

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Student Test Book



Prepared for the
UNITED STATES OFFICE OF EDUCATION
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The NLS test battery includes items from ETS tests which are in current use.

To maintain the security of these tests only sample questions from each section have been included here.

Qualified researchers may write for a copy of the complete test booklet to:

Dr. Thomas L. Hilton
Educational Testing Service
Princeton, New Jersey 08540

GENERAL DIRECTIONS

This test has six sections. Some sections have more than one part. During the time allowed for each section or part, you are to work only on it. The time limit for each section or separately timed part is printed at the beginning of each section or part, and the supervisor will tell you when to begin and when to stop. If you finish a section or part before time is called, go back and check your work on that section or part only.

Your score on each section will be the number of correct answers minus a percentage of the number of incorrect answers. Therefore, it will not be to your advantage to guess unless you are able to eliminate one or more of the answer choices.

Mark all of your answers on the separate answer sheet, as no credit will be given for anything written in the test book. Make your marks on the answer sheet heavy and black, as in the examples below.

Sample Answers

B C D E

A B C D E

Be sure that the entire box is blackened.

If you wish to change an answer, erase your first mark completely.

CONTENTS OF TEST BOOK

Section 1	Vocabulary	5 minutes
Section 2	Picture-Number (Two parts of 5 minutes each)	10 minutes
Section 3	Reading	15 minutes
Section 4	Letter Groups	15 minutes
Section 5	Mathematics	15 minutes
Section 6	Mosaic Comparisons (Three parts of 3 minutes each)	9 minutes
Total		69 minutes

SECTION 1
VOCABULARY
Time—5 minutes

Directions: Each of the questions below consists of one word followed by five words or phrases. You are to select the one word or phrase whose meaning is closest to that of the word in capital letters.

Sample Question

CHILLY :

- (A) lazy
- (B) nice
- (C) dry
- (D) cold
- (E) sunny

Sample Answer

A B C D E

In order to find the correct answer you look at the word chilly and then look for a word below it that has the same or almost the same meaning. When you do this, you see that cold is the answer because cold is closest in meaning to the word chilly.

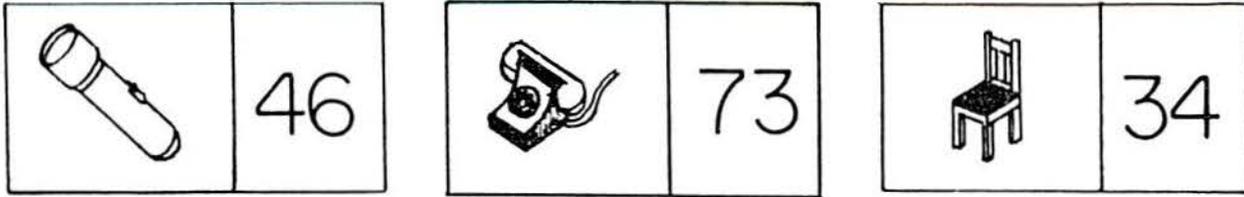
(This section of the test contained
15 items similar to the sample above.)

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY.
DO NOT WORK ON ANY OTHER SECTION IN THE BOOK.

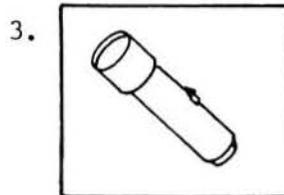
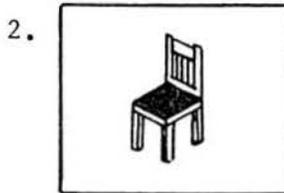
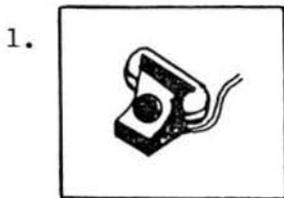
SECTION 2
PICTURE—NUMBER

Directions: This is a test of your ability to remember picture-number combinations. The section has two parts. In each part you will study a page of fifteen pictures with numbers. On a study page the picture-number pairs will look like this:



After studying the page showing both pictures and numbers, you will be told to turn to a page showing the pictures in a different order.

Examples:



On your answer sheet there are ten boxes with numbers above them for each question. One of the numbers will be the number that goes with the picture. You are to blacken the box with that number above it.

Examples:	1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		12	24	31	44	51	57	65	73	77	92
	2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		15	27	34	41	46	55	62	75	82	89
	3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		13	19	28	34	46	58	62	67	73	97

The number that goes with the picture of a telephone is 73, so for example 1 you would blacken the box with 73 above it. For example 2 you would blacken the box with 34 above it. For example 3 you would blacken the box with 46 above it.

SECTION 3

READING

Time—15 minutes

Directions: Each passage is followed by questions based on its content. After reading a passage, choose the best answer to each question and blacken the corresponding space on the answer sheet. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Despite its problems, black television programming is at least a reality. However, stations broadcasting black programs usually are not supported by advertising. They operate on grants from such corporations as the Ford Foundation, which gives \$5 million a year for new programming. The programs may vary from talk shows to variety shows, such as New York's *Soul*, to cultural workshops, such as Boston's *On Being Black*. Chicago has an all-black nightly news show and Charleston features a show with information on job opportunities. Black television is a good thing because it provides professional experience for young actors and technicians (for the production of a television show is largely technical), a showcase for black talent, and an opportunity for white audiences to learn more about themselves as they learn more about the black man.

- The passage states that black television usually gets money for its operation from
 - advertising
 - individual donations
 - the government
 - grants
 - collections from audiences
- The author implies that the production of any television program depends mainly on the skill of the
 - actors
 - writers
 - announcers
 - newscasters
 - technicians
- The author's feelings about black television programming can best be described as
 - doubtful
 - respectful
 - sorrowful
 - surprised
 - scornful

- Which of the following does the author list among the benefits of black television?
 - Providing experience for young actors
 - Giving white audiences a chance to learn more about themselves
 - Giving black people a chance to meet white people

(A) I only (B) II only (C) I and II only
(D) I and III only (E) I, II, and III
- Which of the following best describes the author's feelings about black television compared to white television?
 - It has had hardships and still faces problems but is on the way to becoming as well established as white television.
 - It is no different from white television in most respects and has adopted the standards of white television.
 - It is technically better organized and more smoothly run than white television.
 - It is more expensive than white television and has higher standards in the quality of its programs.
 - It has a large audience and can afford to pay higher wages than are paid to white television technicians and performers.

GO ON TO THE NEXT PAGE.

(This section of the test contained
5 reading passages with accompanying
questions similar to the item above.)

SECTION 4
LETTER GROUPS

Directions: Each question in this section consists of five groups of letters with four letters in each group. Four of the groups have a characteristic in common which the fifth group does not have. Decide which group is different, and blacken the space on the answer sheet that corresponds to the position (A, B, C, D, or E) of your choice.

Note: The common characteristic will not be based on the sounds of groups of letters, the shapes of letters, or whether letter combinations form words or parts of words.

Sample Questions					Sample Answers
A	B	C	D	E	
1. NOPQ	DEFL	ABCD	HIJK	UVWX	1. <input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
2. NLIK	PLIK	QLIK	THIK	VLIK	2. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E

In sample question 1, the letters in four of the groups are in consecutive alphabetical order, but group DEFL in column B is not; so space B has been marked in the sample answers. In sample question 2, four of the groups contain the letter L. Letter group THIK in column D is the group that is different, so space D has been marked in the sample answers.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section of the test contained
25 questions similar to the samples
above.)

SECTION 5
MATHEMATICS

Directions: Each problem in this section consists of two quantities, one placed in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space

- A if the quantity in Column A is greater;
- B if the quantity in Column B is greater;
- C if the two quantities are equal;
- D if the size relationship cannot be determined from the information given.

Sample Questions

Sample Answers

	<u>Column A</u>	<u>Column B</u>	
Example 1.	20 per cent of 10	10 per cent of 20	1. <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D
Example 2.	6×6	$12 + 12$	2. <input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

Answer C is marked in Example 1 since the quantity in Column A is equal to the quantity in Column B. Answer A is marked for Example 2 since the quantity in Column A is greater than the quantity in Column B.

You will have 15 minutes to work on this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 25 problems
following the format described above.)

SECTION 6
MOSAIC COMPARISONS

Directions: This test consists of pairs of mosaics, that is, patterns of squares like those found on tiled floors or walls. Each mosaic is made up of a number of partially shaded squares. The mosaics in each pair are identical except for one square which differs in shading. The vertical columns of both mosaics are labeled A to C, A to D, or A to E according to the number of columns in the mosaic. Your task will be to locate, for each pair of mosaics, the column that contains the single square which is shaded differently. Then mark the space on your separate answer sheet that corresponds to the letter at the head of that column.

Sample Question

Sample Answer

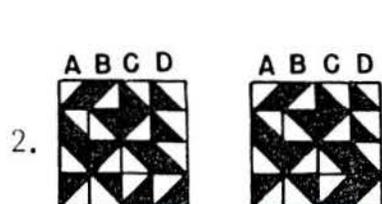


1. A B C

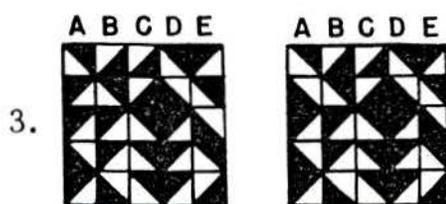
In sample question 1, the right-hand and left-hand mosaics are identical except for the center square of column B, so answer space B is blackened in the sample answer.

Sample Questions

Sample Answers



2. A B C D



3. A B C D E

In sample question 2, the bottom square in column D is the one that is different, so answer space D is blackened in the sample answers. In sample question 3, the second square in column A is the one that is different, so answer space A is blackened in the sample answers.

There are three parts to this test. All the mosaics in a single part are the same size. During the three minutes allowed for each part, you are to work on that part only. Do not move ahead to the next part until you are told to do so. Remember only one square is different for each pair of mosaics.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

(This section contained 116 mosaic
comparisons, divided into 3 parts
as follows:

Part 1 - 56 mosaics
Part 2 - 33 mosaics
Part 3 - 27 mosaics
116 mosaics

School Questionnaire



 '72	SCHOOL CODE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	SCHOOL NAME		LOCATION		

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

A

SECTION Program and student information...

1. Which of the following best describes the structure of your high school?

(Circle one.)

- Grades 9-12 1
- Grades 10-12 2
- Grades 11-12 3
- Other (Describe: _____) 4

2. What was the total enrollment in your high school and in each grade as of April 1 (or nearest date for which data are available) in each of the following years?

Grade:	9	10	11	12	Total
1967-1968 enrollment:	<input type="text"/>				
1969-1970 enrollment:	<input type="text"/>				
1971-1972 enrollment:	<input type="text"/>				

3. During the same years, approximately what percentage of the students were in each of the following curricula?

	Percentage of 1967-68 enrollment	Percentage of 1969-70 enrollment	Percentage of 1971-72 enrollment
General	_____ %	_____ %	_____ %
Academic or college preparatory	_____ %	_____ %	_____ %
Vocational-Technical:			
Agriculture	_____ %	_____ %	_____ %
Business or commercial	_____ %	_____ %	_____ %
Distributive education	_____ %	_____ %	_____ %
Health occupations	_____ %	_____ %	_____ %
Home economics	_____ %	_____ %	_____ %
Trade or industrial occupations	_____ %	_____ %	_____ %
Other (Describe: _____)	_____ %	_____ %	_____ %

Entries should total 100%.

4. About what percentage of students have moved from one curriculum to another since September 1971?

(Circle one.)

- Only one curriculum in this school.....01
- None.....02
- 1-4%.....03
- 5-9%.....04
- 10-14%.....05
- 15-19%.....06
- 20-39%.....07
- 40-59%.....08
- 60% or more.....09
- Don't know.....10

5. How many weeks are in your school year?

6. How many minutes long are your standard class periods?

7. Does your school classify students as handicapped?

(Circle as many numbers as apply.) Directions

- No.....1 } → Skip to question 10.
- Do not know.....2 }
- Yes, by standard tests for evaluating specific handicaps.....3 } → Proceed to question 8.
- Yes, by federal guidelines.....4 }
- Yes, by state guidelines.....5 }
- Yes, according to judgments and observations of school counselors and teachers.....6 }

8. How many students in your high school are classified as handicapped?

9. How does your school accommodate the following types of handicapped students?

(Circle one number for each type of handicapped student in your school.)

Type of handicap	Attend regular classes	Attend some special classes	Attend all special classes
Multiple handicapped.....	1	2	3
Trainable mentally retarded.....	1	2	3
Educable mentally retarded.....	1	2	3
Hard of hearing.....	1	2	3
Deaf.....	1	2	3
Deaf-blind.....	1	2	3
Speech impaired.....	1	2	3
Vision impaired.....	1	2	3
Emotionally disturbed.....	1	2	3
Crippled.....	1	2	3
Other health impaired.....	1	2	3

10. Does your school classify students as disadvantaged?

(Circle as many numbers as apply.)

Directions

- No 1 } → Skip to question 12.
 Do not know 2 }
 Yes, by federal guidelines 3 }
 Yes, by state guidelines 4 } → Proceed to question 11.
 Yes, by other means 5 }

11. How many students in your high school are classified as disadvantaged?

12. Indicate the number of students currently enrolled in your regular vocational program who are receiving the following additional services designed to enable them to succeed.

Special Additional Services	Handicapped only	Disadvantaged only	Handicapped and disadvantaged
Readers or interpreters for bilingual, deaf, or blind students	_____	_____	_____ (1)
Extra vocational instructors or aides	_____	_____	_____ (2)
Basic education teachers	_____	_____	_____ (3)
Special instructional materials, aids	_____	_____	_____ (4)
Testing and diagnosis	_____	_____	_____ (5)
Schedule modification	_____	_____	_____ (6)
Facilities (such as elevators, ramps, rooms)	_____	_____	_____ (7)
Equipment modification	_____	_____	_____ (8)
Arrangements for professional aid or services outside of school	_____	_____	_____ (9)
Guidance and counseling	_____	_____	_____ (10)
Job placement and follow-up	_____	_____	_____ (11)

13. Does your school group or track high school students according to ability or achievement?

(Circle one.)

Directions

- Yes, for all students 1 }
 Yes, but for highest achieving students only 2 } → Proceed to question 14.
 Yes, but for lowest achieving students only 3 }
 No 4 → Skip to question 16.

14. Is ability or achievement grouping used at all high school grade levels?

(Circle one.)

- Yes, at all grade levels 1
 No, only at certain grade levels 2

15. Is ability or achievement grouping used in all high school subject-matter areas?

(Circle one.)

- Yes, in all subject-matter areas..... 1
- No, only in certain subject-matter areas..... 2

16. What is the approximate average daily percentage attendance in your high school?

(Circle one.)

- Over 95% 1
- 90-95% 2
- 85-89% 3
- 80-84% 4
- 75-79% 5
- 70-74% 6
- 69% or lower 7

17. What is the approximate percentage of boys and girls who enter the 10th grade but drop out before graduation? (Do not include students who transfer to another school.)

(Circle one in each column.)

	Boys who drop out	Girls who drop out
School does not have 10th grade.....	.01	.01
0-4%.....	.02	.02
5-9%.....	.03	.03
10-14%.....	.04	.04
15-19%.....	.05	.05
20-29%.....	.06	.06
30-39%.....	.07	.07
40-49%.....	.08	.08
50% or more.....	.09	.09
Don't know.....	.10	.10

18. Approximately what percentages of current students and current faculty are members of the following ethnic groups?

	Student component	Faculty component
American Indian.....	_____ %	_____ % (1)
Black or Afro-American or Negro.....	_____ %	_____ % (2)
Mexican-American or Chicano.....	_____ %	_____ % (3)
Puerto Rican.....	_____ %	_____ % (4)
Other Latin American origin.....	_____ %	_____ % (5)
Oriental or Asian-American.....	_____ %	_____ % (6)
White or Caucasian.....	_____ %	_____ % (7)
Other.....	_____ %	_____ % (8)

Entries should total 100%.

19. When did each of the following ethnic groups first enter this school?

(Circle one number on each line.)

	This year	Within last 2 years	3 to 5 years ago	6 to 10 years ago	Over 10 years ago	Has always included this group	No students in this group
American Indian	1	2	3	4	5	6	7
Black or Afro-American or Negro.....	1	2	3	4	5	6	7
Mexican-American or Chicano	1	2	3	4	5	6	7
Puerto Rican	1	2	3	4	5	6	7
Other Latin-American origin.....	1	2	3	4	5	6	7
Oriental or Asian-American.....	1	2	3	4	5	6	7
White or Caucasian.....	1	2	3	4	5	6	7
Other	1	2	3	4	5	6	7

20. Approximately what percentage of the students are children of:

- Professional and managerial personnel..... _____ %
- Sales, clerical, technical, or skilled workers..... _____ %
- Factory or other blue collar workers..... _____ %
- Farm workers..... _____ %
- Other persons..... _____ %

Entries should total 100%.

21. What was the total number of students

graduated from the 12th grade in the 1970-71 school year?

22. To the best of your knowledge, about what percentage of the entire 1970-71 graduating class is now enrolled in a regular two-year or four-year college?

(Circle one.)

- None..... .00
- 1-9%..... .01
- 10-19%..... .02
- 20-29%..... .03
- 30-39%..... .04
- 40-49%..... .05
- 50-59%..... .06
- 60-69%..... .07
- 70-79%..... .08
- 80-89%..... .09
- 90-99%..... .10
- All..... .11

23. To the best of your knowledge, about what percentage of the 1970-71 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.

(Circle one.)

None .....	.00
1-9% .....	.01
10-19% .....	.02
20-29% .....	.03
30-39% .....	.04
40-49% .....	.05
50-59% .....	.06
60-69% .....	.07
70-79% .....	.08
80-89% .....	.09
90-99% .....	.10
All .....	.11

24. Approximately how many colleges sent a representative to talk with interested students in this high school during the 1971-72 school year?

(Circle one.)

None	0
1 or 2	1
3-5	2
6-10	3
11-20	4
21 or more	5

25. Do students in this school have an opportunity to obtain advanced placement or credit in college?

(Circle one number on each line.)

	Yes	No
School offers one or more courses of the College Board Advanced Placement Program	1	2
School offers own advanced courses	1	2
School offers no special courses but individual students may qualify through Advanced Placement Examinations	1	2
Students may take college courses while attending high school	1	2

B

SECTION Resources...

26. Please indicate whether or not this high school participates in each of the following federally assisted or financed programs.

(Circle one number on each line.)

	School participates	School does not participate
Upward Bound.....	1	2
Neighborhood Youth Corps Program.....	1	2
Elementary and Secondary Education Act:		
Title I (education of children from low-income families).....	1	2
Title III (supplementary education centers and services).....	1	2
Title VI (education of the handicapped).....	1	2
Title VI (bilingual education programs).....	1	2
Title VIII (general provisions).....	1	2
Vocational Education Act of 1963 as amended:		
Title I, Part B (State Vocational Education Programs, including regular Cooperative Education Programs).....	1	2
Title I, Part D (Exemplary Programs and Projects).....	1	2
Title I, Part F (Consumer and Homemaking Education).....	1	2
Title I, Part G (Cooperative Vocational Education Programs).....	1	2
Title I, Part H (Work-Study Programs for Vocational Education Students).....	1	2

[In your answers to questions 27 through 30, please be sure to include ONLY the teachers of the grades you indicated in question 1 to describe the structure of your high school.]

27. How many high school classroom teachers are on the teaching staff this school year, not counting librarians, counselors, and administrative personnel? (Count part-time teachers according to full-time equivalents; for example, two half-time teachers would count as one full-time teacher.)

28. What percentage of the full-time high school teachers in this school at the end of the 1970-71 school year have since left for reasons other than death or retirement?

(Circle one.)

Less than 5%.....	1
5-9%.....	2
10-14%.....	3
15-19%.....	4
20-29%.....	5
30-49%.....	6
50% or more.....	7

29. About what percentage of the full-time high school teachers are men?

(Circle one.)

- Less than 10% 1
- 10-29% 2
- 30-49% 3
- 50-69% 4
- 70-89% 5
- 90% or more 6

30. About what percentage of the full-time high school teachers have master's or doctor's degrees?

(Circle one.)

- Less than 10% 1
- 10-29% 2
- 30-49% 3
- 50-69% 4
- 70-89% 5
- 90% or more 6

31. How many full-time counselors are there in this high school? (Please include only the counselors serving the grades indicated in question 1.)

(Circle one.)

- None 0
- One, less than full-time 1
- One, full-time 2
- Two 3
- Three 4
- Four 5
- Five 6
- Six 7
- Seven or more 8

32. Did the school give interest inventories to most of the present senior class at some time during the last three years?

(Circle one.)

- Yes 1
- No 2

33. What provisions are there for giving students with mental-health problems professional assistance?

(Circle one number on each line.)

	Is provided	Is not provided
A psychologist or psychiatrist (full-time)	1	2
A psychologist or psychiatrist (part-time)	1	2
A guidance counselor trained in psychological counseling	1	2
A referral arrangement with a mental-health clinic	1	2
Other (Specify: _____)	1	2

34. What is the approximate number of catalogued volumes in the school library?

(Circle one.)

No library	1
Less than 2,500	2
2,500–4,999	3
5,000–7,499	4
7,500–9,999	5
10,000–14,999	6
15,000 or more	7

35. At what times do students at this school have access to the school library?

(Circle one number on each line.)

	Have access	Do not have access
During regular school hours	1	2
During lunch periods	1	2
Before school hours—morning	1	2
After school hours—afternoon	1	2
After school hours—night	1	2
Weekends	1	2

36. How many class hours per week does the average student have in his schedule for optional or required use of the library facilities?

(Circle one.)

None	0
Less than one hour	1
One hour	2
Two hours	3
Three hours	4
Four hours	5
Five hours	6
Six hours or more	7

37. Does the school have specialized laboratory or shop facilities or student learning stations other than lecture halls or classrooms. There are two parts to this question. Answer Part II only for those subjects in which instruction is offered.

(Circle one number on each line.)

	PART I		PART II	
	Is a course offered in the subject? If "Yes," answer Part II.		Are specialized lab or shop facilities or learning stations available?	
	No	Yes	No	Yes
General science.....	1	2	1	2
Biology.....	1	2	1	2
Chemistry.....	1	2	1	2
Physics.....	1	2	1	2
Foreign languages.....	1	2	1	2
Vocational-Technical				
Agriculture.....	1	2	1	2
Business or commercial.....	1	2	1	2
Distributive education.....	1	2	1	2
Health occupations.....	1	2	1	2
Home economics.....	1	2	1	2
Trade or industrial occupations.....	1	2	1	2

38. How adequate are the number and quality of student learning stations* in the labs or shops to allow their full use by each of the students taking a course in the subject?

(Circle one number in each line of Part I and Part II only if courses are offered.)

(Circle if no course is offered.)	Part I—Adequacy in terms of number			Part II—Adequacy in terms of quality & up-to-dateness		
	Very adequate	Adequate	Inadequate	Very adequate (very modern, new equipment)	Adequate	Inadequate (obsolete or in poor condition)
General science..... 0	1	2	3	1	2	3
Biology..... 0	1	2	3	1	2	3
Chemistry..... 0	1	2	3	1	2	3
Physics..... 0	1	2	3	1	2	3
Foreign languages..... 0	1	2	3	1	2	3
Vocational-Technical						
Agriculture..... 0	1	2	3	1	2	3
Business or commercial..... 0	1	2	3	1	2	3
Distributive education..... 0	1	2	3	1	2	3
Health occupations..... 0	1	2	3	1	2	3
Home economics..... 0	1	2	3	1	2	3
Trade or industrial occupations..... 0	1	2	3	1	2	3

*The number of student learning stations is defined as the number of individual students that can be efficiently and safely accommodated at one time for instructional purposes within a laboratory or shop. This number is a measure of the physical facilities and equipment and is not affected by a change in the number of instructors or teachers.

39. About how old is the main classroom building of your school plant?

(Circle one.)

- Less than 1 year old 1
- 1-4 years old 2
- 5-9 years old 3
- 10-19 years old 4
- 20-29 years old 5
- 30-39 years old 6
- 40-49 years old 7
- 50 years or older 8

40. Which of the following best describes the location of this school?

(Circle one.)

- In a rural or farming community 1
- In a small city or town of fewer than 50,000 people
that is not a suburb of a larger place 2
- In a medium-sized city (50,000-100,000 people) 3
- In a suburb of a medium-sized city 4
- In a large city (100,000-500,000 people) 5
- In a suburb of a large city 6
- In a very large city (over 500,000 people) 7
- In a suburb of a very large city 8

41. Approximately how many miles is it from this school to the nearest of each of the following postsecondary institutions that students from this school could attend?

- _____ miles to a junior or community college
- _____ miles to a vocational, technical, trade, or business school
- _____ miles to a four-year college or university

C

SECTION Grading system...

42. In what form are grades given?

(Circle one.) **Directions**

Letter grades only 1 → *In the list of letter grades below, circle only those used by your school.*

Numerical or percentage grades only 2 → *Enter the numerical or percentage grades used next to the appropriate equivalent letter grades in the table below. (For example, a 2.0 numerical grade or a 70 percentage grade may be equivalent to a C.)*

Other grading system (such as pass-fail, different type of letter grade, or ranking like I, II, III, etc.) 3 → *Please describe it here _____ and enter the grades used in the "Other Grade" column below next to the appropriate equivalent letter grades in the table.*

More than one grading system 4 → *Enter the grades used in the appropriate spaces in the table below. If you use letter grades, as one of your systems, please be sure to circle those you use in the "Letter Grade" column.*

Table of Grade Equivalents

Letter Grade	Numerical Grade	Percentage Grade	Other Grade
A+	_____	_____	_____
A	_____	_____	_____
A-	_____	_____	_____
B+	_____	_____	_____
B	_____	_____	_____
B-	_____	_____	_____
C+	_____	_____	_____
C	_____	_____	_____
C-	_____	_____	_____
D+	_____	_____	_____
D	_____	_____	_____
D-	_____	_____	_____
E	_____	_____	_____

Thank you very much. Your help in this study is very much appreciated.



NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Counselor Questionnaire



SCHOOL NAME

SCHOOL CODE

--	--	--	--

COUNSELOR NUMBER

--	--



1. About what percentage of your working time (to nearest 5%) is spent in each of the following activities?

Conferences with individual students.....	_____ %	<i>Entries should total 100%.</i>
Group counseling sessions with students.....	_____ %	
Conferences with parents.....	_____ %	
Conferences with teachers and other school personnel . . .	_____ %	
Record keeping and clerical work.....	_____ %	
Community and/or agency contacts.....	_____ %	
Professional meetings.....	_____ %	
Other (specify) _____ _____ _____	_____ %	

2. About what percentage of your time with students (to nearest 5%) is spent dealing with each of the following?

Career or vocational guidance (NOT college-oriented), job placement, or job referral.....	_____ %	<i>Entries should total 100%.</i>
College entrance.....	_____ %	
Postsecondary education other than four-year college . . .	_____ %	
Attendance and discipline.....	_____ %	
Personal and family problems.....	_____ %	
High school academic choices.....	_____ %	
High school academic problems.....	_____ %	
Other (specify) _____ _____ _____	_____ %	

3. Currently, how many hours a week do you devote to counseling students?

(Circle one.)

None.....	0
Less than 6 hours a week.....	1
6-10 hours a week.....	2
11-15 hours a week.....	3
16-20 hours a week.....	4
21-25 hours a week.....	5
More than 25 hours a week.....	6

4. How many students are assigned to you for counseling?

(Circle one.)

Under 50.....	1
50-99.....	2
100-199.....	3
200-299.....	4
300-399.....	5
400-499.....	6
500-599.....	7
600-699.....	8
700 or more.....	9

5. How many different students, on the average, do you counsel in a week individually or in groups?

(Circle one number in each column.)

	Individually	In groups
None.....	0	0
Some but fewer than 10.....	1	1
10-19.....	2	2
20-29.....	3	3
30-39.....	4	4
40-49.....	5	5
50-59.....	6	6
60-69.....	7	7
70 or more.....	8	8

6. Here are some methods that are often used to help place students in jobs following graduation. Please indicate whether or not you have used each method during this school year.

(Circle one number on each line.)

	Have used	Have not used
Canvass community employers for job opportunities.....	1	2
Canvass employers in nearby communities.....	1	2
Contact state employment agencies for job openings.....	1	2
Contact private employment agencies for job openings.....	1	2
Review want ads for job opportunities.....	1	2
Advise students generally on how to find jobs.....	1	2
Arrange for employers to interview students.....	1	2
Help students find summertime jobs.....	1	2
Help students find part-time, school-year jobs.....	1	2
Follow up progress of past graduates.....	1	2
Promote placement by speaking to civic groups.....	1	2
Canvass labor unions about job opportunities.....	1	2
Arrange postsecondary school apprenticeships.....	1	2
Assist graduates of past years in finding jobs.....	1	2

7. Sources of financial aid for postsecondary education that educators often recommend to students are listed below. Please indicate whether or not you have recommended each source to any student during the past two years (Part I). And if you have recommended a source, to your knowledge has any student used this source of aid (Part II)?

	PART I		PART II		
	I have recommended (If "Yes", answer Part II.)		Student actually used		
	No	Yes	No	Yes	Don't know
College or university scholarship or loan.....	1.....	2.....	1.....	2.....	3.....
State or local scholarship or loan program.....	1.....	2.....	1.....	2.....	3.....
Scholarship from a private organization or company.....	1.....	2.....	1.....	2.....	3.....
Veterans Administration survivors' benefits or direct benefits (GI Bill compensation or pension).....	1.....	2.....	1.....	2.....	3.....
ROTC Scholarship Programs.....	1.....	2.....	1.....	2.....	3.....
College Work-Study Program.....	1.....	2.....	1.....	2.....	3.....
Social Security Benefits for Students Age 18 to 22 (for children of retired, disabled, or deceased parents).....	1.....	2.....	1.....	2.....	3.....
National Defense Student Loan Program.....	1.....	2.....	1.....	2.....	3.....
Federal Guaranteed Student Loan Program.....	1.....	2.....	1.....	2.....	3.....
Educational Opportunity Grant Program.....	1.....	2.....	1.....	2.....	3.....
Health Professions Student Loan Program.....	1.....	2.....	1.....	2.....	3.....
Health Professions Scholarship Program.....	1.....	2.....	1.....	2.....	3.....
Nursing Student Loan Program.....	1.....	2.....	1.....	2.....	3.....
Nursing Scholarship Program.....	1.....	2.....	1.....	2.....	3.....
General Scholarship Program.....	1.....	2.....	1.....	2.....	3.....
Law Enforcement Education Program.....	1.....	2.....	1.....	2.....	3.....
Veterans Administration War Orphans Educational Assistance Program.....	1.....	2.....	1.....	2.....	3.....
Regular bank loan.....	1.....	2.....	1.....	2.....	3.....

8. Have you had counseling experience prior to this year in schools with ethnic or racial minority groups?

(Circle one number on each line.)

	Have had experience	Have not had experience
Schools with 0-20% minority students.....	1.....	2.....
Schools with 21-40% minority students.....	1.....	2.....
Schools with 41-60% minority students.....	1.....	2.....
Schools with 61-80% minority students.....	1.....	2.....
Schools with 81-100% minority students.....	1.....	2.....
Schools in which many students spoke a primary language other than English.....	1.....	2.....

9. How many college courses (semester equivalent) specifically related to each of the following kinds of counseling have you had?

(Circle one number on each line.)

	None	1	2	3	4 or more
Educational.....	0	1	2	3	4
Minority group.....	0	1	2	3	4
Personal.....	0	1	2	3	4
Vocational.....	0	1	2	3	4
Other (specify).....	0	1	2	3	4

10. In college or elsewhere (such as inservice training), how many hours of supervised practice in each of the following kinds of counseling have you had?

(Circle one number on each line.)

	None	1-5	6-10	11-20	Over 20
Educational.....	0	1	2	3	4
Minority group.....	0	1	2	3	4
Personal.....	0	1	2	3	4
Vocational.....	0	1	2	3	4
Other (specify).....	0	1	2	3	4

11. As of the end of this school year, how many years will you have been at this school?

(Circle one.)

Less than one year.....	1
1 or 2 years.....	2
3 or 4 years.....	3
5 to 9 years.....	4
10 to 14 years.....	5
15 to 19 years.....	6
20 to 29 years.....	7
30 or more years.....	8

12. As of the end of this school year, what will be your total number of years of counseling experience?

(Circle one number in each column, if appropriate.)

	Full-time	Part-time
Less than one year.....	1	1
1 or 2 years.....	2	2
3 or 4 years.....	3	3
5 to 9 years.....	4	4
10 to 14 years.....	5	5
15 to 19 years.....	6	6
20 to 29 years.....	7	7
30 or more years.....	8	8

13. Your age at your last birthday?

(Circle one.)

- Under 25.....01
- 26 to 29.....02
- 30 to 34.....03
- 35 to 39.....04
- 40 to 44.....05
- 45 to 49.....06
- 50 to 54.....07
- 55 to 59.....08
- 60 to 64.....09
- 65 or older.....10

14. Your sex?

(Circle one.)

- Female.....1
- Male.....2

15. How do you describe yourself?

(Circle one.)

- American Indian.....1
- Black or Afro-American or Negro.....2
- Mexican-American or Chicano.....3
- Puerto Rican.....4
- Other Latin-American origin.....5
- Oriental or Asian-American.....6
- White or Caucasian.....7
- Other.....8

COMMENTS

Does your school have any special programs or approaches not covered by this questionnaire that you feel are having a significant influence on the educational or career plans of students? If so, please list and describe them below.

Thank you very much. Your help in this study is very much appreciated.

4. How many semester courses will the student have taken in each of the following subjects between July 1, 1969, and the date he or she graduates? How many class periods per week did these courses meet?

EXAMPLE: If a student took six semester courses in science, and four of these courses met five class periods per week whereas two courses met only three class periods per week, you would enter "6" for the *Total number of semesters of instruction* and "4" and "2", respectively, in the "5" and "3" columns under *Number of class periods per week*.

Type of course	Total number of semesters of instruction ▼	Number of class periods per week						More than 5	
		1	2	3	4	5			
Science.....									(1)
Foreign languages.....									(2)
Social studies.....									(3)
English.....									(4)
Mathematics.....									(5)
Industrial arts.....									(6)
Commercial.....									(7)
Fine arts or performing arts.....									(8)

5. Please indicate the total number of semester courses this student will have taken in each of the following vocational-technical subjects by the time he or she graduates. For each subject in which the student has taken courses, please indicate in the appropriate class-periods-per-week columns the number of courses taken before July 1, 1969, and after July 1, 1969.

Type of vocational-technical course	Total number of semesters of instruction ▼	Before July 1, 1969						After July 1, 1969							
		Number of class periods per week						Number of class periods per week							
		1	2	3	4	5	More than 5	1	2	3	4	5	More than 5		
Agricultural.....															(1)
Business or commercial.....															(2)
Distributive education.....															(3)
Health occupations.....															(4)
Home economics.....															(5)
Trade or industrial occupations.....															(6)

6. What is the position of this student in ability groups or tracks? There are four parts to this question. Answer all parts that apply to this student.

	PART I		PART II		PART III	PART IV					
	Did the student take courses like this during the past year?		Were ability groups or tracks used in these courses?		How many ability groups were used in these courses?	In which groups was this student placed in these courses?					
	(If "Yes", answer II.)		(If "Yes", answer III and IV.)		(Enter numbers.)	(Circle one number on each appropriate line.)					
	No	Yes	No	Yes		1st	2nd	3rd	4th	5th	6th or lower
Science or math courses.....	1.....	2	1.....	2	_____						
English or language courses.....	1.....	2	1.....	2	_____						
Social studies courses.....	1.....	2	1.....	2	_____						
Vocational-technical or job-training courses.....	1.....	2	1.....	2	_____						

7. Which of the following most closely describes this student's course of study?

(Circle one.)

- General.....1
- Academic or college preparatory.....2
- Vocational-technical:
 - Agricultural occupations.....3
 - Business or commercial occupations.....4
 - Distributive education.....5
 - Health occupations.....6
 - Home economics occupations.....7
 - Trade or industrial occupations.....8

8. Has this student received either of the following kinds of remedial instruction?

(If you circle 2 [under HAS RECEIVED], please circle the number of semester hours of remedial instruction the student has received.)

	Has not received		Has received		Number of semester hours					
	1	2	1	2	1	2	3	4	5	6+
Remedial instruction in mathematics.....	1.....	2	1	2						
Remedial instruction in reading or languages.....	1.....	2	1	2						

9. Is this student officially classified as handicapped by specialized professional personnel other than a classroom teacher?

(Circle one number and follow the directions beside the number you circled.)

- No.....1.....→Skip to Question 11.
- Yes.....2.....→Proceed to Question 10.

