting with military recruiters	|__|__|__|%	8-10/
o. Committee work (except committees preparing IEPs)	|__|__|__|%	11-13/
p. Preparing and monitoring IEPs	|__|__|__|%	14-16/

5. For the entire school year, what percentage of time do all of your school's professional guidance staff spend delivering guidance services to 11th and 12th grade students in the areas listed below. (CIRCLE ONE FOR EACH ITEM. IF UNSURE, GIVE BEST ESTIMATE)

	0-14%	15-29%	30-49%	50% or more	Don't know	
a. Choice and scheduling of high school course.....	1	2	3	4	8	35/
b. Postsecondary education admissions and selections.....	1	2	3	4	8	36/
c. Occupational choice and career planning.....	1	2	3	4	8	37/
d. Job placement and employability skill development.....	1	2	3	4	8	38/
e. Students' attendance, discipline and other school and personal problems.....	1	2	3	4	8	39/

3. Please rank the extent to which (a) the counselors and professional guidance staff (including yourself), (b) school administrators, (c) teachers, and (d) parents would like to have the guidance program emphasize each of the following goals. For each of these types of school staff (column), place a "1" in the blank beside the goal with the strongest emphasis, a "2" beside the goal with the next strongest emphasis, and so on through "4" for the goal with the least emphasis. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS WITHIN EACH COLUMN)

Goals	Guidance staff	Administrators	Teachers	Parents
a. Help students plan and prepare for their work roles after high school	_____ 17/	_____ 21/	_____ 25/	_____ 29/
b. Help students with personal growth and development	_____ 18/	_____ 22/	_____ 26/	_____ 30/
c. Help students plan and prepare for post-secondary schooling	_____ 19/	_____ 23/	_____ 27/	_____ 31/
d. Help students improve their achievement in high school courses	_____ 20/	_____ 24/	_____ 28/	_____ 32/

4. In a typical school year, about what percentage of the parents of students in your school meet with counselors to confer about career decisions of their child? (CIRCLE ONE)

0 percent.....01 33-34/
1-3 percent.....02
4-6 percent.....03
7-10 percent.....04
11-20 percent.....05
21-30 percent.....06
31 or more percent.....07

Please enter month and day |___|___| - |___|___| 8-9/

Month Day 10-11/

NOTE: A number of questions relate to events in the current school year. Please consider the **whole year** from the beginning of the current school year until now. A few questions refer to "the past three years." If you have not been at this school for the full three years, please answer for the time you have been there.

1. Who do you think makes the most important decisions about the guidance program? (CIRCLE ONE)

   School administration.....1 12/

   Head of guidance department.....2

   Professional guidance staff as a whole.....3

   Subgroup of the professional guidance staff.....4

   Committees of counselors and others (e.g., teachers, administrators, and parents).....5

2. Please rank the extent to which the following goals are currently emphasized by the guidance program in your school. Place a "1" in the blank beside the goal with the most emphasis, a "2" in the blank beside the goal with the second most emphasis, and so on through "4" for the goal with the least emphasis. (WRITE IN RANK. DO NOT DUPLICATE RANKINGS)

   a. Help students plan and prepare for their work roles after high school _____ 13/

   b. Help students with personal growth and development _____ 14/

   c. Help students plan and prepare for post-secondary schooling _____ 15/

   d. Help students with their academic achievement in high school _____ 16/

GENERAL INSTRUCTIONS

There are several different types of questions in this questionnaire. To record your answers, please follow the instructions as shown in these examples. **Please note:** Numbers followed by a slash e.g., 8/ or 21-23/ are for computer operator use only.

(CIRCLE ONE)

What is your favorite sport? (CIRCLE ONE)

Tennis.....1
Football.....2
Basketball.....3
Baseball.....4
Other (SPECIFY) Handball (5)

If your favorite sport is handball, you would circle the number to the right of "Other" and write "Handball" on the line as shown.

(CIRCLE ALL THAT APPLY)

Which of the following magazines have you read in the last week? (CIRCLE ALL THAT APPLY)

Newsweek.....(1)
Time.....(2)
U.S. News & World Report.....3
None of these.....4

If you read Newsweek and Time magazines in the last week, you would circle the numbers as shown.

(CIRCLE ONE FOR EACH ITEM)

Have you done any of the following during the past school year? (CIRCLE ONE FOR EACH ITEM)

	Yes	No
Attended a school sporting event.....	(1)	2
Attended a school assembly.....	(1)	2
Chaperoned a school dance.....	1	(2)
Chaperoned a class field trip.....	1	(2)

If you attended a school sporting event and a school assembly, but did not chaperone a school dance or class field trip, you would circle the numbers as shown.

Several questions ask you to enter numbers (or estimates of numbers) in the boxes provided e.g., number of students, number of hours. Others ask for percentages or estimates of percentages. **Please round to the nearest whole number and "zero fill" as shown, where appropriate.**

(WRITE IN)

What percentage of the students in your school are in the: (WRITE IN PERCENT)

9-10th grades: |0|4|3|%

11-12th grades: |0|5|7|%

If about 40% of the students in your high school are in grades 9 and 10, and 60% are in grades 11 and 12, you would fill in the boxes as shown.

All identifying information will be removed from this questionnaire prior to delivery to members of the Consortium. NORC will maintain the confidentiality and anonymity of schools and individual respondents, as it has for approximately 1,000 schools and 58,000 respondents in the High School and Beyond study since 1980, through strict adherence to the principles of the Federal Privacy Act of 1974.

The Consortium for the Study of Effective Schools

The National Center for Research in Vocational Education
The Ohio State University

The Wisconsin Center for Education Research
School of Education
The University of Wisconsin - Madison

The Institute for Research in Educational Finance and Governance
Stanford University

The Center for Educational Policy and Management
The University of Oregon - College of Education

The Center for the Social Organization of Schools
Johns Hopkins University

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|__|__|__|__|__|__| 1-6/
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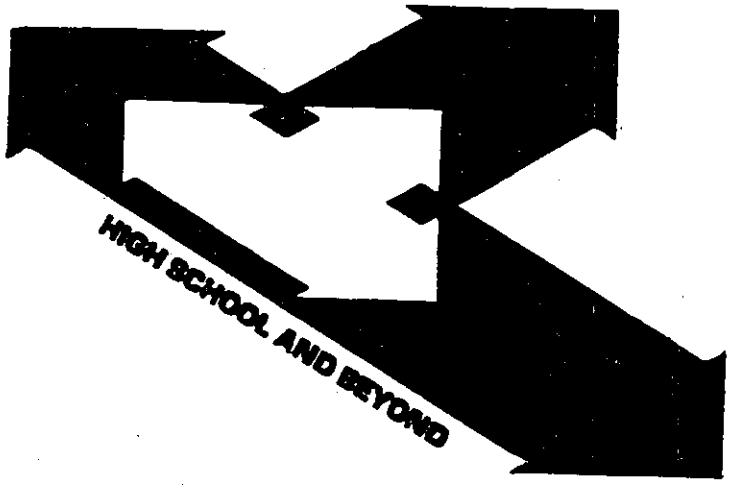

ADMINISTRATOR AND TEACHER SURVEY

Guidance Questionnaire

We appreciate your participation in the Administrator and Teacher Survey, a nationwide study of approximately 17,000 administrators and teachers. By completing this questionnaire, you will provide valuable information about the effect of the school environment on the educational process.

Information from a longitudinal study of over 58,000 high school (and post high school) students, plus data from the schools they attended, will provide a unique source of information to the entire education community.

You may find that a few questions on this questionnaire do not apply to your position or to the type of school in which you teach. An answer category, N/A (not applicable), has been provided for these questions.

Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified. We hope you will answer every question, but you may skip any question you do not wish to answer.

Thank you for your time and cooperation.

24. About what percentage of students in your school participate in each of the following activities at least once during the time period beginning when they start the 11th grade and ending when they leave high school? (WRITE IN PERCENT. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF NONE, ENTER "000")

	Not Offered		
a. School courses in career decision making.....	9	|__|__|__|%	16-18/
b. Occupational information units in subject-matter courses.....	9	|__|__|__|%	19-21/
c. Exploratory work experience programs (e.g., co-op, workstudy, EBCE).....	9	|__|__|__|%	22-24/
d. Career days/nights.....	9	|__|__|__|%	25-27/
e. Vocational oriented assemblies and speakers in classes.....	9	|__|__|__|%	28-30/
f. Job site tours or visits (field trips)....	9	|__|__|__|%	31-33/
g. Tours of postsecondary institutions.....	9	|__|__|__|%	34-36/
h. Job shadowing (extended observations of a worker).....	9	|__|__|__|%	37-39/
i. Simulations (e.g., Singer, SRA job experience kits).....	9	|__|__|__|%	40-42/
j. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests).....	9	|__|__|__|%	43-45/
k. Individual counseling sessions.....	9	|__|__|__|%	46-48/
l. Group guidance/counseling sessions.....	9	|__|__|__|%	49-51/
m. Training in job seeking skills.....	9	|__|__|__|%	52-54/
n. Use of noncomputerized career information resources.....	9	|__|__|__|%	55-57/
o. Use of computerized career information resources.....	9	|__|__|__|%	58-60/
p. Use college catalogs.....	9	|__|__|__|%	61-63/

25. For those students who do participate at least once, about how often does a student typically participate in each of the following activities during the time period beginning when he/she starts the 11th grade and ending when he/she leaves high school? (DO NOT INCLUDE THOSE WHO NEVER PARTICIPATED AT ALL. CIRCLE ONE FOR EACH ITEM)

	Not offered or no partici-pants	Once	2 to 3 times	4 to 6 times	7 to 10 times	11 or more times	
a. Career days/ nights.....	9	1	2	3	4	5	64/
b. Vocational oriented assemblies and speakers in classes.....	9	1	2	3	4	5	65/
c. Job site tours or visits (field trips).....	9	1	2	3	4	5	66/
d. Tours of post-secondary institutions...	9	1	2	3	4	5	67/
e. Simulations (e.g. Singer, SRA job experience kits.....	9	1	2	3	4	5	68/
f. Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)....	9	1	2	3	4	5	79-80/06 BEGIN DECK 07 8/
g. Individual counseling sessions.....	9	1	2	3	4	5	9/
h. Group guidance/ counseling sessions.....	9	1	2	3	4	5	10/
i. Use of non-computerized career information resources.....	9	1	2	3	4	5	11/
j. Use of computerized career information resources.....	9	1	2	3	4	5	12/

26. For those students who do participate, about how much time does a student typically spend in each of the following activities during the time period when he/she starts the 11th grade and ending when he/she leaves high school? (DO NOT INCLUDE THOSE WHO NEVER PARTICIPATE AT ALL. CIRCLE ONE FOR EACH ITEM.)

	Not offered or no participants	One day to one week	More than one week but less than one semester	One semester	More than one semester	
a. School courses in career decision making.....	9	1	2	3	4	13/
b. Occupational information units in subject-matter courses.....	9	1	2	3	4	14/
c. Exploratory work experience programs (e.g., co-op, work study, EBCE).....	9	1	2	3	4	15/
d. Job shadowing (extended observation of a worker)....	9	1	2	3	4	16/
e. Training in job seeking skills.....	9	1	2	3	4	17/

27. During which time periods is it possible for a student to take time out to participate in a guidance activity? (CIRCLE ALL THAT APPLY)

Homeroom.....01 18-19/
Study hall or other free period.....02 20-21/
Lunch period.....03 22-23/
After school.....04 24-25/
Subject-matter class (e.g., math, English).....05 26-27/
Other (SPECIFY) _____06 28-29/

28. If a student wants to see a counselor, about how long does he/she typically have to wait? (CIRCLE ONE)

No wait--walks right in.....01 30-31/
A few minutes.....02
A few hours.....03
A day or two.....04
About a week.....05
Longer than a week.....06

29. Which of the following sources of information about local job opportunities does your school have? (CIRCLE ALL THAT APPLY)

Job bank listings or reports from state employment service or department of labor, showing jobs available for local area (city or state)	01	32-33/
Postings of local newspaper employment advertisements	02	34-35/
Job openings called in by local employers	03	36-37/
List of contacts at local public or private employment agencies and training programs who can help students get jobs or job training	04	38-39/
List of representatives of local unions	05	40-41/
Information from local government (city, county, state) civil service and employment service offices	06	42-43/
Information about local jobs from follow-up of former students who work in area	07	44-45/
Other (SPECIFY) _____	08	46-47/
No local job information is available	09	48-49/

30. Other than English, in which of the following languages does your school provide occupational information? (CIRCLE ALL THAT APPLY)

Spanish	1	50/
Other (SPECIFY) _____	2	51/
None of the above	3	52/

31. Do students in your school take the Armed Forces Vocational Aptitude Battery (ASVAB)? (CIRCLE ONE)

Yes...(GO TO Q.32)	1	53/
No....(**SKIP** TO Q.35)	2	

32. Please indicate the most important use of the ASVAB results in your school? (CIRCLE ONE)

Career counseling and guidance	01	54-55/
Academic counseling and guidance	02	
Military career counseling	03	
Estimating student achievement	04	
Curriculum development and evaluation	05	
Other (SPECIFY) _____	06	

33. How is it decided who will take the ASVAB? (CIRCLE ALL THAT APPLY)

Mandatory at stipulated grade level	1	56/
Students sign up without a referral	2	57/
Counselor referral	3	58/
Teacher referral	4	59/
Other (SPECIFY) _____	5	60/

34. At your school how are students informed about their ASVAB scores? (CIRCLE ALL THAT APPLY)

Scores released directly to students without test interpretation by a staff member	01	61-62/
Counselors discuss scores with groups of students	02	63-64/
Other school personnel discuss scores with groups of students	03	65-66/
Counselors discuss student scores in individual sessions	04	67-68/
Other school personnel discuss scores in individual sessions	05	69-70/
Military personnel discuss scores with students (in groups or individually)	06	71-72/

35. On the average, about how many inservice programs are attended each year by the typical counselor on your guidance staff? (CIRCLE ONE)

None	01	73-74/
One inservice program	02	
Two inservice programs	03	
Three inservice programs	04	79-80/07
Four inservice programs	05	
Five inservice programs	06	
Six or more inservice programs	07	

BEGIN DECK 08

36. How many times in the past school year has the typical member of your staff: (WRITE IN. IF UNSURE, GIVE BEST ESTIMATE. IF NONE, ENTER "00")

attended meetings of professional organization	|__|__|	8-9/
met with employers	|__|__|	10-11/
met with community groups (such as The Rotary, Chamber of Commerce, etc.)	|__|__|	12-13/
attended conferences on specific topics	|__|__|	14-15/

37. Assume that one of the senior boys in your school came to one of the guidance staff for career guidance. He is trying to decide whether to get a job after high school graduation or to accept admission and financial aid at the state university in another city. His grades and SAT's are in the 25th percentile overall. His parents are both blue collar workers and want him to get a job as soon as possible. The boy is ambitious. Which of the following actions is the counselor most likely to take? (CIRCLE ONE)

Encourage him to get a full-time job after high school.....1 16/

Encourage him to go to the state university full-time.....2

Encourage him to go to a local junior college part-time and work part-time.....3

Counselor neither encourages nor discourages any option.....4

---

38. Using the scale provided below to what extent do you disagree or agree with each of the following statements? Assume each statement applies to your high school. (CIRCLE ONE FOR EACH ITEM)

	Strongly disagree					Strongly agree	
a. Goals and priorities of the guidance program are clear.....	01	02	03	04	05	06	17-18/
b. This school rewards counselors for performing their jobs well.....	01	02	03	04	05	06	19-20/
c. Routine duties and paperwork interfere with the job of counseling.....	01	02	03	04	05	06	21-22/
d. Most of my guidance colleagues share my beliefs and values about the central mission of the school.....	01	02	03	04	05	06	23-24/
e. The school administration has communicated a confusing philosophy of what the guidance program in this school should be.....	01	02	03	04	05	06	25-26/
f. Guidance staff members are recognized for a job well done.....	01	02	03	04	05	06	27-28/
g. There is a great deal of cooperative effort among staff members.....	01	02	03	04	05	06	29-30/
h. The community is very supportive of the guidance program in this school....	01	02	03	04	05	06	31-32/
i. Parents of students in this school are very supportive of the guidance program in this school.....	01	02	03	04	05	06	33-34/
j. Financial support for the guidance program in this school is adequate when compared to support of other departments in this school.....	01	02	03	04	05	06	35-36/

39. How many months per year are counselors in this school under contract? (CIRCLE ONE)

8 months or less.....01 37-38/
8-1/2 months.....02
9 months.....03
9-1/2 months.....04
10 months.....05
10-1/2 months.....06
11 months or more.....07

---

40. About how many hours per week does the typical counselor on your staff work outside of school hours on: (WRITE IN HOURS. IF UNSURE, GIVE YOUR BEST ESTIMATE)

guidance activities |___|___| 39-40/

other school activities (e.g., monitoring athletic events, making up class schedules) |___|___| 41-42/

BACKGROUND INFORMATION

41. What is your sex? (CIRCLE ONE)

Male.....1 43/
Female.....2

---

42. What is your origin or descent? If more than one, please indicate the one you consider the most important part of your background. (CIRCLE ONE)

NON-HISPANIC.....1 44/

HISPANIC OR SPANISH

Mexican, Mexican-American, Chicano.....2

Cuban, Cubano.....3

Puerto Rican, Puertorriqueno, Boricua.....4

Other Latin-American, Latino, Hispanic, or Spanish decent (WRITE IN) _____5

43. What is your race? (CIRCLE ONE ONLY)

White.....1 45/
Black.....2
American Indian or Alaskan Native.....3
Asian or Pacific Islander.....4
Other (SPECIFY) _____5

---

44. Including this year, how many years of experience have you had as a counselor? (WRITE IN YEARS. ROUND UP TO NEAREST YEAR)

YEARS: |___|___| 46-47/

---

45. How many years, including this year, have you been a counselor in this high school? (WRITE IN YEARS. ROUND UP TO NEAREST YEAR)

YEARS: |___|___| 48-49/

---

46. What is the highest degree you hold? (CIRCLE ONE)

High school.....(**SKIP** TO Q.48).....01 50-51/
Bachelor of Arts/Bachelor of Science.....02
Masters degree.....03
Educational Specialist.....04
Doctorate (EdD, PhD, etc.).....05
Other (SPECIFY) _____06

---

47. Do you have a degree in guidance and counseling? (CIRCLE ONE)

Yes.....1 52/
No.....2

---

48. Which of the following job titles most closely describe(s) your current position(s)? (CIRCLE ALL THAT APPLY)

Director of Guidance.....01 53-54/
Director of Student Services.....02 55-56/
Chairperson of the Department of Guidance..03 57-58/
Lead Counselor.....04 59-60/
Counselor.....05 61-62/
Assistant Principal.....06 63-64/
Principal.....07 65-66/
Teacher.....08 67-68/
Other (SPECIFY) _____09 69-70/

79-80/08

49. How many years have you held this position? (CIRCLE ONE. ROUND UP TO NEAREST WHOLE YEAR)

One year.....1 8/
Two years.....2
Three to four years.....3
Five years or more.....4

50. About what percentage of your time do you devote to planning and administering the guidance program in your school? (WRITE IN PERCENT. IF NONE, ENTER "000")

|___|___|___|% 9-11/

51. How many professional staff in your school work full-time, half-time, and less than half-time in the guidance program? (INCLUDE YOURSELF. WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Number of full-time professional guidance staff |___|___| 12-13/

Number of half-time professional guidance staff |___|___| 14-15/

Number of professional guidance staff working less than half-time |___|___| 16-17/

SUPPLEMENTAL SECTION

52. What percentage of students in your school were recognized, at some time during the 1982-83 school year, for their academic achievement (excluding athletics and performing arts) in each of the following ways? (CIRCLE ONE FOR EACH ITEM)

	PERCENT									
	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76-100	
a. Assemblies.....	00	01	02	03	04	05	06	07	08	18-19/
b. PA announcements.....	00	01	02	03	04	05	06	07	08	20-21/
c. Articles in the school paper.....	00	01	02	03	04	05	06	07	08	22-23/
d. Displays of student work (except in classroom).....	00	01	02	03	04	05	06	07	08	24-25/
e. Announcements in community newspapers or media.....	00	01	02	03	04	05	06	07	08	26-27/
f. Posting of student names...	00	01	02	03	04	05	06	07	08	28-29/
g. Posting of student pictures...	00	01	02	03	04	05	06	07	08	30-31/
h. Other (SPECIFY) _____	00	01	02	03	04	05	06	07	08	32-33/

53. About how many high school bulletin boards are devoted to displaying student work? (WRITE IN. IF UNSURE, GIVE YOUR BEST ESTIMATE)

BULLETIN BOARDS: |___|___| 34-35/

54. What kind of recognition is given to students on the honor roll? (CIRCLE ONE FOR EACH ITEM)

	Not done	Once per grading period	Once per year	
a. List published in student newspaper.....	9	1	2	36/
b. List published in community newspaper.....	9	1	2	37/
c. List posted in school.....	9	1	2	38/
d. Names read aloud at assembly during school hours.....	9	1	2	39/
e. Mailed a certificate or letter of congratulations.....	9	1	2	40/
f. Names read aloud at evening assembly attended by parents, etc.....	9	1	2	41/
g. Student appears on stage to receive an award at assembly during school hours.....	9	1	2	42/
h. Student appears on stage to receive an award at an evening assembly attended by parents, etc.....	9	1	2	43/
i. Other (SPECIFY) _____	9	1	2	44/

55. Approximately what percentage of the juniors and seniors in this high school have paid or unpaid nonclassroom job/responsibilities (e.g., monitors, prefects, crossing guards, lunchroom workers, team managers, etc.) that aid the functioning of the school? (CIRCLE ONE. IF UNSURE, GIVE BEST ESTIMATE)

0 Percent.....01 45-46/

1-2 percent.....02

3-4 percent.....03

5-9 percent.....04

10-19 percent.....05

20-29 percent.....06

30 percent or more.....07

56. About what percentage of residents within a 20 minute walk from your school are . . . (ENTER PERCENT. IF UNSURE, GIVE BEST ESTIMATE)

Black, not of Hispanic origin	|__|__|__|%	47-49/
Hispanic	|__|__|__|%	50-52/
Other (White, Asian or Pacific Islander, Native American)	|__|__|__|%	53-55/
TOTAL	100 %	

57. About how many stores and service establishments are within a 5 minute walk of your high school? (CIRCLE ONE. IF UNSURE, GIVE BEST ESTIMATE)

None.....01 56-57/
1-9 stores/establishments.....02
10-19 stores/establishments....03
20-39 stores/establishments....04
40-59 stores/establishments....05
60-99 stores/establishments....06
100 or more.....07

58. About how many stores and service establishments are within a 20 minute (one mile) walk of your high school? (CIRCLE ONE. IF UNSURE, GIVE YOUR BEST ESTIMATE)

Under 10 stores/establishments.....01 58-59/
10-19 stores/establishments.....02
20-39 stores/establishments.....03
40-59 stores/establishments.....04
60-99 stores/establishments.....05
100-199 stores/establishments.....06
200 or more stores/establishments..07

59. Has your city or town experienced a riot or riots at any time since 1964? (CIRCLE ONE)

Yes, but not much damage/looting...(GO TO Q.60)....01 60-61/
Yes, moderate damage/looting.....(GO TO Q.60)....02
Yes, serious damage/looting.....(GO TO Q.60)....03
Yes, some neighborhoods devastated.(GO TO Q.60)....04
No.....(**SKIP** TO BOX p. 24)....05
Don't know.....(**SKIP** TO BOX p. 24)....06

60. Does your schools' attendance area contain the area that was affected by the riot(s)? (CIRCLE ONE)

Yes.....1 62/
No.....2

61. How many miles away from the high school is the area that was affected? (CIRCLE ONE)

Less than one mile.....01 63-64/
1 mile.....02
2 miles.....03
3-4 miles.....04
5-6 miles.....05
7-9 miles.....06
10 or more miles.....07

---

62. About what percentage of students at this school take a standardized achievement or aptitude test at each grade level? (CIRCLE ONE FOR EACH GRADE)

	N/A	None	1-30%	31-60%	61-90%	91-100%	
9th grade	9	1	2	3	4	5	65/
10th grade	9	1	2	3	4	5	66/
11th grade	9	1	2	3	4	5	67/
12th grade	9	1	2	3	4	5	68/

79-80/09

We would appreciate it if you would take just a minute to check and be certain that you have not inadvertently missed a question.

Thank you for assisting us in this important research. Your time and effort are much appreciated.

SQ 4278
1980

Form Approved
FEDAC No. S99
App. Exp: 12/80

1980 School Questionnaire - Selected Questions*

See circled Items

HIGH SCHOOL AND BEYOND

HIGH SCHOOL AND BEYOND is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

SCHOOL QUESTIONNAIRE

The National Center for Education Statistics is authorized by Section 406 of the General Education Provisions Act (20 USC 1221e-1) to request participating schools to respond to this questionnaire. While you are not required to respond, your cooperation is needed to provide school information which will be used to aid in the interpretation of data about students in the survey, HIGH SCHOOL AND BEYOND.

All information which would permit identification of the school or of the individual person(s) filling out this form will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

[ ][ ] 01-02/ STATE

[ ][ ][ ][ ][ ] 03-07/ SCHOOL

Title of Respondent: _____

Date filled out: _____

Prepared for
THE NATIONAL CENTER FOR EDUCATION STATISTICS
by
THE NATIONAL OPINION RESEARCH CENTER

*NOTE: Not all questions on the following pages are coded in this data file. See the relevant codebook to determine which are included.
Items used are circled.

OFFICE USE ONLY

DECK 01

PLEASE NOTE: Some schools may have supplied information identical to that requested in questions marked with an asterisk (*). If you have supplied the information for the same time period, it is not necessary to provide it. NORC staff may check with you about this. However, it would help us greatly if you would provide the information again in this questionnaire.

*1. A. What is the lowest grade included at your school? (CIRCLE ONE)

PK K 1 2 3 4 5 6 7 8 9 10 11 12 — 09-10/

B. What is the highest grade (or year) at your school? (CIRCLE ONE)

10 11 12 — 11-12/

NOTE: THE QUESTIONS WHICH FOLLOW CONCERN YOUR HIGH SCHOOL. IF YOUR SCHOOL INCLUDES OTHER GRADES ALONG WITH HIGH SCHOOL, PLEASE ANSWER IN TERMS OF YOUR HIGH SCHOOL ONLY.

*2. As of October 1, 1980 (or the nearest date for which data are available), what was the total membership of your high school, and what were the memberships in grades 10 and 12? (IF NONE, WRITE "0")

Total high school membership	Grade 10	Grade 12	
_____	_____	_____	13-17/ 18-22/ 23-27/

3. Is your high school a general (comprehensive) high school, or is it specialized in some way? (That is, is it organized for special purposes, or around a special group of students?) (CIRCLE ONE)

General (comprehensive) high school ..... 1 — 28/

Vocational high school 2

(Which occupations?) _____

_____

School for the physically handicapped 3

(Which types of handicap?) _____

_____

School for educationally or emotionally handicapped 4

Other (Please describe) _____

_____ 5

4. What was the total number of students graduated from the 12th grade in the 1978-1979 school year? (IF NONE, WRITE "0")

_____ — 29-33/

OFF
US:
ON:

DEC
01-(

5. How many days are in your school year? _____ 34-

6. How many minutes long are your standard class periods? _____ 37-

7. How many standard class periods are there in a day? _____ 40-

A. During how many of these class periods does the average student have classes (not study hall, lunch periods, etc.)?

_____ 42-

8. What is the approximate average daily percentage attendance in your high school?

_____ % 44-

9. Approximately what percentages of your current high school students and current faculty are members of the following groups? (IF NONE, WRITE "0")

	Students	Faculty	
1) American Indian or Alaska Native	_____%	_____%	47-50-
2) Asian or Pacific Islander (includes: Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, or other Asian)	_____%	_____%	53-56-
3) Hispanic - of Spanish or Latin American origin	_____%	_____%	59-62-
4) Black, not of Hispanic origin	_____%	_____%	65-68-
5) White, not of Hispanic origin	_____%	_____%	BEG DEC 09-12-

(ENTRIES SHOULD TOTAL TO 100%)

10. About what percentage of your high school students speak a language other than English at home? (IF NONE, WRITE "0")

_____ % 15-

11. To the best of your knowledge, about what percentage of the entire 1978-1979 graduating class is now enrolled in a regular two-year or four-year college?

_____ % 18-

OFFICE USE ONLY

DECK 02

12. To the best of your knowledge, about what percentage of the 1978-1979 graduating class went on to post-secondary education or training of some kind OTHER THAN A JUNIOR COLLEGE OR FOUR-YEAR COLLEGE (for example, beauty school, vocational-technical school, or business school)? Do not include military service.

_____ % 21-23/

13. To the best of your knowledge, about what percentage of the 1978-1979 graduating class went into military service? (IF NONE, WRITE "0")

_____ % 24-26/

14. Please estimate the approximate percentage of students who enter the 10th grade but drop out before graduation. Do not include students who transfer to another school.

_____ % 27-29/

15. During this year, approximately what percentage of your high school students are bused in for racial balance? (IF NONE, WRITE "0")

Percentage bused ..... _____ % 30-32/

16. Approximately how many miles is it from this high school to the nearest of each of the following post-secondary institutions that students from this school could attend?

	Miles	
a. A junior or community college	_____	33-35/
b. A vocational, technical, trade, or business school	_____	36-38/
c. A four-year college or university	_____	39-41/

17. Approximately what percentage of your 10th and 12th grade students are in each of the following instructional programs? (IF NONE, WRITE "0")

	Percent of 10th grade students	Percent of 12th grade students	
a. General program	_____ %	_____ %	42- 45-
b. Academic or college preparatory	_____ %	_____ %	48- 51-
c. Occupational preparation:			
1. Agricultural occupations	_____ %	_____ %	54- 57-
2. Business or office occupations	_____ %	_____ %	60- 63-
3. Distributive education	_____ %	_____ %	66- 69-
4. Health occupations	_____ %	_____ %	09- 12-
5. Home economics occupations	_____ %	_____ %	15- 18-
6. Trade or industrial occupations	_____ %	_____ %	21- 24-
7. Technical occupations	_____ %	_____ %	27- 30-
d. Other (PLEASE DESCRIBE) ..... _____	_____ %	_____ %	33- 36-

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BEG
DEC

OFFICE USE ONLY

BEGIN DECK 04

25. Does the school have a specific remedial program for students who fail the test? (CIRCLE ONE) 09/

School does not have such a test 0
Yes, specific remedial program 1
No, no such program 2

26. In what year was this test first required in this school? 10-11/

Year: 19 [ ][ ]
School does not have such a test 90
Test not required 91

27. Which of these facilities are available at your school? (CIRCLE AS MANY NUMBERS AS APPLY)

a. Indoor lounge for students 1 12/
b. Career information center 2 13/
c. Occupational training center 3 14/
d. Media production facilities 4 15/
e. Remedial reading and/or remedial mathematics laboratory 5 16/
f. Subject area resources center(s) other than central library 1 17/
g. Departmental offices 2 18/
h. Teaching resources center for teachers' use 3 19/
i. Child care or nursery school facility 4 20/
j. Student cafeteria 5 21/

*28. What is the approximate number of catalogued volumes in the school library? 22-26/

Number of volumes: _____
No library 0

OFFICE USE ONLY

DECK 05

36. Please indicate whether or not your school uses each of the following criteria to classify students as disadvantaged. (CIRCLE ONE NUMBER ON EACH LINE)

	Yes	No	
Federal guidelines	1	2	29/
State guidelines	1	2	30/
Other means	1	2	31/

37. About what percentage of the students in your high school are classified as disadvantaged? (IF NONE, WRITE "0")

_____ % 32-34/

38. Approximately how many colleges sent a representative to talk with interested students in this high school during the 1978-1979 school year? (CIRCLE ONE) 35-36/

None 01
1 or 2 02
3 to 5 03
6 to 10 04
11 to 20 05
21 or more 06

39. Please indicate the size of your high school's staff in each of the following categories. (ENTER NUMBER OR ZERO ON EACH LINE)

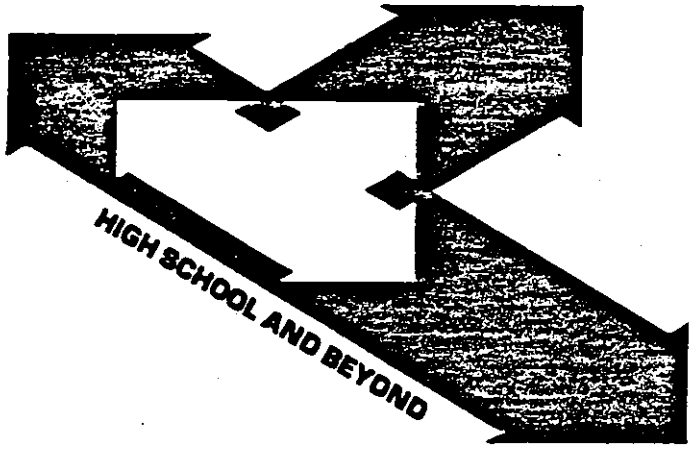
	Number of full-time (or full-time equivalent) personnel	
a. Assistant principals and deans	_____	37-39/
b. Counselors	_____	40-42/
c. Classroom teachers	_____	43-45/
d. Curriculum specialists	_____	46-48/
e. Remedial specialists	_____	49-51/
f. Librarians/media specialists	_____	52-54/
g. Psychologists	_____	55-57/
h. Teaching aides	_____	58-60/
i. Student teachers	_____	61-63/
j. Volunteers	_____	64-66/
k. Contributed services	_____	67-69/
l. Security guards	_____	70-72/

SQ
1982 FU-1

Form Approved
OMB # 1850-0088
App. Exp.: 9/30/82

1982 School Questionnaire - Selected Questions*

— See circled Items



IN-SCHOOL SURVEY OF THE SOPHOMORE COHORT OF 1980

Part II. School Questionnaire

BEGIN DK 1

Attach Label Here

|__|__|-|__|__|__|-|__|-|__|__|__|__|-|__|

State District Sample School C.D.

01-12/

All information which would permit identification of the individual school will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

Name of Respondent: _____

Title: _____

Date filled out: _____

Prepared for
THE NATIONAL CENTER FOR EDUCATION STATISTICS
by
THE NATIONAL OPINION RESEARCH CENTER

*NOTE: Not all questions on the following pages are coded in this data file. See the relevant codebook to determine which are included.

Items used are circled

OFFICE USE ONLY

DECK 1

7. Does your school use homogeneous grouping (according to ability or achievement) for 12th grade students in English classes? (CIRCLE ONE)

Yes ..... (ANSWER A) 1
No .....(GO TO Q. 8) ..... 2 — 36/

A. IF YES: How many levels of homogeneous grouping does your school use for 12th grade students in English classes?

_____ levels — 37-38/

---

8. About what percentage of the students who enter your school would you say need remedial or basic skills instruction in reading, English, or math?

_____ % in reading — 39-41/

_____ % in English — 42-44/

_____ % in math — 45-47/

---

9. Are seniors required to pass a minimum competency (proficiency) test in order to receive a high school diploma? (CIRCLE ONE)

Yes 1
No ..... 2 — 48/

---

10. In what grades is a minimum competency or proficiency test given to all students? (CIRCLE AS MANY NUMBERS AS APPLY)

School does not have such a test ..... 0 — 49/
Grade 9 ..... 1 — 50/
Grade 10 ..... 2 — 51/
Grade 11 ..... 3 — 52/
Grade 12 ..... 4 — 53/
Given in different grades for different students ..... 5 — 54/

---

11. Does the school have a specific remedial program for students who fail the test? (CIRCLE ONE)

School does not have such a test ..... 0 — 55/
Yes, specific remedial program 1
No, no such program 2

---

12. In what year was this test first required in this school?

Year: 19 [ ][ ] — 56-57/

School does not have such a test 90
Test not required 91

OFFICE USE ONLY

1. As of October 1, 1981 (or the nearest date for which data are available), what was the total membership in grade 12 in your high school? DECK 1

_____ 13-17/

2. To the best of your knowledge, about what percentage of the entire 1980-1981 graduating class is now enrolled in a regular two-year or four-year college?

_____ % 18-20/

3. To the best of your knowledge, about what percentage of the 1980-1981 graduating class went on to post-secondary education or training of some kind OTHER THAN A JUNIOR COLLEGE OR FOUR-YEAR COLLEGE (for example, beauty school, vocational-technical school, or business school)? Do not include military service.

_____ % 21-23/

4. To the best of your knowledge, about what percentage of the 1980-1981 graduating class went into military service? (IF NONE, WRITE "0")

_____ % 24-26/

5. Approximately what percentage of the class of 1982 graduated early (or left early with a diploma or equivalent)? (IF NONE, WRITE "0")

_____ % 27-29/

6. Please estimate the approximate percentage of students in the class of 1982 and in the class of 1983 who entered the 10th grade but have since dropped out. Do not include students who transfer to another school.

Class of 1982: _____ % 30-32/

Class of 1983: _____ % 33-35/

OFFICE USE ONLY

DECK 2

14. For the time period January through March, 1982, about what percentage of 12th grade students will be engaged in programs (work experience, community service, college courses, or other courses) such that they are not physically present at your school full time?

Percent of 12th grade students: _____ % 25-27/

---

15. Are some students in your school served by an area vocational school where they may take vocational courses?

Yes 1 28/
No 2

---

16. Does your school have a work-study program?

Yes ..... (ANSWER A-C) 1 29/
No ..... (GO TO Q. 17) 2

IF YES:

A. Do you have off-campus, on-campus, or both kinds of work-study programs?

Off-campus only ..... (ANSWER B) 1 30/
On-campus only ..... (ANSWER C) 2
Both off-campus and on-campus ..... (ANSWER B & C) ... 3

B. What kinds of off-campus jobs are students placed in? (CIRCLE AS MANY AS APPLY)

Lawn work or odd jobs 01 31-32/
Waiter, waitress, bus boy, or cook 02 33-34/
Babysitting or child care 03 35-36/
Farm or agricultural work 04 37-38/
Factory work (unskilled or semi-skilled) 05 39-40/
Gas station, car wash, or auto repair work .. 06 41-42/
Skilled trade 07 43-44/
Other manual labor (cleaning-related jobs, stock clerks, etc.) 08 45-46/
Store clerk, salesperson, or cashier 09 47-48/
Office or clerical 10 49-50/
Hospital or health 11 51-52/
Delivery jobs (newspapers, groceries, etc.) . 12 53-54/
Other (PLEASE DESCRIBE) _____
_____ 13 55-56/

C. What kinds of on-campus jobs are students placed in? (CIRCLE AS MANY AS APPLY)

Cafeteria 01 57-58/
Administration 02 59-60/
Maintenance of building or property 03 61-62/
Audiovisual 04 63-64/
Tutoring, teaching aid, etc. 05 65-66/
Vocationally oriented jobs 06 67-68/
Other (PLEASE DESCRIBE) _____
_____ 07 69-70/

OFFICE USE ONLY

DECK 4

31. Who determines, generally, what types of disciplinary action may be taken for certain offenses?

34-35/
36-37/

---

32. Would you say school administrators have a lot, some, or very little discretion in determining the most appropriate disciplinary action?

A lot 1
Some 2
Very little 3

38/

---

33. How are school rules made known to students? (IF THEY ARE PRINTED OR PUBLISHED, PLEASE ATTACH A COPY OF THE RULES TO THIS QUESTIONNAIRE)

39-40/
41-42/

---

34. When were the rules most recently revised?

MONTH YEAR

43-46/

---

35. Which of the following best describes the practices for enrollment of pupils to your high school? (CIRCLE ONE)

All pupils in a particular geographic area (or district) attend this school 01

Pupils in this particular geographic area (or district) are generally enrolled in this school but transfers are frquently allowed 02

Pupils are enrolled in this school on the basis of an entrance test or another achievement criterion ... 03

Pupils are enrolled from particular areas in order to achieve a desired racial or ethnic composition in the school 04

Other (PLEASE SPECIFY) _____ 05

Private school, does not apply 06

47-48/

OFFICE USE ONLY

BEGIN DECK 5

38. Is there a waiting list to get into your school?

Yes ..... 1 — 13/

No 2

---

39. Do students have to take an entrance examination or meet any special academic requirements to be admitted to your school?

Yes ..... (ANSWER A) ..... 1 — 14/

No ..... (ANSWER B) 2

A. IF YES: Please describe the entrance requirements.

15-16/
17-18/

B. IF NO: Are there any other reasons for which you can reject or refuse students who wish to attend this school? (PLEASE DESCRIBE).

19-20/
21-22/

---

40. How many courses (semester length) in the following subjects are students enrolled in a college preparatory program required to have for graduation?

Math _____ 23-24/

Science _____ 25-26/

Foreign language _____ 27-28/

English/Language arts _____ 29-30/

---

41. About what percentage of the 12th grade class transferred into this school during the 11th and 12th grades?

_____ % of 12th grade transferred into this school 31-33/

A. Of those who transferred in, about what percentage came from public high schools?

_____ % of transfers came from public schools 34-36/

APPENDIX B: RESPONDENT SELECTION PROCEDURES

Designated Administrator Form

Instructions for Teacher Roster and

Designated Administrator Form

INSTRUCTION FOR DESIGNATED ADMINISTRATOR FORM

Enter label corrections as necessary in space below:

(LABEL)

Enter Name of School Coordinator: _____

	CHECK BOX OR ENTER NAME			
	Check Box if Appropriate	Enter Person Selected (See Below)	Enter Official Title	Enter Mailing Address if Other Than Label Address
Guidance Program	No Program ☐			
Vocational Program	No Program On or Off Campus ☐			
Community Service Program	No Program ☐			

GUIDE TO SELECTION

A. Guidance Program. Select person MOST KNOWLEDGEABLE about your school's guidance and counseling program. This person might be called: Director of Guidance, Guidance and Counseling Dept. Chair, (most senior) School Counselor, Asst. Principal, Dean, Principal, Other.

B. Vocational Program. Select the person MOST KNOWLEDGEABLE about the vocational program for students at your school. THIS PERSON'S PRIMARY ASSIGNMENT, OR THE VOCATIONAL PROGRAM, MAY BE ON OR OFF YOUR SCHOOL'S CAMPUS. This person might be called: Voc. Ed. Dept. Chair, Voc. Dir., Voc. Coord., Asst. Principal, Dean, Principal, Dist. Voc. Coord., Other.

C. Community Service Program. Select staff member responsible for a program of community service as a course, club activity, or graduation requirement in which students volunteer to work at community service agencies or on their own service projects, either during or after school hours. This person might be called: Community Service Coordinator, Activities Director, Career/Service Counselor, Principal, Other.

If you have any questions about selecting the appropriate person, please call COLLECT: Marjorie Butz, (312) 962-3601; or Shirley Knight, (312) 962-8950.

ADMINISTRATOR AND TEACHER SURVEY

INSTRUCTIONS

In order to randomly select teachers and to identify the appropriate administrators for the Administrator and Teacher Survey, we need your help. Please follow the few simple steps outlined below.

Preparing a Roster of Full-time High School Teachers:

Step 1. Compile a list of full-time high school teachers for the 1983-84 school year. Please include teachers responsible for supervising cooperative education students. (This list can be a master teaching schedule, a computer printout, or a simple list of names.) If a 1983-84 list is not available, use last year's list.

Step 2. Please add the names of full-time high school teachers who should be on this list but are not (recently hired teahers, for example).

Step 3. Be sure to cross out a) all part-time teachers and b) any former teachers who are no longer on the staff of your high school.

Step 4. We will not select teachers who spend 51% or more of their time devoted to any combination of the following roles. Please cross out their names.

Driver's education teacher	Nurse, nurse's aide
Physical education teacher	Counselor
Health, family life, or sex education	Psychologist
Consumer or homemaking teacher	Librarian, library aide, or monitor
Resource room special education teacher who does <u>not</u> teach students in groups of 5 or more	Media spcialist
	Curriculum specialist
	Remedial specialist
Teacher's aide	Principal, assistant principal or dean
Student Teacher	
	ROTC Instructors

Step 5. Each teacher's name should appear on the list only once. Please cross out any repetitions.

Step 6. Please return the Designated Administrator Form and the teacher roster in the prepaid envelope enclosed for your convenience.

DIRECTIONS FOR FILLING OUT THE DESIGNATED ADMINISTRATOR FORM CAN BE FOUND ON THE REVERSE SIDE.

Filling Out the Designated Administrator Form

Step 1. Please check the label affixed to the Designated Administrator Form. If the principal's name, the school's name, address, or telephone number has changed, cross out the old information and make the appropriate correction in the space to the right of the label.

Step 2. Please enter the name of the person who will serve as the school coordinator for the Administrator and Teacher Survey. The coordinator will receive, distribute, collect, and ship the questionnaires. In appreciation of this assistance, we will provide a $20.00 honorarium.

Step 3. We need the name of each person who is most knowledgeable about or responsible for your school's vocational education program, community service program, and guidance program. To aid you in selecting the appropriate person, see the "GUIDE TO SELECTION" at the bottom of the Designated Administrator Form. Please enter the name of each in the appropriate space. Next, enter each person's official title in the space provided.

For instance, if the principal is the person responsible for the community service program in your school, you would enter his/her name and title.

The vocational program may be on or off campus. In either case, please enter the name of the person most knowledgeable about the program. If this person is off campus, please enter his/her address also, and a questionnaire will be sent directly to him/her.

Step 4. Please return the teacher roster and the Designated Administrator Form in the enclosed prepaid envelope.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX C: RECORD LAYOUTS

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

(Question numbers on the questionnaire are the same as the variable names without the prefix letter.)

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
PSCHID	1	1	6	F	6	0
R	1	7	7	A	1	0
PMON	1	8	9	F	2	0
PDAY	1	10	11	F	2	0
P01A1	1	12	14	F	3	1
P01B1	1	15	17	F	3	1
P01C1	1	18	20	F	3	1
P01D1	1	21	23	F	3	1
P01E1	1	24	26	F	3	1
P01F1	1	27	29	F	3	1
P01G1	1	30	32	F	3	1
P01A2	1	33	35	F	3	1
P01B2	1	36	38	F	3	1
P01C2	1	39	41	F	3	1
P01D2	1	42	44	F	3	1
P01E2	1	45	47	F	3	1
P01F2	1	48	50	F	3	1
P01G2	1	51	53	F	3	1
P02	1	54	55	F	2	0
P03	1	56	56	F	1	0
P04	1	57	60	F	4	0
P05	1	61	64	F	4	0
P06A	2	8	9	F	2	0
P06B	2	10	11	F	2	0
P06C	2	12	13	F	2	0
P06D	2	14	15	F	2	0
P06E	2	16	17	F	2	0
P06F	2	18	19	F	2	0
P06G	2	20	21	F	2	0
P06H	2	22	23	F	2	0
P07A	2	24	24	F	1	0
P07B	2	25	25	F	1	0
P07C	2	26	26	F	1	0
P08	2	27	29	F	3	0
P09	2	30	32	F	3	0
P10A	2	33	34	F	2	0
P10B	2	35	36	F	2	0
P10C	2	37	38	F	2	0
P10D	2	39	40	F	2	0
P10E	2	41	42	F	2	0
P10F	2	43	44	F	2	0
P10G	2	45	46	F	2	0
P10H	2	47	48	F	2	0
P10I	2	49	50	F	2	0
P10J	2	51	52	F	2	0
P11	2	53	53	F	1	0

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
P12	2	54	56	F	3	0
P13A1	3	8	10	F	3	0
P13B1	3	11	13	F	3	0
P13C1	3	14	16	F	3	0
P13D1	3	17	19	F	3	0
P13A2	3	20	22	F	3	0
P13B2	3	23	25	F	3	0
P13C2	3	26	28	F	3	0
P13D2	3	29	31	F	3	0
P14	3	32	34	F	3	0
P15	3	35	37	F	3	0
P16A	3	38	39	F	2	0
P16B	3	40	41	F	2	0
P16C	3	42	43	F	2	0
P16D	3	44	45	F	2	0
P16E	3	46	47	F	2	0
P16F	3	48	49	F	2	0
P16G	3	50	51	F	2	0
P17A	3	52	54	F	3	0
P17B	3	55	55	F	1	0
P18	3	56	58	F	3	0
P19A	3	59	60	F	2	0
P19B	3	61	62	F	2	0
P19C	3	63	64	F	2	0
P19D	3	65	66	F	2	0
P19E	3	67	68	F	2	0
P19F	3	69	70	F	2	0
P19G	3	71	72	F	2	0
P19H	3	73	74	F	2	0
P19I	3	75	76	F	2	0
P19J	3	77	78	F	2	0
P20A	4	8	12	F	5	0
P20B	4	13	17	F	5	0
P21A	4	18	19	F	2	0
P21B	4	20	21	F	2	0
P21C	4	22	23	F	2	0
P21D	4	24	25	F	2	0
P21E	4	26	27	F	2	0
P21F	4	28	29	F	2	0
P21G	4	30	31	F	2	0
P21H	4	32	33	F	2	0
P21I	4	34	35	F	2	0
P21J	4	36	37	F	2	0
P22A	4	38	40	F	3	0
P22B	4	41	43	F	3	0
P22C	4	44	46	F	3	0
P23	4	47	47	F	1	0
P23A	4	48	50	F	3	0
P24A	4	51	53	F	3	0

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
P24B	4	54	56	F	3	0
P24C	4	57	59	F	3	0
P25A1	4	60	61	F	2	0
P25A2	4	62	63	F	2	0
P25B1	4	64	65	F	2	0
P25B2	4	66	67	F	2	0
P26	4	68	69	F	2	0
P27A	5	8	9	F	2	0
P27B	5	10	11	F	2	0
P27C	5	12	13	F	2	0
P27D	5	14	15	F	2	0
P27E	5	16	17	F	2	0
P28	5	18	19	F	2	0
P28A	5	20	21	F	2	0
P29A	5	22	24	F	3	0
P29B	5	25	27	F	3	0
P29C	5	28	30	F	3	0
P29D	5	31	33	F	3	0
P30	5	34	34	F	1	0
P31A	5	35	36	F	2	0
P31B	5	37	38	F	2	0
P31C	5	39	40	F	2	0
P31D	5	41	42	F	2	0
P32A1	5	43	44	F	2	0
P32B1	5	45	46	F	2	0
P32C1	5	47	48	F	2	0
P32D1	5	49	50	F	2	0
P32E1	5	51	52	F	2	0
P32F1	5	53	54	F	2	0
P32G1	5	55	56	F	2	0
P321A	5	57	58	F	2	0
P32A2	5	59	60	F	2	0
P32B2	5	61	62	F	2	0
P32C2	5	63	64	F	2	0
P32D2	5	65	66	F	2	0
P32E2	5	67	68	F	2	0
P32F2	5	69	70	F	2	0
P32G2	5	71	72	F	2	0
P322A	5	73	74	F	2	0
P33A1	6	8	9	F	2	0
P33B1	6	10	11	F	2	0
P33C1	6	12	13	F	2	0
P33D1	6	14	15	F	2	0
P33E1	6	16	17	F	2	0
P33F1	6	18	19	F	2	0
P33G1	6	20	21	F	2	0
P331A	6	22	23	F	2	0
P33A2	6	24	25	F	2	0
P33B2	6	26	27	F	2	0

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
P33C2	6	28	29	F	2	0
P33D2	6	30	31	F	2	0
P33E2	6	32	33	F	2	0
P33F2	6	34	35	F	2	0
P33G2	6	36	37	F	2	0
P332A	6	38	39	F	2	0
P34A1	6	40	41	F	2	0
P34B1	6	42	43	F	2	0
P34C1	6	44	45	F	2	0
P34D1	6	46	47	F	2	0
P34E1	6	48	49	F	2	0
P34F1	6	50	51	F	2	0
P34G1	6	52	53	F	2	0
P341A	6	54	55	F	2	0
P34A2	6	56	57	F	2	0
P34B2	6	58	59	F	2	0
P34C2	6	60	61	F	2	0
P34D2	6	62	63	F	2	0
P34E2	6	64	65	F	2	0
P34F2	6	66	67	F	2	0
P34G2	6	68	69	F	2	0
P342A	6	70	71	F	2	0
P35A	7	8	9	F	2	0
P35B	7	10	11	F	2	0
P35C	7	12	13	F	2	0
P35D	7	14	15	F	2	0
P35E	7	16	17	F	2	0
P35F	7	18	19	F	2	0
P35G	7	20	21	F	2	0
P35H	7	22	23	F	2	0
P35I	7	24	25	F	2	0
P35J	7	26	27	F	2	0
P35K	7	28	29	F	2	0
P35L	7	30	31	F	2	0
P35M	7	32	33	F	2	0
P35N	7	34	35	F	2	0
P35O	7	36	37	F	2	0
P35P	7	38	39	F	2	0
P35Q	7	40	41	F	2	0
P35R	7	42	43	F	2	0
P35S	7	44	45	F	2	0
P35T	7	46	47	F	2	0
P35U	7	48	49	F	2	0
P36A	7	50	50	F	1	0
P36B	7	51	51	F	1	0
P36C	7	52	52	F	1	0
P36D	7	53	53	F	1	0
P37A1	7	54	55	F	2	0
P37A2	7	56	57	F	2	0

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
P37A3	7	58	59	F	2	0
P37A4	7	60	61	F	2	0
P37A5	7	62	63	F	2	0
P37B1	7	64	65	F	2	0
P37B2	7	66	67	F	2	0
P37B3	7	68	69	F	2	0
P37B4	7	70	71	F	2	0
P37B5	7	72	73	F	2	0
P37C1	8	8	9	F	2	0
P37C2	8	10	11	F	2	0
P37C3	8	12	13	F	2	0
P37C4	8	14	15	F	2	0
P37C5	8	16	17	F	2	0
P37Z	8	18	18	F	1	0
P38A	8	19	19	F	1	0
P38B	8	20	20	F	1	0
P38C	8	21	21	F	1	0
P39A	8	22	22	F	1	0
P39B	8	23	23	F	1	0
P39C	8	24	24	F	1	0
P39D	8	25	25	F	1	0
P39E	8	26	26	F	1	0
P39F	8	27	27	F	1	0
P39G	8	28	28	F	1	0
P39H	8	29	29	F	1	0
P40A	8	30	30	F	1	0
P40B	8	31	31	F	1	0
P40C	8	32	32	F	1	0
P40D	8	33	33	F	1	0
P40E	8	34	34	F	1	0
P40F	8	35	35	F	1	0
P40G	8	36	36	F	1	0
P40H	8	37	37	F	1	0
P40I	8	38	38	F	1	0
P40J	8	39	39	F	1	0
P40K	8	40	40	F	1	0
P40L	8	41	41	F	1	0
P40M	8	42	42	F	1	0
P40N	8	43	43	F	1	0
P40O	8	44	44	F	1	0
P41	8	45	45	F	1	0
P42	8	46	46	F	1	0
P43	8	47	47	F	1	0
P44	8	48	49	F	2	0
P45	8	50	50	F	1	0
P45AA	8	51	51	F	1	0
P45AB	8	52	52	F	1	0
P45AC	8	53	53	F	1	0
P45AD	8	54	54	F	1	0

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
P45AE	8	55	55	F	1	0
P45AF	8	56	56	F	1	0
P45AG	8	57	57	F	1	0
P45AH	8	58	58	F	1	0
P45AI	8	59	59	F	1	0
P46A	8	60	61	F	2	0
P46B	8	62	63	F	2	0
P46C	8	64	65	F	2	0
P46D	8	66	67	F	2	0
P46E	8	68	69	F	2	0
P46F	8	70	71	F	2	0
P46G	8	72	73	F	2	0
P46H	8	74	75	F	2	0
P46I	8	76	77	F	2	0
P46J	9	8	9	F	2	0
P46K	9	10	11	F	2	0
P46L	9	12	13	F	2	0
P46M	9	14	15	F	2	0
P46N	9	16	17	F	2	0
P46O	9	18	19	F	2	0
P46P	9	20	21	F	2	0
P47	9	22	22	F	1	0
P47AA	9	23	24	F	2	0
P47AB	9	25	26	F	2	0
P47AC	9	27	28	F	2	0
P47AD	9	29	30	F	2	0
P47AE	9	31	32	F	2	0
P47AF	9	33	34	F	2	0
P47AG	9	35	36	F	2	0
P47AH	9	37	38	F	2	0
P47AI	9	39	40	F	2	0
P47AJ	9	41	42	F	2	0
P48	9	43	43	F	1	0
P49	9	44	45	F	2	0
P50	9	46	47	F	2	0
P51	9	48	49	F	2	0
P52	9	50	51	F	2	0
P53	9	52	56	F	5	0
P53Z	9	57	57	F	1	0
P54	9	58	58	F	1	0
P54A	9	59	63	F	5	0
P55A	10	8	9	F	2	0
P55B	10	10	11	F	2	0
P55C	10	12	13	F	2	0
P55D	10	14	15	F	2	0
P55E	10	16	17	F	2	0
P55F	10	18	19	F	2	0
P55G	10	20	21	F	2	0
P55H	10	22	23	F	2	0

RECORD LAYOUT FOR PRINCIPAL QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
P56	10	24	25	F	2	0
P57	10	26	27	F	2	0
P58	10	28	28	F	1	0
P59A	10	29	30	F	2	0
P59B	10	31	32	F	2	0
P59C	10	33	34	F	2	0
P59D	10	35	36	F	2	0
P59E	10	37	38	F	2	0
P59F	10	39	40	F	2	0
P59G	10	41	42	F	2	0
P59H	10	43	44	F	2	0
P60	10	45	45	F	1	0
P61	10	46	47	F	2	0
P62A1	10	48	51	F	4	0
P62A2	10	52	55	F	4	0
P62A3	10	56	59	F	4	0
P62A4	10	60	63	F	4	0
P62B	10	64	67	F	4	0
P63	10	68	70	F	3	0
P64	10	71	72	F	2	0
P65	10	73	73	F	1	0
P66	10	74	74	F	1	0
P67	10	75	75	F	1	0

RECORD LAYOUT FOR TEACHER QUESTIONNAIRE

(Question numbers on the questionnaire are the same as the variable names without the prefix letter.)

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
TSCHID	1	7	10	F	4	0
TCODE	1	11	12	F	2	0
TCKDIGIT	1	13	13	F	1	0
TMONTH	1	14	15	F	2	0
TDAY	1	16	17	F	2	0
T01A	1	18	19	F	2	0
T01B	1	20	21	F	2	0
T01C	1	22	23	F	2	0
T01D	1	24	25	F	2	0
T02A	1	26	27	F	2	0
T02B	1	28	29	F	2	0
T02C	1	30	31	F	2	0
T02D	1	32	33	F	2	0
T02E	1	34	35	F	2	0
T03A	1	36	37	F	2	0
T03B	1	38	39	F	2	0
T03C	1	40	41	F	2	0
T03D	1	42	43	F	2	0
T04A	1	44	45	F	2	0
T04B	1	46	47	F	2	0
T05	1	48	49	F	2	0
T06	1	50	51	F	2	0
T07A	1	52	53	F	2	0
T07B	1	54	55	F	2	0
T07C	1	56	57	F	2	0
T07D	1	58	59	F	2	0
T07E	1	60	61	F	2	0
T07F	1	62	63	F	2	0
T07G	1	64	65	F	2	0
T07H	1	66	67	F	2	0
T081	1	68	68	F	1	0
T082	1	69	69	F	1	0
T083	1	70	70	F	1	0
T084	1	71	71	F	1	0
T09	1	72	72	F	1	0
T10	1	73	74	F	2	0
T11	1	75	76	F	2	0
T12	1	77	78	F	2	0
T13	1	79	80	F	2	0
T14	2	1	2	F	2	0
T15	2	3	4	F	2	0
T16	2	5	6	F	2	0
T17	2	7	7	F	1	0
T18	2	8	8	F	1	0
T19A	2	9	10	F	2	0
T19B	2	11	12	F	2	0

RECORD LAYOUT FOR TEACHER QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
T19C	2	13	14	F	2	0
T19D	2	15	16	F	2	0
T19E	2	17	18	F	2	0
T19F	2	19	20	F	2	0
T19G	2	21	22	F	2	0
T19H	2	23	24	F	2	0
T19I	2	25	26	F	2	0
T19J	2	27	28	F	2	0
T19K	2	29	30	F	2	0
T19L	2	31	32	F	2	0
T19M	2	33	34	F	2	0
T19N	2	35	36	F	2	0
T19O	2	37	38	F	2	0
T19P	2	39	40	F	2	0
T19Q	2	41	42	F	2	0
T19R	2	43	44	F	2	0
T19S	2	45	46	F	2	0
T19T	2	47	48	F	2	0
T19U	2	49	50	F	2	0
T19V	2	51	52	F	2	0
T19W	2	53	54	F	2	0
T19X	2	55	56	F	2	0
T19Y	2	57	58	F	2	0
T19Z	2	59	60	F	2	0
T19AA	2	61	62	F	2	0
T19BB	2	63	64	F	2	0
T19CC	2	65	66	F	2	0
T19DD	2	67	68	F	2	0
T19EE	2	69	70	F	2	0
T19FF	2	71	72	F	2	0
T19GG	2	73	74	F	2	0
T19HH	2	75	76	F	2	0
T19II	2	77	78	F	2	0
T19JJ	2	79	80	F	2	0
T19KK	3	1	2	F	2	0
T19LL	3	3	4	F	2	0
T19MM	3	5	6	F	2	0
T20	3	7	8	F	2	0
T21A	3	9	10	F	2	0
T21B	3	11	12	F	2	0
T21C	3	13	14	F	2	0
T21D	3	15	16	F	2	0
T21E	3	17	18	F	2	0
T21F	3	19	20	F	2	0
T21G	3	21	22	F	2	0
T21H	3	23	24	F	2	0
T21I	3	25	26	F	2	0
T21J	3	27	28	F	2	0
T21K	3	29	30	F	2	0

RECORD LAYOUT FOR TEACHER QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
T22A	3	31	32	F	2	0
T22B	3	33	34	F	2	0
T22C	3	35	36	F	2	0
T23	3	37	38	F	2	0
T241	3	39	39	F	1	0
T242	3	40	41	F	2	0
T243	3	42	43	F	2	0
T25A	3	44	45	F	2	0
T25B	3	46	47	F	2	0
T26A1	3	48	49	F	2	0
T26A2	3	50	51	F	2	0
T26B1	3	52	53	F	2	0
T26B2	3	54	55	F	2	0
T26C1	3	56	57	F	2	0
T26C2	3	58	59	F	2	0
T27	3	60	61	F	2	0
T28A	3	62	62	F	1	0
T28B	3	63	63	F	1	0
T28C	3	64	64	F	1	0
T28D	3	65	65	F	1	0
T291	3	66	66	F	1	0
T292	3	67	69	F	3	0
T29AA	3	70	70	F	1	0
T29AB	3	71	71	F	1	0
T30	3	72	72	F	1	0
T31	3	73	73	F	1	0
T32	3	74	74	F	1	0
T33	3	75	75	F	1	0
T34	3	76	76	F	1	0
T34A	3	77	78	F	2	0
T34B	3	79	80	F	2	0
T34C	4	1	2	F	2	0
T34D	4	3	4	F	2	0
T34E	4	5	6	F	2	0
T34F	4	7	8	F	2	0
T34G	4	9	10	F	2	0
T34H	4	11	12	F	2	0
T35	4	13	13	F	1	0
T36A	4	14	15	F	2	0
T36B	4	16	17	F	2	0
T36C	4	18	19	F	2	0
T37	4	20	20	F	1	0
T38	4	21	21	F	1	0
T39	4	22	22	F	1	0
T401	4	23	24	F	2	0
T402	4	25	26	F	2	0
T41	4	27	28	F	2	0
T42	4	29	34	F	6	0
T431	4	35	36	F	2	0

RECORD LAYOUT FOR TEACHER QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
T432	4	37	38	F	2	0
T433	4	39	40	F	2	0
T43A1	4	41	42	F	2	0
T43A2	4	43	44	F	2	0
T43A3	4	45	46	F	2	0
T44	4	47	47	F	1	0
T45	4	48	48	F	1	0
T46	4	49	50	F	2	0
T47	4	51	51	F	1	0
T48A	4	52	53	F	2	0
T48B	4	54	55	F	2	0
T48C	4	56	57	F	2	0
T48D	4	58	59	F	2	0
T48E	4	60	61	F	2	0
T48F	4	62	63	F	2	0
T48G	4	64	65	F	2	0
T49A	4	66	67	F	2	0
T49B	4	68	69	F	2	0
T49C	4	70	71	F	2	0
T50A	4	72	73	F	2	0
T50B	4	74	75	F	2	0
T50C	4	76	77	F	2	0
T50D	4	78	79	F	2	0
TEMP1	4	80	80	F	1	0
TEMP2	5	1	1	F	1	0
T50F	5	2	3	F	2	0
T51	5	4	5	F	2	0
T521	5	6	6	F	1	0
T522	5	7	8	F	2	0
T53	5	9	9	F	1	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

(Question numbers on the questionnaire are the same as the variable names without the prefix letter.)

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
GID	1	1	6	F	6	0
CHAR	1	7	7	A	1	0
GMON	1	8	9	F	2	0
GDAY	1	10	11	F	2	0
G01	1	12	12	F	1	0
G02A	1	13	13	F	1	0
G02B	1	14	14	F	1	0
G02C	1	15	15	F	1	0
G02D	1	16	16	F	1	0
G03A1	1	17	17	F	1	0
G03B1	1	18	18	F	1	0
G03C1	1	19	19	F	1	0
G03D1	1	20	20	F	1	0
G03A2	1	21	21	F	1	0
G03B2	1	22	22	F	1	0
G03C2	1	23	23	F	1	0
G03D2	1	24	24	F	1	0
G03A3	1	25	25	F	1	0
G03B3	1	26	26	F	1	0
G03C3	1	27	27	F	1	0
G03D3	1	28	28	F	1	0
G03A4	1	29	29	F	1	0
G03B4	1	30	30	F	1	0
G03C4	1	31	31	F	1	0
G03D4	1	32	32	F	1	0
G04	1	33	34	F	2	0
G05A	1	35	35	F	1	0
G05B	1	36	36	F	1	0
G05C	1	37	37	F	1	0
G05D	1	38	38	F	1	0
G05E	1	39	39	F	1	0
G06A	1	40	42	F	3	0
G06B	1	43	45	F	3	0
G06C	1	46	48	F	3	0
G06D	1	49	51	F	3	0
G06E	1	52	54	F	3	0
G06F	1	55	57	F	3	0
G06G	1	58	60	F	3	0
G06H	1	61	63	F	3	0
G06I	1	64	66	F	3	0
G06J	1	67	69	F	3	0
G06K	1	70	72	F	3	0
G06L	1	73	75	F	3	0
G06M	1	76	78	F	3	0
GDECK01	1	79	80	F	2	0
G06N	2	8	10	F	3	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
G06O	2	11	13	F	3	0
G06P	2	14	16	F	3	0
G07A	2	17	17	F	1	0
G07B	2	18	18	F	1	0
G07C	2	19	19	F	1	0
G07D	2	20	20	F	1	0
G07E	2	21	21	F	1	0
G07F	2	22	22	F	1	0
G07G	2	23	23	F	1	0
G07H	2	24	24	F	1	0
G07I	2	25	25	F	1	0
G07J	2	26	26	F	1	0
G08	2	27	27	F	1	0
G09	2	28	28	F	1	0
G09A1	2	29	30	F	2	0
G09A2	2	31	32	F	2	0
G09A3	2	33	34	F	2	0
G09A4	2	35	36	F	2	0
G09A5	2	37	38	F	2	0
G09A6	2	39	40	F	2	0
G09A7	2	41	42	F	2	0
G09A8	2	43	44	F	2	0
G09A9	2	45	46	F	2	0
G09A10	2	47	48	F	2	0
G09A11	2	49	50	F	2	0
G09A12	2	51	52	F	2	0
G09B	2	53	54	F	2	0
G10	2	55	55	F	1	0
G111	2	56	57	F	2	0
G112	2	58	59	F	2	0
G113	2	60	61	F	2	0
G114	2	62	63	F	2	0
G115	2	64	65	F	2	0
G116	2	66	67	F	2	0
G117	2	68	69	F	2	0
G12	2	70	70	F	1	0
G13	2	71	72	F	2	0
GDECK02	2	79	80	F	2	0
G14A	3	8	8	F	1	0
G14B	3	9	9	F	1	0
G14C	3	10	10	F	1	0
G14D	3	11	11	F	1	0
G14E	3	12	12	F	1	0
G14F	3	13	13	F	1	0
G14G	3	14	14	F	1	0
G14H	3	15	15	F	1	0
G151	3	16	18	F	3	0
G152	3	19	21	F	3	0
G153	3	22	24	F	3	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
G161	3	25	25	F	1	0
G162	3	26	26	F	1	0
G163	3	27	27	F	1	0
G164	3	28	28	F	1	0
G171	3	29	30	F	2	0
G172	3	31	32	F	2	0
G17A1	3	33	34	F	2	0
G17A2	3	35	36	F	2	0
G17B1	3	37	38	F	2	0
G17B2	3	39	40	F	2	0
G181	3	41	41	F	1	0
G182	3	42	42	F	1	0
G183	3	43	43	F	1	0
G184	3	44	44	F	1	0
G185	3	45	45	F	1	0
G191	3	46	46	F	1	0
G192	3	47	47	F	1	0
G193	3	48	48	F	1	0
G194	3	49	49	F	1	0
G201	3	50	51	F	2	0
G202	3	52	53	F	2	0
G203	3	54	55	F	2	0
G204	3	56	57	F	2	0
G205	3	58	59	F	2	0
G206	3	60	61	F	2	0
G207	3	62	63	F	2	0
G208	3	64	65	F	2	0
G209	3	66	67	F	2	0
G2010	3	68	69	F	2	0
G21	3	70	71	F	2	0
GDECK03	3	79	80	F	2	0
G221	4	8	9	F	2	0
G222	4	10	11	F	2	0
G223	4	12	13	F	2	0
G224	4	14	15	F	2	0
G225	4	16	17	F	2	0
G226	4	18	19	F	2	0
G227	4	20	21	F	2	0
G228	4	22	23	F	2	0
G229	4	24	25	F	2	0
G23A1	4	26	27	F	2	0
G23A2	4	28	29	F	2	0
G23A3	4	30	31	F	2	0
G23A4	4	32	33	F	2	0
G23B1	4	34	35	F	2	0
G23B2	4	36	37	F	2	0
G23B3	4	38	39	F	2	0
G23B4	4	40	41	F	2	0
G23C1	4	42	43	F	2	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
G23C2	4	44	45	F	2	0
G23C3	4	46	47	F	2	0
G23C4	4	48	49	F	2	0
G23D1	4	50	51	F	2	0
G23D2	4	52	53	F	2	0
G23D3	4	54	55	F	2	0
G23D4	4	56	57	F	2	0
G23E1	4	58	59	F	2	0
G23E2	4	60	61	F	2	0
G23E3	4	62	63	F	2	0
G23E4	4	64	65	F	2	0
G23F1	4	66	67	F	2	0
G23F2	4	68	69	F	2	0
G23F3	4	70	71	F	2	0
G23F4	4	72	73	F	2	0
GDECK04	4	79	80	F	2	0
G23G1	5	8	9	F	2	0
G23G2	5	10	11	F	2	0
G23G3	5	12	13	F	2	0
G23G4	5	14	15	F	2	0
G23H1	5	16	17	F	2	0
G23H2	5	18	19	F	2	0
G23H3	5	20	21	F	2	0
G23H4	5	22	23	F	2	0
G23I1	5	24	25	F	2	0
G23I2	5	26	27	F	2	0
G23I3	5	28	29	F	2	0
G23I4	5	30	31	F	2	0
G23J1	5	32	33	F	2	0
G23J2	5	34	35	F	2	0
G23J3	5	36	37	F	2	0
G23J4	5	38	39	F	2	0
G23K1	5	40	41	F	2	0
G23K2	5	42	43	F	2	0
G23K3	5	44	45	F	2	0
G23K4	5	46	47	F	2	0
G23L1	5	48	49	F	2	0
G23L2	5	50	51	F	2	0
G23L3	5	52	53	F	2	0
G23L4	5	54	55	F	2	0
G23M1	5	56	57	F	2	0
G23M2	5	58	59	F	2	0
G23M3	5	60	61	F	2	0
G23M4	5	62	63	F	2	0
G23N1	5	64	65	F	2	0
G23N2	5	66	67	F	2	0
G23N3	5	68	69	F	2	0
G23N4	5	70	71	F	2	0
GDECK05	5	79	80	F	2	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
G2301	6	8	9	F	2	0
G2302	6	10	11	F	2	0
G2303	6	12	13	F	2	0
G2304	6	14	15	F	2	0
G24A	6	16	18	F	3	0
G24B	6	19	21	F	3	0
G24C	6	22	24	F	3	0
G24D	6	25	27	F	3	0
G24E	6	28	30	F	3	0
G24F	6	31	33	F	3	0
G24G	6	34	36	F	3	0
G24H	6	37	39	F	3	0
G24I	6	40	42	F	3	0
G24J	6	43	45	F	3	0
G24K	6	46	48	F	3	0
G24L	6	49	51	F	3	0
G24M	6	52	54	F	3	0
G24N	6	55	57	F	3	0
G24O	6	58	60	F	3	0
G24P	6	61	63	F	3	0
G25A	6	64	64	F	1	0
G25B	6	65	65	F	1	0
G25C	6	66	66	F	1	0
G25D	6	67	67	F	1	0
G25E	6	68	68	F	1	0
GDECK06	6	79	80	F	2	0
G25F	7	8	8	F	1	0
G25G	7	9	9	F	1	0
G25H	7	10	10	F	1	0
G25I	7	11	11	F	1	0
G25J	7	12	12	F	1	0
G26A	7	13	13	F	1	0
G26B	7	14	14	F	1	0
G26C	7	15	15	F	1	0
G26D	7	16	16	F	1	0
G26E	7	17	17	F	1	0
G271	7	18	19	F	2	0
G272	7	20	21	F	2	0
G273	7	22	23	F	2	0
G274	7	24	25	F	2	0
G275	7	26	27	F	2	0
G276	7	28	29	F	2	0
G28	7	30	31	F	2	0
G291	7	32	33	F	2	0
G292	7	34	35	F	2	0
G293	7	36	37	F	2	0
G294	7	38	39	F	2	0
G295	7	40	41	F	2	0
G296	7	42	43	F	2	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
G297	7	44	45	F	2	0
G298	7	46	47	F	2	0
G299	7	48	49	F	2	0
G301	7	50	50	F	1	0
G302	7	51	51	F	1	0
G303	7	52	52	F	1	0
G31	7	53	53	F	1	0
G32	7	54	55	F	2	0
G331	7	56	56	F	1	0
G332	7	57	57	F	1	0
G333	7	58	58	F	1	0
G334	7	59	59	F	1	0
G335	7	60	60	F	1	0
G341	7	61	62	F	2	0
G342	7	63	64	F	2	0
G343	7	65	66	F	2	0
G344	7	67	68	F	2	0
G345	7	69	70	F	2	0
G346	7	71	72	F	2	0
G35	7	73	74	F	2	0
GDECK07	7	79	80	F	2	0
G361	8	8	9	F	2	0
G362	8	10	11	F	2	0
G363	8	12	13	F	2	0
G364	8	14	15	F	2	0
G37	8	16	16	F	1	0
G38A	8	17	18	F	2	0
G38B	8	19	20	F	2	0
G38C	8	21	22	F	2	0
G38D	8	23	24	F	2	0
G38E	8	25	26	F	2	0
G38F	8	27	28	F	2	0
G38G	8	29	30	F	2	0
G38H	8	31	32	F	2	0
G38I	8	33	34	F	2	0
G38J	8	35	36	F	2	0
G39	8	37	38	F	2	0
G401	8	39	40	F	2	0
G402	8	41	42	F	2	0
G41	8	43	43	F	1	0
G42	8	44	44	F	1	0
G43	8	45	45	F	1	0
G44	8	46	47	F	2	0
G45	8	48	49	F	2	0
G46	8	50	51	F	2	0
G47	8	52	52	F	1	0
G481	8	53	54	F	2	0
G482	8	55	56	F	2	0
G483	8	57	58	F	2	0

RECORD LAYOUT FOR GUIDANCE QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
G484	8	59	60	F	2	0
G485	8	61	62	F	2	0
G486	8	63	64	F	2	0
G487	8	65	66	F	2	0
G488	8	67	68	F	2	0
G489	8	69	70	F	2	0
GDECK08	8	79	80	F	2	0
G49	9	8	8	F	1	0
G50	9	9	11	F	3	0
G511	9	12	13	F	2	0
G512	9	14	15	F	2	0
G513	9	16	17	F	2	0
G52A	9	18	19	F	2	0
G52B	9	20	21	F	2	0
G52C	9	22	23	F	2	0
G52D	9	24	25	F	2	0
G52E	9	26	27	F	2	0
G52F	9	28	29	F	2	0
G52G	9	30	31	F	2	0
G52H	9	32	33	F	2	0
G53	9	34	35	F	2	0
G54A	9	36	36	F	1	0
G54B	9	37	37	F	1	0
G54C	9	38	38	F	1	0
G54D	9	39	39	F	1	0
G54E	9	40	40	F	1	0
G54F	9	41	41	F	1	0
G54G	9	42	42	F	1	0
G54H	9	43	43	F	1	0
G54I	9	44	44	F	1	0
G55	9	45	46	F	2	0
G561	9	47	49	F	3	0
G562	9	50	52	F	3	0
G563	9	53	55	F	3	0
G57	9	56	57	F	2	0
G58	9	58	59	F	2	0
G59	9	60	61	F	2	0
G60	9	62	62	F	1	0
G61	9	63	64	F	2	0
G621	9	65	65	F	1	0
G622	9	66	66	F	1	0
G623	9	67	67	F	1	0
G624	9	68	68	F	1	0
GDECK09	9	79	80	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

(Question numbers on the questionnaire are the same as the variable names without the prefix letter.)

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
VID	1	1	6	F	6	0
CHAR	1	7	7	A	1	0
VMONTH	1	8	9	F	2	0
VDAY	1	10	11	F	2	0
V01	1	12	12	F	1	0
V01A1	1	13	15	F	3	0
V01A2	1	16	18	F	3	0
V01A3	1	19	21	F	3	0
V01A4	1	22	24	F	3	0
V01A5	1	25	27	F	3	0
V01A6	1	28	30	F	3	0
V01A7	1	31	33	F	3	0
V02	1	34	34	F	1	0
V02A1	1	35	37	F	3	0
V02A2	1	38	40	F	3	0
V02A3	1	41	43	F	3	0
V02A4	1	44	46	F	3	0
V02A5	1	47	49	F	3	0
V02A6	1	50	52	F	3	0
V02A7	1	53	55	F	3	0
V031	1	57	58	F	2	0
V032	1	59	60	F	2	0
V033	1	61	62	F	2	0
V034	1	63	64	F	2	0
V035	1	65	66	F	2	0
V036	1	67	68	F	2	0
V037	1	69	70	F	2	0
V04A	2	8	9	F	2	0
V04B	2	10	11	F	2	0
V04C	2	12	13	F	2	0
V04D	2	14	15	F	2	0
V04E	2	16	17	F	2	0
V04F	2	18	19	F	2	0
V04G	2	20	21	F	2	0
V04AA	2	22	23	F	2	0
V04AB	2	24	25	F	2	0
V04AC	2	26	27	F	2	0
V04AD	2	28	29	F	2	0
V04AE	2	30	31	F	2	0
V04AF	2	32	33	F	2	0
V04AG	2	34	35	F	2	0
V051	2	36	37	F	2	0
V052	2	38	39	F	2	0
V053	2	40	41	F	2	0
V054	2	42	43	F	2	0
V055	2	44	45	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
V056	2	46	47	F	2	0
V057	2	48	49	F	2	0
V06	2	50	51	F	2	0
V06A	2	52	53	F	2	0
V07	2	54	55	F	2	0
V08	2	56	57	F	2	0
V091	2	58	58	F	1	0
V092	2	59	59	F	1	0
V093	2	60	60	F	1	0
V09A	2	61	63	F	3	0
V09B	2	64	64	F	1	0
V101	2	65	65	F	1	0
V102	2	66	66	F	1	0
V103	2	67	67	F	1	0
V10A1	2	68	68	F	1	0
V10A2	2	69	69	F	1	0
V10A3	2	70	70	F	1	0
V111	3	8	8	F	1	0
V112	3	9	9	F	1	0
V113	3	10	10	F	1	0
V11A1	3	11	11	F	1	0
V11A2	3	12	12	F	1	0
V11A3	3	13	13	F	1	0
V11A4	3	14	14	F	1	0
V11A5	3	15	15	F	1	0
V11B	3	16	17	F	2	0
V11C1	3	18	18	F	1	0
V11C2	3	19	19	F	1	0
V11C3	3	20	20	F	1	0
V11C4	3	21	21	F	1	0
V11C5	3	22	22	F	1	0
V12	3	23	23	F	1	0
V12A1	3	24	26	F	3	0
V12A2	3	27	29	F	3	0
V12A3	3	30	32	F	3	0
V12A4	3	33	35	F	3	0
V12A5	3	36	38	F	3	0
V13	3	39	39	F	1	0
V13A	3	40	41	F	2	0
V13B	3	42	43	F	2	0
V14	3	44	44	F	1	0
V14A01	3	45	46	F	2	0
V14A02	3	47	48	F	2	0
V14A03	3	49	50	F	2	0
V14A04	3	51	52	F	2	0
V14A05	3	53	54	F	2	0
V14A06	3	55	56	F	2	0
V14A07	3	57	58	F	2	0
V14A08	3	59	60	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
V14A09	3	61	62	F	2	0
V14A10	3	63	64	F	2	0
V15	3	65	65	F	1	0
V15A	3	66	66	F	1	0
V16A	4	8	8	F	1	0
V16AA	4	9	9	F	1	0
V16AB	4	10	10	F	1	0
V16AC	4	11	11	F	1	0
V16B	4	12	12	F	1	0
V16BA	4	13	13	F	1	0
V16BB	4	14	14	F	1	0
V16BC	4	15	15	F	1	0
V16C	4	16	16	F	1	0
V16CA	4	17	17	F	1	0
V16CB	4	18	18	F	1	0
V16CC	4	19	19	F	1	0
V16D	4	20	20	F	1	0
V16DA	4	21	21	F	1	0
V16DB	4	22	22	F	1	0
V16DC	4	23	23	F	1	0
V16E	4	24	24	F	1	0
V16EA	4	25	25	F	1	0
V16EB	4	26	26	F	1	0
V16EC	4	27	27	F	1	0
V16F	4	28	28	F	1	0
V16FA	4	29	29	F	1	0
V16FB	4	30	30	F	1	0
V16FC	4	31	31	F	1	0
V16G	4	32	32	F	1	0
V16GA	4	33	33	F	1	0
V16GB	4	34	34	F	1	0
V16GC	4	35	35	F	1	0
V17	4	36	36	F	1	0
V17A	4	37	37	F	1	0
V17B	4	38	40	F	3	0
V181	4	41	41	F	1	0
V182	4	42	42	F	1	0
V183	4	43	43	F	1	0
V191	4	44	46	F	3	0
V192	4	47	49	F	3	0
V193	4	50	52	F	3	0
V194	4	53	55	F	3	0
V20	4	56	56	F	1	0
V20A	4	57	57	F	1	0
V20B1	4	58	59	F	2	0
V20B2	4	60	61	F	2	0
V20B3	4	62	63	F	2	0
V20B4	4	64	65	F	2	0
V20B5	4	66	67	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
V21A	5	8	9	F	2	0
V21B	5	10	11	F	2	0
V21C	5	12	13	F	2	0
V21D	5	14	15	F	2	0
V21E	5	16	17	F	2	0
V21F	5	18	19	F	2	0
V21G	5	20	21	F	2	0
V22	5	22	22	F	1	0
V22A	5	23	25	F	3	0
V22B	5	26	27	F	2	0
V23	5	28	29	F	2	0
V24A	5	30	31	F	2	0
V24B	5	32	33	F	2	0
V24C	5	34	35	F	2	0
V24D	5	36	37	F	2	0
V24E	5	38	39	F	2	0
V24F	5	40	41	F	2	0
V25A	5	42	43	F	2	0
V25B	5	44	45	F	2	0
V25C	5	46	47	F	2	0
V25D	5	48	49	F	2	0
V25E	5	50	51	F	2	0
V25F	5	52	53	F	2	0
V25G	5	54	55	F	2	0
V25H	5	56	57	F	2	0
V26	5	58	59	F	2	0
V27A011	5	60	61	F	2	0
V27A012	5	62	63	F	2	0
V27A013	5	64	65	F	2	0
V27A014	5	66	67	F	2	0
V27A015	5	68	69	F	2	0
V27A016	5	70	71	F	2	0
V27A021	6	8	9	F	2	0
V27A022	6	10	11	F	2	0
V27A023	6	12	13	F	2	0
V27A024	6	14	15	F	2	0
V27A025	6	16	17	F	2	0
V27A026	6	18	19	F	2	0
V27A031	6	20	21	F	2	0
V27A032	6	22	23	F	2	0
V27A033	6	24	25	F	2	0
V27A034	6	26	27	F	2	0
V27A035	6	28	29	F	2	0
V27A036	6	30	31	F	2	0
V27A041	6	32	33	F	2	0
V27A042	6	34	35	F	2	0
V27A043	6	36	37	F	2	0
V27A044	6	38	39	F	2	0
V27A045	6	40	41	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
V27A046	6	42	43	F	2	0
V27A051	6	44	45	F	2	0
V27A052	6	46	47	F	2	0
V27A053	6	48	49	F	2	0
V27A054	6	50	51	F	2	0
V27A055	6	52	53	F	2	0
V27A056	6	54	55	F	2	0
V27A061	6	56	57	F	2	0
V27A062	6	58	59	F	2	0
V27A063	6	60	61	F	2	0
V27A064	6	62	63	F	2	0
V27A065	6	64	65	F	2	0
V27A066	6	66	67	F	2	0
V27A071	7	8	9	F	2	0
V27A072	7	10	11	F	2	0
V27A073	7	12	13	F	2	0
V27A074	7	14	15	F	2	0
V27A075	7	16	17	F	2	0
V27A076	7	18	19	F	2	0
V27A081	7	20	21	F	2	0
V27A082	7	22	23	F	2	0
V27A083	7	24	25	F	2	0
V27A084	7	26	27	F	2	0
V27A085	7	28	29	F	2	0
V27A086	7	30	31	F	2	0
V27A091	7	32	33	F	2	0
V27A092	7	34	35	F	2	0
V27A093	7	36	37	F	2	0
V27A094	7	38	39	F	2	0
V27A095	7	40	41	F	2	0
V27A096	7	42	43	F	2	0
V27A101	7	44	45	F	2	0
V27A102	7	46	47	F	2	0
V27A103	7	48	49	F	2	0
V27A104	7	50	51	F	2	0
V27A105	7	52	53	F	2	0
V27A106	7	54	55	F	2	0
V27A111	7	56	57	F	2	0
V27A112	7	58	59	F	2	0
V27A113	7	60	61	F	2	0
V27A114	7	62	63	F	2	0
V27A115	7	64	65	F	2	0
V27A116	7	66	67	F	2	0
V27B1	8	8	9	F	2	0
V27B2	8	10	11	F	2	0
V27B3	8	12	13	F	2	0
V27B4	8	14	15	F	2	0
V27B5	8	16	17	F	2	0
V27B6	8	18	19	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
V27B7	8	20	21	F	2	0
V28	8	22	22	F	1	0
V28A	8	23	23	F	1	0
V28B	8	24	24	F	1	0
V291	8	25	25	F	1	0
V292	8	26	26	F	1	0
V293	8	27	27	F	1	0
V294	8	28	28	F	1	0
V295	8	29	29	F	1	0
V30A	8	30	31	F	2	0
V30B	8	32	33	F	2	0
V30C	8	34	35	F	2	0
V30D	8	36	37	F	2	0
V30E	8	38	39	F	2	0
V30F	8	40	41	F	2	0
V30G	8	42	43	F	2	0
V30H	8	44	45	F	2	0
V30I	8	46	47	F	2	0
V30J	8	48	49	F	2	0
V30K	8	50	51	F	2	0
V30L	8	52	53	F	2	0
V30M	8	54	55	F	2	0
V30N	8	56	57	F	2	0
V30O	8	58	59	F	2	0
V30P	8	60	61	F	2	0
V30Q	8	62	63	F	2	0
V30R	8	64	65	F	2	0
V30S	8	66	67	F	2	0
V31A	8	68	68	F	1	0
V31B	8	69	69	F	1	0
V31C	8	70	70	F	1	0
V31D	8	71	71	F	1	0
V31E	8	72	72	F	1	0
V32	8	73	75	F	3	0
V33	9	8	8	F	1	0
V34	9	9	10	F	2	0
V351	9	11	12	F	2	0
V352	9	13	14	F	2	0
V353	9	15	16	F	2	0
V354	9	17	18	F	2	0
V355	9	19	20	F	2	0
V356	9	21	22	F	2	0
V357	9	23	24	F	2	0
V358	9	25	26	F	2	0
V359	9	27	28	F	2	0
V35A1	9	29	30	F	2	0
V35A2	9	31	32	F	2	0
V35A3	9	33	34	F	2	0
V35A4	9	35	36	F	2	0

RECORD LAYOUT FOR VOCATIONAL EDUCATION QUESTIONNAIRE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
V35A5	9	37	38	F	2	0
V35A6	9	39	40	F	2	0
V35A7	9	41	42	F	2	0
V35A8	9	43	44	F	2	0
V35B	9	45	46	F	2	0
V35C	9	47	48	F	2	0
V35D	9	49	50	F	2	0
V36	9	51	51	F	1	0
V37	9	52	52	F	1	0
V38	9	53	53	F	1	0
V39	9	54	54	F	1	0
V39A11	9	55	57	F	3	0
V39A12	9	58	60	F	3	0
V39A21	9	61	63	F	3	0
V39A22	9	64	66	F	3	0
V39A31	9	67	69	F	3	0
V39A32	9	70	72	F	3	0
V39A41	10	8	10	F	3	0
V39A42	10	11	13	F	3	0
V39A51	10	14	16	F	3	0
V39A52	10	17	19	F	3	0
V39A61	10	20	22	F	3	0
V39A62	10	23	25	F	3	0
V39A71	10	26	28	F	3	0
V39A72	10	29	31	F	3	0
V39A81	10	32	34	F	3	0
V39A82	10	35	37	F	3	0

RECORD LAYOUT FOR SELECTIONS FROM 1980 SCHOOL QUESTIONNAIRE AND OTHER SELECTED VARIABLES (public/private school type, region, and urbanicity)

(Question numbers on the questionnaire are the same as the variable names without the prefix letters.)

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
SCHID	1	1	4	F	4	0
SCHSAMP	1	5	5	F	1	0
SCHREGN	1	6	6	F	1	0
SCHURB	1	7	7	F	1	0
SB001A	1	8	9	F	2	0
SB001B	1	10	11	F	2	0
SB003	1	12	12	F	1	0
SB005	1	13	15	F	3	0
SB006	1	16	18	F	3	0
SB010	1	19	21	F	3	0
SB016A	1	22	24	F	3	0
SB016B	1	25	27	F	3	0
SB016C	1	28	30	F	3	0
SB017AY	1	31	33	F	3	0
SB017AE	1	34	36	F	3	0
SB017BY	1	37	39	F	3	0
SB017BE	1	40	42	F	3	0
SB027A	1	43	43	F	1	0
SB027B	1	44	44	F	1	0
SB027C	1	45	45	F	1	0
SB027D	1	46	46	F	1	0
SB027E	1	47	47	F	1	0
SB027F	1	48	48	F	1	0
SB027G	1	49	49	F	1	0
SB027H	1	50	50	F	1	0
SB027I	1	51	51	F	1	0
SB027J	1	52	52	F	1	0
SB028	1	53	57	F	5	0
SB037	1	58	60	F	3	0
SB039A	1	61	63	F	3	0
SB039B	1	64	66	F	3	0
SB039C	1	67	69	F	3	0

RECORD LAYOUT FOR SELECTIONS FROM 1982 SCHOOL QUESTIONNAIRE

(Question numbers on the questionnaire are the same as the variable names without the prefix letter.)

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
SCHID	1	1	4	F	4	0
Q001	1	5	9	F	5	0
Q002	1	10	12	F	3	0
Q003	1	13	15	F	3	0
Q006A	1	16	18	F	3	0
Q006B	1	19	21	F	3	0
Q007	1	22	22	F	1	0
Q007A	1	23	25	F	3	0
Q008A	1	26	28	F	3	0
Q008B	1	29	31	F	3	0
Q008C	1	32	34	F	3	0
Q009	1	35	35	F	1	0
Q010A	1	36	36	F	1	0
Q010B	1	37	37	F	1	0
Q010C	1	38	38	F	1	0
Q010D	1	39	39	F	1	0
Q010E	1	40	40	F	1	0
Q010F	1	41	41	F	1	0
Q015	1	42	42	F	1	0
Q016	1	43	43	F	1	0
Q016A	1	44	44	F	1	0
Q035	1	45	46	F	2	0
Q038	1	47	47	F	1	0
Q039	1	48	48	F	1	0

RECORD LAYOUT FOR THE WEIGHTS FILE

VARIABLE NAME	RECORD NUMBER	LOCATION START	LOCATION END	DATA FORMAT	VARIABLE WIDTH	DECIMALS
SCHID	1	1	4	F	4	0
SCHDISP	1	5	8	F	4	0
PRINDISP	1	9	12	F	4	0
GUIDDISP	1	13	16	F	4	0
VOCDISP	1	17	20	F	4	0
TELIG	1	21	23	F	3	0
TSEL	1	24	26	F	3	0
TPART	1	27	29	F	3	0
TRATIO	1	30	39	F	10	4
ATSWT	1	40	47	F	8	2
PARWT	1	48	55	F	8	2
VOCWT	1	56	63	F	8	2
TEACHWT	1	64	71	F	8	2
ADJTCHWT	1	72	79	F	8	2
PRNRATIO	2	1	10	F	10	4
GUIRATIO	2	11	20	F	10	4
VOCRATIO	2	21	30	F	10	4
TEARATIO	2	31	40	F	10	4
PRNFWT	2	41	48	F	8	2
GUIFWT	2	49	56	F	8	2
VOCFWT	2	57	64	F	8	2
TEAFWT	2	65	72	F	8	2

APPENDIX D: RELATED DATA FILES AVAILABLE