NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

March 1990

National Education Longitudinal Study of 1988

Base Year:
Parent Component Data File User's Manual

Data Series:
DR–NELS: 88–88–2.2

U.S. Department of Education
Office of Educational Research and Improvement

NCES 90-466

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

March 1990

Foreword

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

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

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

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

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

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

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

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

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

A Note on Data Use and Confidentiality

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

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

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

Acknowledgments

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Appendix F: Guidelines for Using SAS with NELS:88 Parent Data

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I. Introduction: NELS:88 Parent Survey Data Files

A brief sketch of the aims and content of the parent survey, and of the design and definition of the parent sample, may serve to identify the distinctive features of the parent dataset and highlight its relationship with the student and other data sources in NELS:88.

1.1 Aims and Content of the Parent Survey

In order to more fully understand the impact of schools on student achievement, crucial information on the nature and extent of parental support for educational activities was sought from the parents of NELS:88 eighth graders. Parent questionnaire data were obtained for 93.7 percent of the students in the base year data set.

The parent questionnaire was available in both English and Spanish versions. It was designed to collect information about factors that influence educational attainment and participation. In particular, questions explored family background and socioeconomic characteristics, and the character of the home educational support system. These data will provide a basis for understanding the effects on student educational outcomes of parental behaviors relating to student course selection, long-range educational planning, and participation in school activities and non-school extracurricular activities.

In addition, the parent instrument collected data related to parental behaviors and circumstances about which the parent may be more knowledgeable than the student, such as parental education and occupation. The parent questionnaire also contained more sensitive items relating to income and religious affiliation. (The parent data were therefore used to construct a number of composite student classification variables, such as socioeconomic status and handicap status.) Once the parent data were collected and converted to machine-readable form, parent records were linked to student data records through an identification number containing elements common to both data files.

1.2 Design and Definition of the Parent Sample

Conceptually, the universe of parents of eighth grade students consisted of all parents or legal guardians of eligible eighth graders in the spring of 1988. Once the sample of eighth grade students was selected, the parent who was better informed about the child's learning activities was asked to participate in the parent survey. Thus the parent respondent, guided by the criterion that the questionnaire should be completed by the parent most knowledgeable about the student's educational situation, was essentially self-selected.

It should be noted that insofar as the parent questionnaire focused on general home and family issues, it should have made little difference which parent or guardian completed the questionnaire. Still, the possibility exists that there may be, between the parents in two-parent homes, systematic gender or role differences in perceptions of family and school issues. Such differences may have influenced responses to, in particular, the less objectively factual items in the parent survey. A further limitation of surveying only one parent is that a given child's parents may differ significantly in their responses to questions measuring their aspirations for the child. The parent questionnaires used to construct the NELS:88 parent component data file were completed by the mother approximately 78 percent of the time, by the father 17.5 percent of the time, and by others (a stepparent, grandparent, or other relative or guardian) about 4 percent of the time.

The student constitutes the basic unit of analysis in the NELS:88 design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data. (Additional information about the NELS:88 base year sample design is provided in Chapter III and in the *NELS:88 Base Year Sample Design Report.)*[2] Even though data for each respondent population can be analyzed separately, only the student and school data sets constitute fully representative national samples. While in various respects the parent data set resembles a representative or probability sample of the parents of (eligible) eighth graders in the United States in the spring of 1988, several features of the NELS:88 parent component depart from the strict requirements of a probability sample. For example: some unknown number of parents had more than one eighth grader and therefore more than one chance of selection into the sample; also, the parent respondent was self-selected, and only one parent or guardian could participate. Finally, parents of student nonparticipants have been systematically excluded from the parent data file. Thus, only if the student completed the student questionnaire was a completed parent questionnaire included on the public release tape. (Restriction of parent eligibility to parents of participating students was also a feature of the HS&B parent survey.)

Again, the primary purpose of the parent data file is to provide student-related contextual information that can be linked to individual records on the NELS:88 student file. While parent data may be weighted for separate analyses, a separate weight adjusted for parent nonresponse was not included on either the student or parent data files. A close approximation of weighted parent values can be computed by applying the base year student weight to parent responses. (An explanation of how to produce population estimates using the parent file student weights appears in Chapter VII.)

In the pages that follow, the parent component user's manual provides guidance and complete documentation to the parent public release data tape for the base year of NELS:88. This manual also provides background information about the purposes of NELS:88, and about its survey instruments, sample design, and data collection and processing procedures.

1.3 Organization of the Data User's Manuals

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

1.4 Overview

1.4.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such

2 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies is followed by a review of NELS:88.

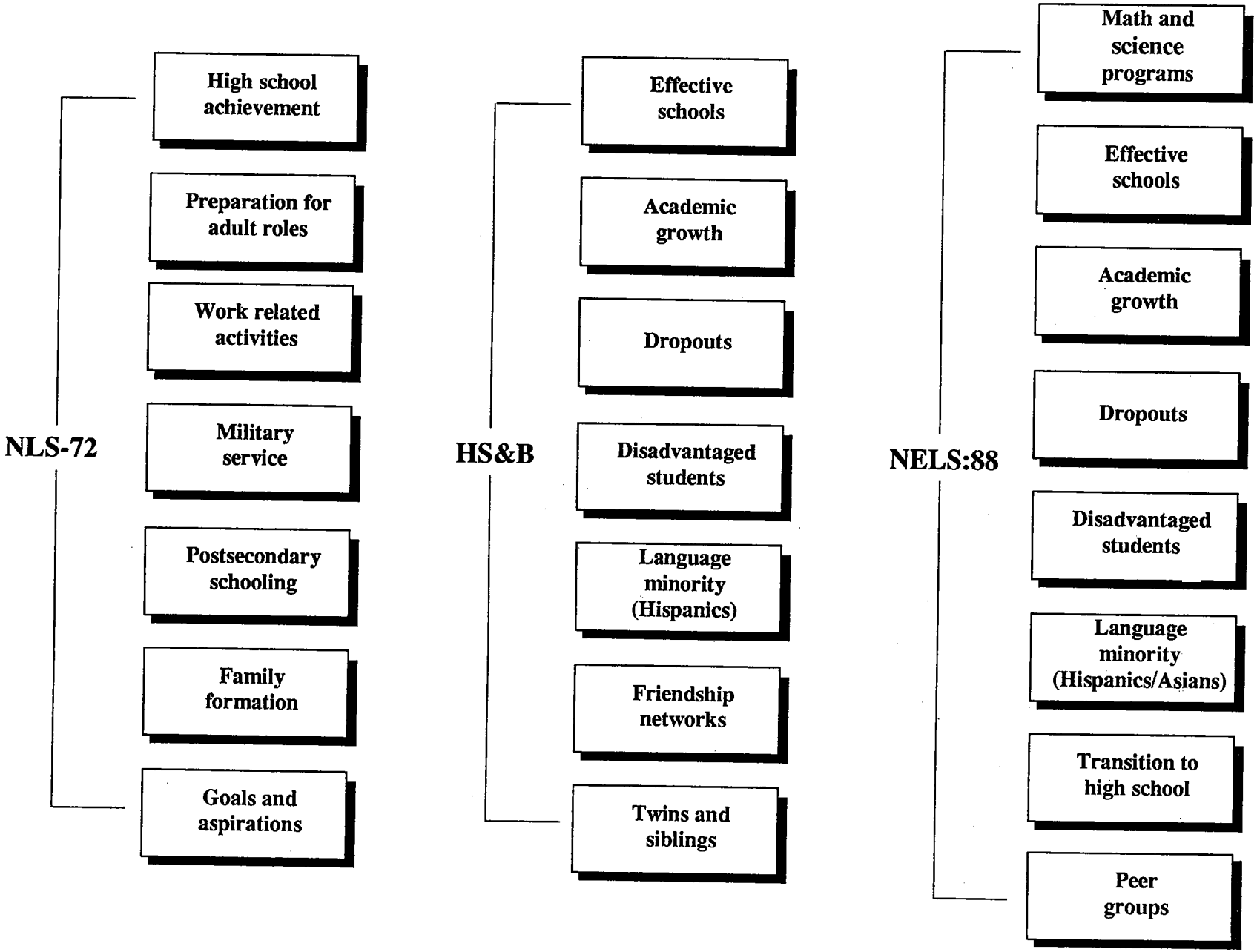
1.4.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

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

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

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



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

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

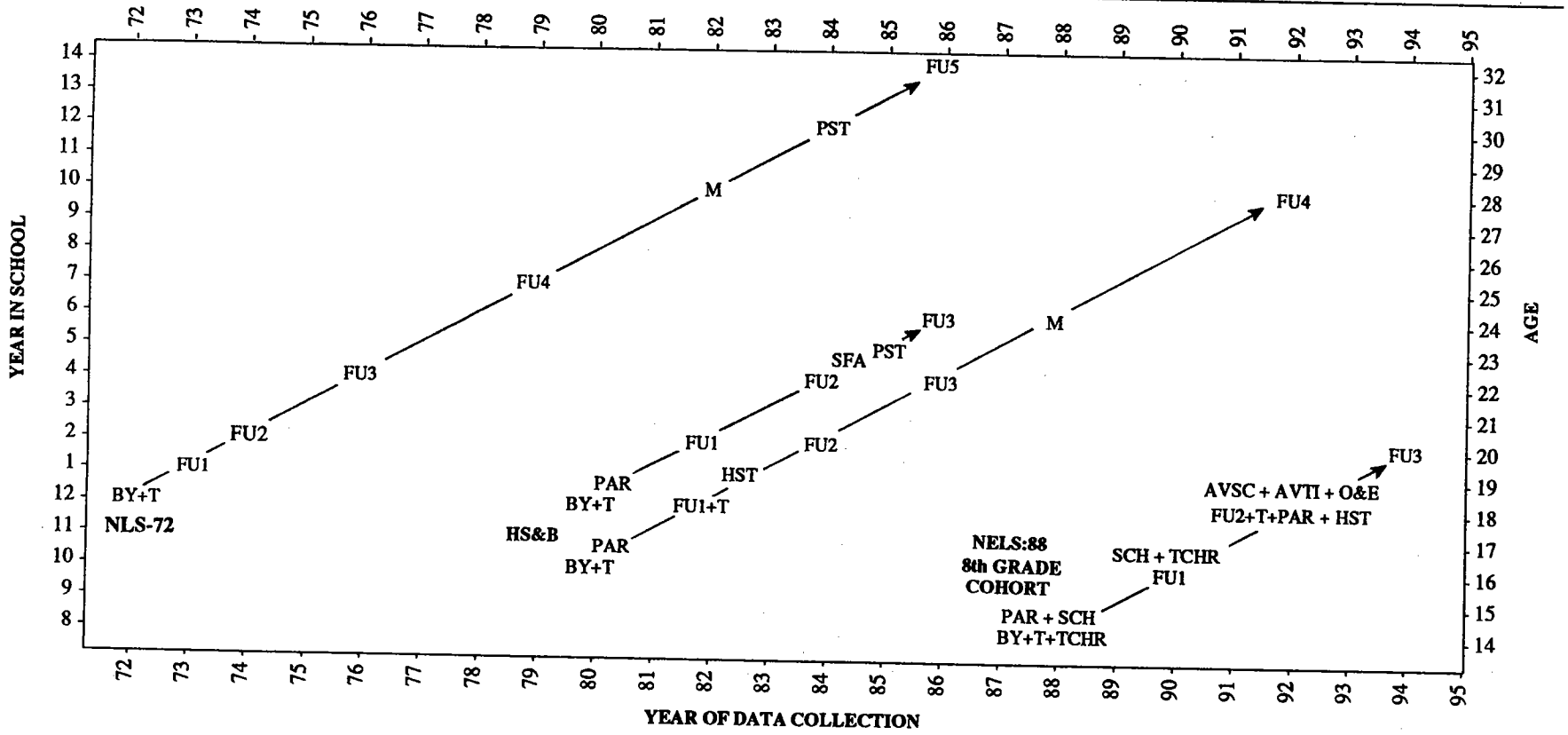
Base year data collection was conducted by NORC in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in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

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

1.5 The National Education Longitudinal Study of 1988: Overview

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

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



NLS-72 = **National Longitudinal Study of the High School Class of 1972**

BY	= Base year data collection
T	= Cognitive test administration
FU1	= First follow-up data collection
FU2	= Second follow-up data collection
FU3	= Third follow-up data collection
FU4	= Fourth follow-up data collection
M	= Maintenance of address data
PST	= Postsecondary education transcripts
FU5	= Fifth follow-up data collection

HS&B = **High School & Beyond: 1980**

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

NELS:88 = **National Education Longitudinal Study of 1988**

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

1.5.1 NELS:88 Study Objectives

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

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

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

1.5.2 Base Year Study Design

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

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

I. Social capital/Parent involvement/ Community involvement

ISSUES

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

STUDENT

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

SCHOOL

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

II. Equity/Access/Choice

ISSUES

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

STUDENT

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

SCHOOL

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

III. School effectiveness

ISSUES

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

STUDENT

Cognitive test scores

S	81	Self-reported grades

SCHOOL

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

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

I. Social capital/Parent involvement/ Community involvement

PARENT

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

II. Equity/Access/Choice

PARENT

P	10	Race, ethnicity
P	34, 80	SES level
P	38	Child's attendance at preschool
P	48	Child's participation in special programs
P	52	Child in gifted/talented program
P	70	Computer in home that child uses
P	82	Money available for educational expenses
P	84	How much money earmarked for student's postsecondary education
P	22	Language spoken in the home

III. School effectiveness

PARENT

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

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

I. Social capital/Parent involvement/ Community involvement

TEACHER

T.	III-26	Problems with school policies as related to student, community, and parent: illegal drugs, weapons, assault, robbery, vandalism, etc.
T.	III-30	Teacher time spent communicating with parents
T.	III-31	How many students' parents does teacher talk to

II. Equity/Access/Choice

TEACHER

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

III. School effectiveness

TEACHER

T.	I-(2-9)	Teacher rating of student's academic performance and participation in class
T.	II-3	Class size
T.	II-14	Teacher adequacy
T.	III-8	Highest academic degree held
T.	III-10	Major and minor fields of highest grade degree
T.	III-18	Employment status in the school system
T.	III-28	Number of days absent from teaching
T.	III-29	Number of supervisory visitations
T.	III-33	How does teacher make use of microcomputer for student instruction

climate, characteristics of the student body, and school policies and offerings. Figure 1-4 illustrates the four components of the base year design as they apply to determinants of learning.

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

The student constitutes the basic unit of analysis in the NELS:88 study and sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set (which includes results of both the student questionnaire and cognitive test). Even though each data set can be analyzed separately, only the student and school data sets constitute representative probability samples. Additional information about the NELS:88 base year sample design is provided in Chapter III and in the *NELS:88 Base Year Sample Design Report.*[3]

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

1.6 NELS:88 Sponsors

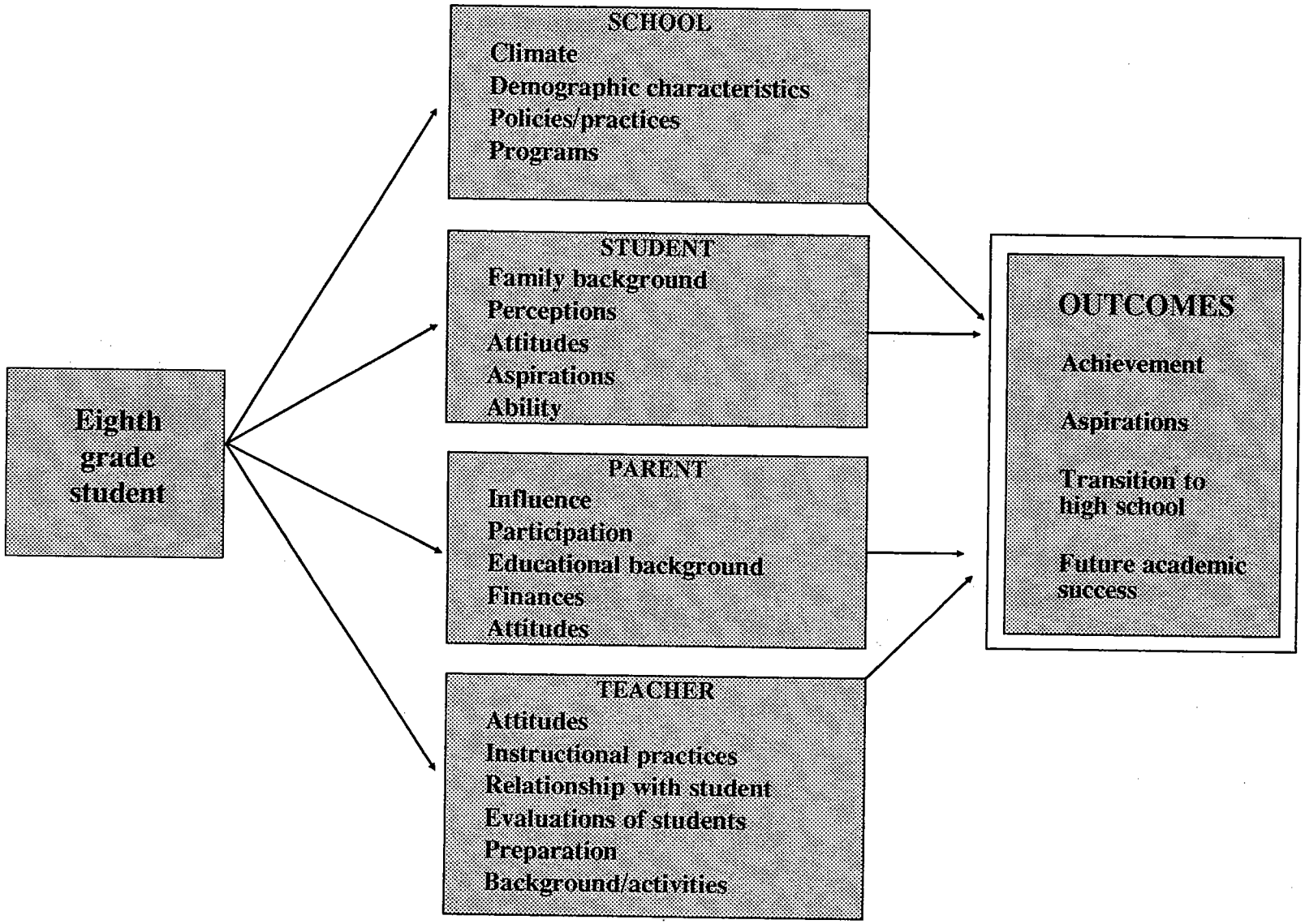
The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year study and enrich it through a variety of means. This involved supplementing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

1.6.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. The U.S. Department of Education provided major funding for the parent component of NELS:88 and, with the National Science Foundation (NSF), cosponsored the teacher component. The U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) provided funds for oversampling Hispanic and Asian-Pacific Islander students, thereby adding approximately 2,200

3 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

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



students to the sample. Gallaudet University also sponsored a special oversample of hearing-impaired students who were enrolled in Individualized Education Programs (IEP) and mainstreamed in English or mathematics classes.

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

1.6.2 Instrument Supplements

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

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

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

1.6.3 Related Studies

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

1.7 NELS:88 Base Year Public Release Tapes

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

II. Data Collection Instruments

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

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

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

2.1 Student Questionnaire and Eighth Grade Tests

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

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

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

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

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

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

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery. In order to facilitate comparisons with test data from other national studies, NELS:88 borrowed or adapted a number of test items from NAEP and from earlier education longitudinal studies. Properties of the tests and the test item reliabilities are discussed in ETS's report, *Psychometric Report for the NELS:88 Base Year Test Battery,*[4] which can be obtained from NCES.

4 Rock, D.A., and Pollack, J.M., *Psychometric Report for the NELS:88 Base Year Test Battery* (Washington, D.C.: National Center for Education Statistics, 1990).

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

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

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

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

2.2 Parent Questionnaire

A self-administered 30-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth grade tests were administered. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent (or guardian) to complete the questionnaire. The most knowledgeable parent was defined as the parent who knows the most about the student's educational activities and related behaviors. In accordance with this definition, the respondent was self-selected.

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

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

2.3 Teacher Questionnaire

A self-administered teacher questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four test subjects (mathematics, science, reading, and social studies).[5] It is important to note that the teacher survey was designed primarily to obtain student-level data, as reported by teachers, pertaining to specific eighth grade students and the courses in which they were enrolled. Although some teacher-level data were collected, the primary emphasis was on information that may help account for the subsequent educational development of the sampled students. Issues that received principal consideration included the quality, equality, and diversity of educational opportunity, and the effect of these factors upon individual development and educational and career outcomes.

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

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5 Section 4.3.3 provides additional information about the selection procedures for teachers and the assignment of subject combinations to schools.

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

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

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

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

2.4 School Administrator Questionnaire

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

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

III. Sample Design and Implementation

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year sample. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of nonresponse on estimates. A detailed description of the sample design and its implementation is available in the *NELS:88 Base Year Sample Design Report.*[6]

3.1 Base Year Sample Design

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

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

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

The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not contain information about the racial/ethnic composition of public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational

6 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. The schools for which the OCR data were available tended to be large schools in large SMSAs; Westat also obtained the black and Hispanic percentages directly from district personnel in selected districts that, according to the QED information, enrolled large proportions of black or Hispanic students. In all cases, data on percent black and Hispanic were compiled only for schools in the primary sampling units of the Year-17 NAEP survey. In all, less than half of the eighth graders in the NELS:88 frame came from schools for which such minority enrollment data were available. However, this procedure allowed the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools.

3.1.1 Exclusions from the Sample

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

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

A. attends this school only on a part-time basis, primary enrollment at another school. (Each eighth grade student was to have one **and only one** first-stage [that is, school-level] chance of selection into the NELS:88 sample.)

B. physical disability precludes filling out questionnaires and taking tests.

C. mental disability precludes filling out questionnaires and taking tests.

D. dropout: absent or truant for 20 consecutive days, and is not expected to return to school.

E. does not have English as the mother tongue **and** has insufficient command of English to complete the NELS:88 questionnaires and tests.

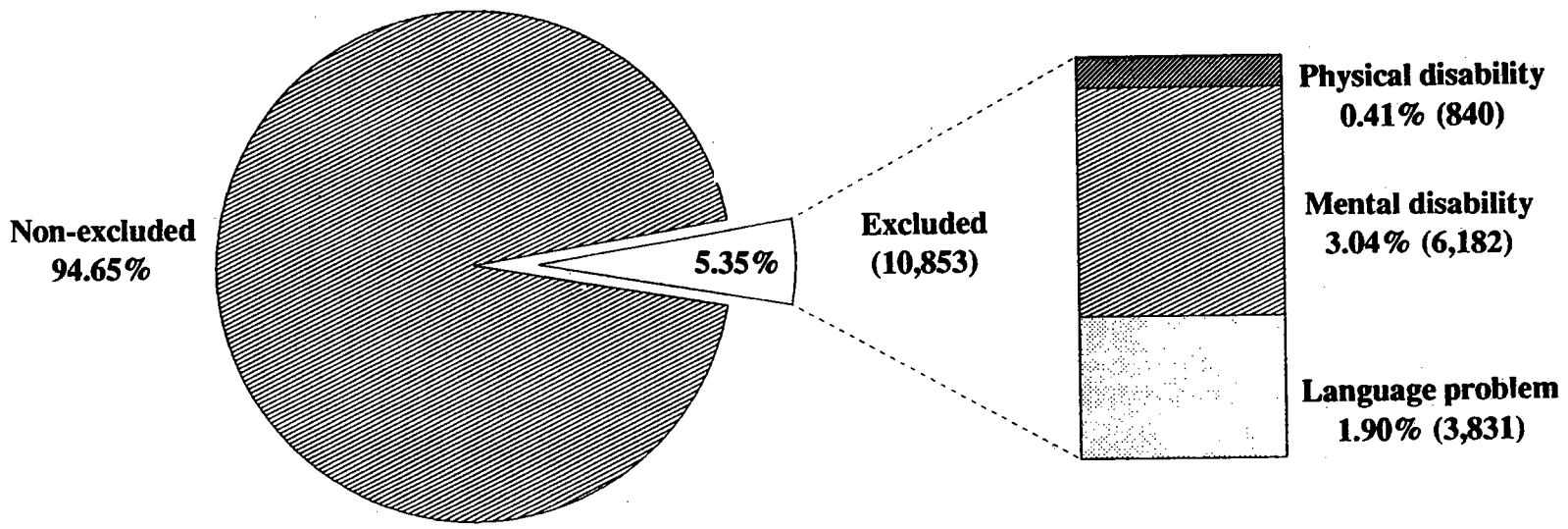
F. has transferred out of the school since roster was compiled.

G. is deceased.

In cases D, F, and G, the student was no longer at the school. In cases A, B, C, and E, the student, though still enrolled at the school, was excluded from the sample. The exclusion of part-time students (category A) has no implications for estimation. However, exclusion of cases covered by categories B, C, and E may have implications for estimates drawn from the base year sample and subsequent study waves. Details are presented in the *NELS:88 Base Year Sample Design Report.*[7] Figure 3-1 gives the number and percentage of excluded and non-excluded students who fall into these three categories.

7 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

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



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

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

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

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

3.2 Calculation of Sample Weights

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

For the base year survey two different weights have been calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with parent data),[8] while BYADMWT applies to the 1,035 school administrator questionnaires. These weights project to the population of approximately

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

3,008,080 eligible eighth graders in 22,790 public, 6,946 Catholic, and 9,037 other private schools in 1988.

The weighting procedures consisted of two basic stages:

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

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

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

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

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

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

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

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

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

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

3.3 A Note About the Parent Survey: Weighting and Generalizability

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

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

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

3.4 School and Item Nonresponse Analyses

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

During the base year survey, shortened versions of the NELS:88 school administrator questionnaire were sent to nonresponding schools in the pool of original selections. Almost all of these schools provided data. These data provide a basis for assessing the impact of school-level nonresponse on base year estimates. The analysis suggests that school-level nonresponse introduces a negligible amount of bias into the estimates. However, the amount of bias is slightly higher than for the High School and Beyond survey.[9] The school non-response analysis suggests that, to the extent that schools can be characterized by different types of students, the impact of nonresponding schools on the quality of the student sample is small. The effect of student-level nonresponse within the responding schools was not assessed. Full details of the school nonresponse analysis are presented in the *NELS:88 Base Year Sample Design Report.* [10]

An analysis of student questionnaire item nonresponse was also undertaken. The percentages of multiple responses, missing responses, and where applicable, "don't know" responses were calculated for each of the questions in the student questionnaire. The analysis was conducted after data cleaning had taken place. This means that a response to an item could have come from the eighth grade respondent or from the logic-driven machine cleaning process. Nonresponse reflects the failure of both of these sources to provide a response. Nonresponse rates for each item were examined by item type, topic, and position in the questionnaire. The average item nonresponse rate in the student questionnaire was 4.7 percent. Average item nonresponse for the parent survey was slightly higher than for the student (7.46). A full report of the item nonresponse analyses can be found in the *NELS:88 Base Year Sample Design Report.*[11] As documented in Chapter VII, there were cases when

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

10 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

11 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

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

3.5 Standard Errors and Design Effects

Statistical estimates calculated using NELS:88 survey data are subject to sampling variability. Because the sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Because of the complex design of the NELS:88 sample (described in detail in the *NELS:88 Base Year Sample Design Report),*[12] standard errors generated by SPSS and SAS will usually underestimate the sampling variability of statistical estimates such as population means, percentages, and more complex statistics such as correlations and regression coefficients. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[13] Consequently, it is largely a matter of convenience which approach is taken. For this report, the Taylor Series procedure was used to calculate the standard errors.

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

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

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12 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

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

Design effects for questions selected from the student, parent, and school questionnaires are presented in Tables 3.5-1 through 3.5-3. On the whole, the design effects indicate that the NELS:88 sample was slightly more efficient than the High School and Beyond sample. For means and proportions based on student questionnaire data for all students (see Table 3.5-1), the average design effect in the NELS:88 survey was 2.54; the comparable figure was 2.88 for the High School and Beyond sophomore cohort and 2.69 for the senior cohort. Tables 3.5-4 through 3.5-6 show that this difference is also apparent for subgroup estimates. *The High School and Beyond Sample Design Report* [14] presents design effects for ten subgroups defined similarly to those in Table 3.5-4. For eight of the ten subgroups, the NELS:88 design effects are smaller on the average than those for both the High School and Beyond sophomore and senior cohorts. The increased efficiency is especially marked for students attending Catholic schools. In NELS:88, the average design effect is 2.70; in High School and Beyond, it was 3.60 for the sophomores and 3.58 for the seniors.

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

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

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

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

Tables 3.5-4 through 3.5-6 give the mean design effects (DEFFs) and mean root design effects (DEFTs) for each data set and subgroup. A detailed presentation of design effects for individual items for the total sample and for various subsamples is presented in the *NELS:88 Base Year Sample Design Report.*[15]

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14 Frankel, Kohnke, Buonanno, and Tourangeau, *HS&B Base Year (1980) Sample Design Report* (see note 9).

15 Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

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

All students

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

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

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

All parents

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

[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

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

All schools

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

[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

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

Group	Mean DEFF	Mean DEFT
All students	2.54	1.56
Male[a]	1.98	1.39
Female	1.93	1.38
White and other[b]	2.25	1.48
Black	1.65	1.27
Hispanic	2.06	1.41
Asian/Pacific Islander	2.00	1.40
Public schools	2.27	1.48
Catholic schools	2.70	1.59
Other private schools	3.80	1.83
Low SES	1.58	1.25
Middle SES	1.66	1.28
High SES	1.84	1.34

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

Note: Each mean is based on 30 questionnaire items.

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

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

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

Note: Each mean is based on 30 questionnaire items.

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

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

Note: Each mean is based on 30 questionnaire items.

3.6 Design Effects and Approximate Standard Errors

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

$$SE = DEFT \times (p\,(1-p)/n)1/2 \qquad (1)$$

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

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

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

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

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

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

Standard errors may also be needed for other types of estimates than the simple means and proportions that are the basis for the results presented here. A second rule of thumb can be used to estimate approximate standard errors for comparisons between subgroups. If the subgroups crosscut schools, then the design effect for the difference between the subgroup means will be somewhat smaller than the design effect for the individual means; consequently, the variance of the difference estimate will be less than the sum of the variances of the two subgroup means from which it is derived:

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

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

A final rule of thumb is that more complex estimators show smaller design effects than simple estimators.[16] Thus, correlation and regression coefficients tend to have smaller design effects than subgroup comparisons, and subgroup comparisons have smaller design effects than means. This implies that it will be conservative to use the mean root design effects presented here in calculating approximate standard errors for complex statistics, such as multiple regression coefficients. The procedure for calculating such approximate standard errors is the same as with simpler estimates: first, a standard error is calculated using the formula for data from a simple random sample; then, the simple random sample standard error is multiplied by the appropriate mean root design effect.

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

IV. Data Collection

4.1 Overview

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

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

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

[a]Percentage of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.
[b]Indicates a coverage rate. See section 4.4.

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

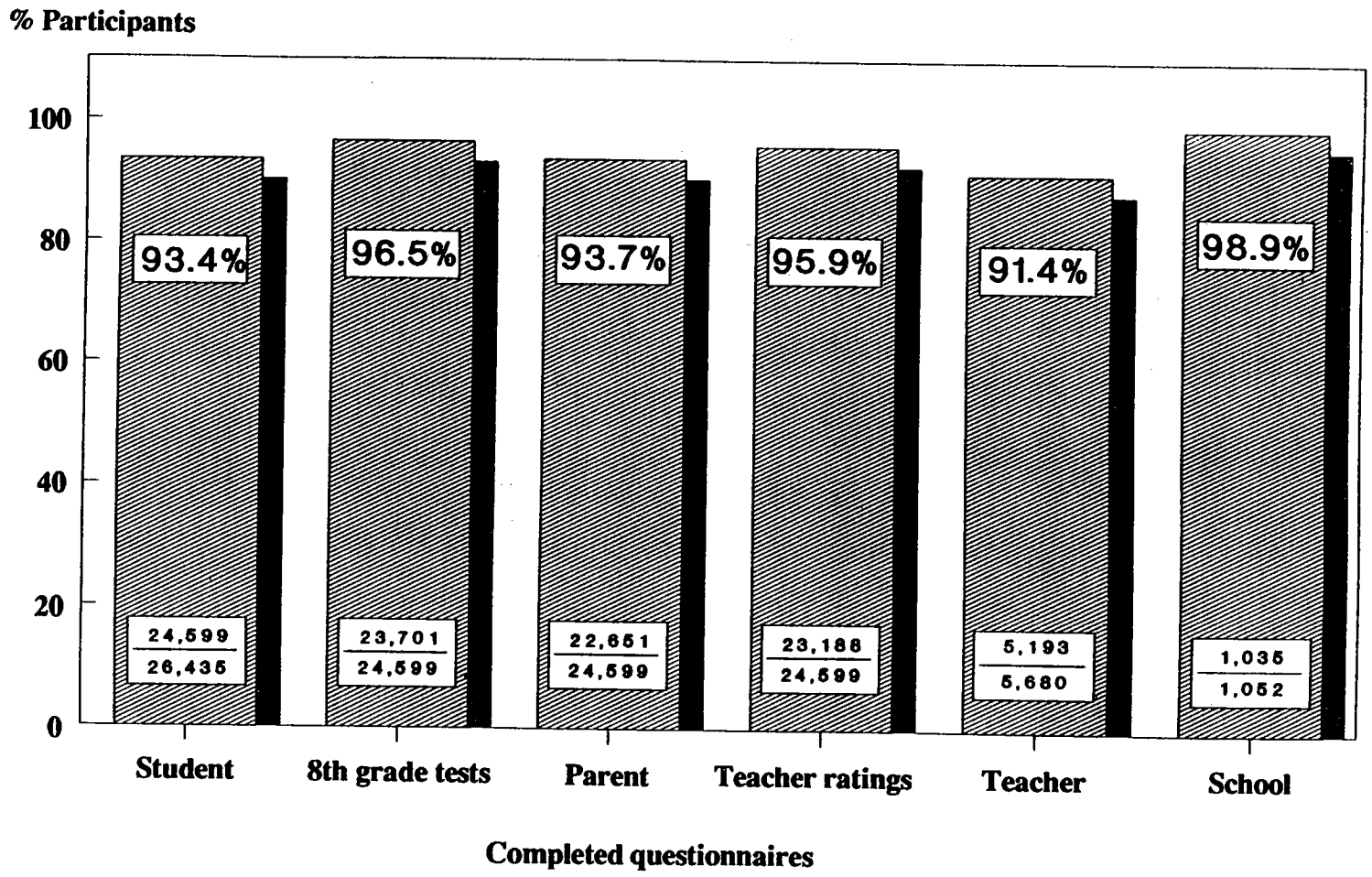
4.2 Pre-Data Collection Activities

Before the data collection effort could begin, it was first necessary to secure from the administrator of each sampled school a commitment to participate in the study. Several levels of cooperation were sought before school administrators were approached. The first level involved contacting key educational organizations. The Committee on Evaluation Information Systems (CEIS)[17] of the Council for Chief State School Officers was asked to provide its approval of the project. Contact was also made with the National Catholic Education Association (NCEA) and the National Association of Independent Schools (NAIS) in order to inform them of the study and to solicit their endorsements.

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

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

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



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

upon receipt of district approval, contact was made with the school principals. Wherever selected private schools were organized into an administrative hierarchy (for example, Catholic school dioceses), approval was obtained at the higher level before the school principal or headmaster was approached.

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

4.3 Base Year Data Collection

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

4.3.1 Student Survey and Eighth Grade Tests

NORC organized an Orientation Day for 158 schools that requested it or for schools that were deemed likely to particularly benefit from it.[18] The Orientation Day was usually arranged one or two weeks prior to the administration of the student questionnaire and tests. During these sessions, sampled students were informed about the objectives of the NELS:88 study, its voluntary nature, and the measures to be used to ensure respondent confidentiality. Students were also briefed about the tasks and procedures that would be followed in administering the questionnaire and tests. A check was made during this time to confirm that all required parental permission forms had been obtained.

Base year student data were collected from students[19] in the core and augmentation sample schools between February 1 and June 30, 1988. Selected eighth graders within each school were

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

19 Student sample selection procedures are discussed in Spencer, Frankel, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

gathered in a group session on the scheduled Survey Day. Two NORC field staff members, a "team leader" and a clerical assistant, were responsible for overseeing the administration of the questionnaires and tests during the planned session.

Actual survey administration, which was usually conducted in a school classroom or library, consisted of several steps. A check was made to confirm that parental permission forms had been obtained for all selected students. Students in each session were instructed to first complete the self-administered student questionnaire, starting with the background and identification section. A ten-minute break followed, during which time NORC field staff reviewed the questionnaires for completeness (i.e., checking for missing or multiple-response critical items). Upon completion of the questionnaires, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/government). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.[20] At the close of the session, NORC representatives packaged all completed student questionnaires and tests and mailed them to NORC for processing. Teacher and school administrator questionnaires were also collected, but were mailed to Westat for processing.

Arrangements were made to conduct make-up sessions for students who were scheduled, but unable to attend the first Survey Day. If fewer than five students were scheduled for a make-up day, the school coordinator was asked to handle the arrangements and oversee its administration.[21] When five or more students were scheduled, or in instances where the school coordinator was unavailable to conduct a make-up day, NORC representatives arranged a return visit to the school.

4.3.2 Parent Survey

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

The parent questionnaires were received by parents on one of two dates: the Orientation Day or on Survey Day. Students who attended Orientation Day received parent questionnaire packets to take home. The packet was addressed to "The Parent of [Eighth Grade Student]." Although parents were encouraged to complete the questionnaires for return by Survey Day, they were also given the option of mailing the document directly to NORC. A prepaid envelope was included in the parent questionnaire packet for this purpose. A similar procedure was followed for students who attended

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

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

Survey Day. About 40 percent of parent questionnaires were returned through the schools or directly without further intervention by NORC.

A mixed mode follow-up design was used in pursuing parents who failed to return a completed questionnaire several weeks after the questionnaire should have been received. (The locator section in the student questionnaire usually provided the necessary information for reaching the parent during the follow-up effort.) Parents first received a telephone prompt from an NORC central office interviewer, encouraging them to complete and return the questionnaire promptly.[22] The telephone prompt accounted for an additional 20 percent of the completed cases. If a case was still outstanding two weeks after a telephone prompt it was transferred to an NORC field interviewer for follow-up. Field interviewers were instructed to attempt to complete the case by telephone administration. Failing that, the interviewer was instructed to make a personal visit to the respondent's home in an attempt to conduct a face-to-face interview.

A special effort was made to ensure a high completion rate for parents of the OBEMLA (Hispanic and Asian/Pacific Islander) oversampled students. One of these efforts involved having a Spanish-language parent questionnaire and a Spanish-speaking interviewer available to conduct the telephone follow-ups. If an interviewer reached a Spanish-speaking household during the telephone prompting she or he would transfer the call to a Spanish-speaking interviewer. The bilingual interviewer would ascertain if the parent preferred to complete the questionnaire in Spanish or English. If a Spanish questionnaire was preferred, that version was mailed to the parent. During the follow-up field period, households that had been identified as Spanish-speaking during the prompting stage were assigned to Spanish-speaking interviewers who could administer the Spanish-language instrument if necessary.[23] Approximately 575 Spanish-language parent questionnaires were completed.

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

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

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

4.3.3 Teacher Survey

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

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

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

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

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

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

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

A **class schedule form** completed by the school coordinator. Once NORC completed the student sampling for a school, the school coordinator was asked to complete a class schedule form. Using this form, coordinators recorded information about the classes each sampled student attended in

the two curriculum areas preassigned to the school. This form identified the teachers and classes to be included in the survey. This information was used to produce the teacher labels and list of each teacher's sampled classes.

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

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

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

4.3.4 School Survey

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

4.4 Data Collection Results

Tables 4.4-1 through 4.4-3 summarize the data collection results for the NELS:88 base year study. Table 4.4-1 reviews the school sample selections and sample realization. The final sample was approximately equal to the original target number of schools. Just under 70 percent of the original selections cooperated. In order to achieve overall numerical targets in each stratum, replacement schools were drawn from the same stratum into the sample when those originally selected refused to participate. The tables that follow (Table 4.4-2 and Table 4.4-3) present two sets of completion statistics for the four study components that constitute the NELS:88 core sample. The statistics are presented according to the sampling stratification variables.

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

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

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

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

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

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

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

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

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

[a] Indicates a coverage rate.

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

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

[a] Indicates a coverage rate.

V. Data Control and Preparation

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

5.1 Monitoring and Receipt Control

As described in Chapter IV, a completed parent questionnaire could reach NORC through various routes. When questionnaires were received at NORC, receipt control clerks checked each for completeness and assigned a disposition code to the corresponding parent indicating if the questionnaire had been sent to NORC through the school, directly by the parent, or through an interviewer. In the latter case, a further distinction was made between interviews that were conducted over the telephone and those that were conducted in person. Receipt control clerks then entered this disposition code into NORC's Survey Management System (SMS), a microcomputer-based system that replaced the NORC Automated Survey System (NASS) used on earlier studies. At the time of entry, the SMS generated and automatically entered the date that data for each case was received. An NORC coder checked to make sure that the parent had correctly filled in the preassigned identification number. Overall, 62 percent of received questionnaires were mailed directly to NORC, 19 percent returned through the school, 17 percent were completed by telephone interviewers, and 2 percent were completed in personal interviews.

5.2 Inhouse Editing and Coding

After a questionnaire was logged into the SMS, it was sent to an editing shop where 26 critical items were checked and flagged when missing. As in the student questionnaire, critical items were those that were of particular interest to policy analysts, judged to have important policy relevance, or provided information which could be used in locating the student in subsequent follow-up studies. A complete listing of critical items appears in Appendix B.

Questionnaires in which responses to one or more of the critical items were missing, undecipherable, or had multiple categories marked when only one was required were sent to the telephone retrieval shop. NORC interviewers in the retrieval shop called the respondent and attempted to elicit a response to the missing critical item(s). If, after prompting, the respondent indicated that he or she had chosen not to answer that item, the interviewer marked a "no retrieval" response for the item. (This was indicated by filling in an oval to the left of the critical item.) The "no retrieval" responses were used during the machine editing process to assign a "refused" reserve code to the critical items. Overall, 43 percent of parent questionnaires required critical item retrieval.

5.3 Data Entry and Archival Storage

When editing, coding, and inhouse retrieval were completed, questionnaires were separated into two parts, each of which received different treatment with respect to data entry and archiving. First, a section of the parent questionnaire that asked parents to provide identifying information and

information about the high school their eighth grader would be most likely to attend was removed from each questionnaire and filed. This information will be used to locate students for the NELS:88 first follow-up in 1990.

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

VI. Data Processing

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

6.1 Student and Parent Locator Data Base

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

Additional locating information was provided in the parent questionnaire in a section titled "Information for Future Follow-Up." Requested information included the parent's name and address, as well as the name and address of another relative and of a family friend, both of whom would be likely to stay informed of the parent's whereabouts. To ensure confidentiality, all identifying information is stored on secure files that are separate from the questionnaire data.

6.2 Receipt Control Procedures

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

6.2.1 Storage and Protection of Completed Instruments and Records

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

6.3 Optical Scanning

With the exception of the locator section, NORC used the optical mark read (OMR) method of data conversion for the parent questionnaire. (Key-to-disk equipment at NORC was used to convert

the locator section to machine readable form.) The materials were optically scanned using equipment that read darkened ovals or marks on the page. The scanning subcontractor conducted extensive tests and checks of the machine's ability to correctly read the darkened ovals. Adjustments were made to the marksense threshold as required.

To check the accuracy of data conversion, the scanning programs were tested in two ways: through use of dummy questionnaires specifically designed to detect scanning errors, and by running a substantial number of real documents through the system. Final data were compared item by item to hardcopy questionnaires, and procedures were modified until accuracy was attained.

6.4 Machine Editing

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

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

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

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

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

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

Each critical item has an associated "retrieval oval." The retrieval oval was marked if an attempt was made to retrieve data from a respondent. These flags then were used to set corresponding blank data to REFUSED. Although retrieval variables were present in the questionnaire, they are not

present in the data since their purpose was to determine correct reserve codes. Any critical item that was blank, not a legitimate skip, and whose retrieval oval flag was checked was coded as "7" (refused). A critical item that was blank, not a legitimate skip, and whose respective retrieval flag was not checked was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered them. Filters that were coded "6" (multiple response) or "8" (missing) were handled the same way.

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

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

6.5 Data File Preparation

Composite variables were constructed for students; the composites included on the parent tape are a subset of those on the student file. The conventions used to assign SAS and SPSS variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYP85G, is from the base year parent survey, question 85, part G.

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

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

VII. Guide to the Data Files and Codebook

The NELS:88 public use data files are available on four separate tapes, one for each study component: the student survey, the parent survey, the teacher survey, and the school administrator survey. The tape for the parent survey component contains a data file for 22,651 participating parents of the 24,599 participating students from 1,052 schools, including the OBEMLA student oversamples. Data records are present for parents who completed the parent questionnaire and whose child completed the student questionnaire. As indicated earlier, the parent data can be used alone or merged with the student, teacher, or school files.

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

The primary purpose of the NELS:88 base year sample of parent-respondents was to provide information about student-related characteristics, parental practices, and family or home characteristics which can be linked to individual student-level records. At the student level, analysis and reporting activities will focus on the effects of parent and home characteristics on various student outcomes and responses.

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

A student weight and several flags are provided (see section 7.1) in order that analyses of parent data can be conducted. Analysts intending to use the data other than as contextual data for student analysis must note that the respondents to the parent questionnaire do not constitute a statistical or representative sample of eighth grade parents (see section 3.3). These weights do not reflect the unequal chances of selection for parents because no adjustment is made for the fact that some parents had more than one eighth grader while other parents were selected from one or two parent households. Additionally, no distinction between parent or guardian is reflected in the flags although the first question in the questionnaire provides detail on the relationship between the student and the parent or guardian respondent.

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

7.1 Suggestions for Selecting Participation Flags, Use of the Student Weight, and Statistical Programs

One of the first steps to take before running statistical analyses is to select the proper participation flags and weight. There are four participation flags (BY indicates base year) which define subsets of the parent respondents. They include:

BYTXPAFG which is 1 if the student completed the cognitive tests and 0 if he or she did not.

BYTEPAFG which is 1 if the student had at least one teacher questionnaire completed and 0 if he or she did not.

BYSPANFG which is 1 to indicate that a Spanish-language questionnaire was used to gather the parent data, and is 0 if the Spanish-language questionnaire was not used.

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

These flags should be used to select the subset of respondents the analyst intends to examine. When the user combines these with the appropriate weight, he or she can produce population estimates. There is one student weight, BYQWT, which can be used with the flags to estimate the population of a subset of students or parents. For example, if data from all parents whose children completed the test are desired, BYTXPAFG should be used to select them. (Even if the analyst is running unweighted statistics, the participation flags should be used).

To compute a weighted estimate of the proportion of parents in the base year who completed the questionnaire in Spanish and who stated that English is spoken in the home (Question 22B), for example, one would take the following steps:

(1) use the base year flag BYSPANFG to select the 575 cases that completed the questionnaire in Spanish;

(2) invoke the appropriate weight, BYQWT; and

(3) run frequencies for the variable BYP22B.

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

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

7.1.1 Packaged Statistical Programs

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

7.2 Content and Organization of the Data Files

The parent raw data file consists of 22,651 records. (Nonparticipating parents are not included on the base year data tape of a longitudinal study). Each record is organized as shown in the record layout that appears as Appendix C. The variables on the record are grouped into logical sets as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name as defined in the control cards provided with the data file.

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

1. The raw data file, with items in the following order for each respondent:

a. Randomized ID number (positions 1-7)

b. Information from the parent questionnaire (positions 8-325)

c. Base year weight, flags, and composites (positions 326-411)

2. SPSS-X control cards

3. SAS control cards

4. SAS system file

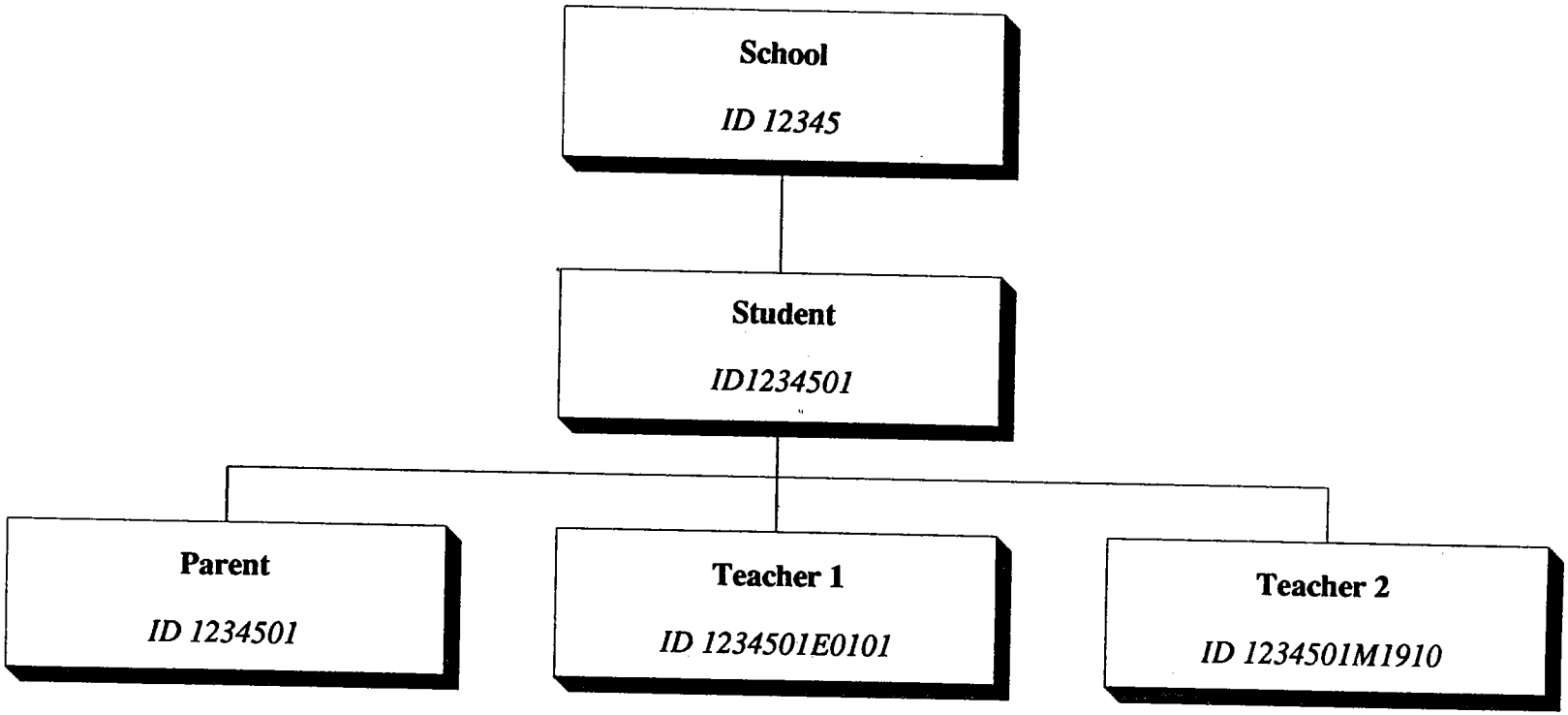
7.2.1 Identification Codes

The first variable on the raw data file, STU_ID, is a unique but randomized seven-digit student identification code, which consists of a five-digit school ID, followed by a two-digit student code. Both sets of numbers have been randomly assigned to maintain confidentiality. Since there is a single parent respondent for each student, that parent respondent is identified by the corresponding student ID. If a parent has more than one child in the student survey, there is a parent record for each child. The first field of the teacher identification is the student ID. The school ID is embedded in the first five digits of each component ID. See Figure 7-1.

7.2.2 Parent Questionnaire Information

Information from the parent questionnaire is presented in the same order as the questions. Variables are identified by their SAS (SPSS-X) name. All variable names begin with BYP for Base Year Parent, followed by the question number. For example, BYP20A is question 20, part A, from the base year parent questionnaire.

Figure 7-1.--Data file linkages



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

7.2.3 Sampling Weights

Because of the success in obtaining a parent questionnaire for such a high percentage of students, the student weight BYQWT can also be applied to provide a reasonable approximation of weighted parent statistics. See section 3.3 for the use of this weight. Note that, because this is a student based weight, the associated parent data will be missing for the 1,948 cases for which there is a student questionnaire, but no parent questionnaire.

BYQWT is calculated from the design weight for the student (RAWWT), adjusted for the fact that some of the selected students did not complete the questionnaire. RAWWT is the reciprocal of the conditional selection probability within school for the student, given that the school was selected into the base year sample, multiplied by his or her school's design weight (SCHWT). Used in conjunction with the appropriate flag, it can compute population estimates for a corresponding subset of parent respondents. BYQWT is included on both the student and parent data tapes.

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

7.2.4 Composite Variables

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

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

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

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

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

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

Socioeconomic status can be determined from BYSES and BYSESQ. The parent questionnaire was the primary source used to construct this composite, averaging the nonmissing values of five standardized components: father's and mother's educational levels, father's and mother's occupations, and family income. For cases without parent data (8.1 percent), student data were used. The first four components from the student data are the same as the components used from parent data and a ranking of material possessions was substituted for family income. BYSESQ is simply the BYSES quartile to which the respondent belongs.

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

Four **psychological scales** for the respondent's child, designed to be as comparable as possible with those on HS&B and NLS-72, were constructed from various attitude items. These scales are intended to measure locus-of-control (BYLOCUS1 and BYLOCUS2) and self-concept (BYCNCPT1 and BYCNCPT2). BYLOCUS1 and BYCNCPT1 represent only the scale items that correspond closely to NLS-72 and HS&B items. BYLOCUS2 and BYCNCPT2 represent all NELS:88 scale items. Each composite scale is the average of the standardized scores of the questionnaire items of which it is composed. For each scale a tertile ranking was calculated. These variables are named: BYLOCU1T, BYLOCU2T, BYCNCP1T, and BYCNCP2T. A measure of reliability, coefficient alpha,[24] was calculated for each of these scales. The values are: BYLOCUS1 = .5750, BYLOCUS2 = .6802, BYCNCPT1 = .7355, and BYCNCPT2 = .7867. For a list of the component items, the construction procedures, and the wording of the items in both NELS:88 and HS&B, see Appendix D. It is important to note that while the items are comparable, they are not always identical.

Educational variables include variables constructed from the results of cognitive tests given to students, as well as from student questionnaire responses. Quartile results are reported for each of

24 Cronbach, L. J., "Coefficient Alpha and the Internal Structure of Tests," *Psychometrika*, 16, 197-334 (1951).

the base year cognitive tests given in the four areas of reading, mathematics, science, and social studies (history/government). The variables are BYTXRQ (base year test reading quartile), BYTXMQ (base year test mathematics quartile), BYTXSQ (base year test science quartile), and BYTXHQ (base year test history quartile). In addition, the quartile of a standardized test composite for reading and math (BYTXQURT) is reported.

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

BYTXRPL1	reading proficiency level 1
BYTXRPL2	reading proficiency level 2
BYTXRPRO	overall reading proficiency
BYTXMPL1	mathematics proficiency level 1
BYTXMPL2	mathematics proficiency level 2
BYTXMPL3	mathematics proficiency level 3
BYTXMPRO	overall mathematics proficiency

A description of the proficiency levels and an interpretation of the overall proficiency ratings are in Appendix D. Additional variables providing greater detail on student cognitive test performance are found on the student data tape.

BYGRADS is an average, with all non-missing elements equally weighted, of student self-reports for grades over the four subject areas. The source is student questionnaire item 81. BYGRADSQ is the quartile distribution of BYGRADS.

BYPSEPLN characterizes the postsecondary education plans of the student and was taken directly from the aspirations stated by the student in response to BYS45.

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

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

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

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

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

7.3 Guide to the Codebook

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

Finally, it is worth pointing out that in general, there were no attempts at imputing data for missing parent responses. Because of this, item nonresponse may be a problem, especially for items with high item nonresponse. These topics are discussed in the item nonresponse section 3.4 and in the *NELS:88 Base Year Sample Design Report.*[25]

25 Spencer, Ingels, Rasinski, and Tourangeau, *NELS:88 Base Year Sample Design Report* (see note 1).

Figure 7-2.--Codebook entry

(1) Question 66

(2) Tape Pos. 247-247
(3) Format: I1

(4) BYP66 (5) HOW OFTN TALKS TO CHLD ABT SCHL EXPERNCS

(6) Parents differ in how much they talk to their children about what they do in school. How often do you or your spouse/partner talk with your eighth grader about his or her experiences in school? (MARK ONE)

(7) RESPONSE	(8) CODES	(9) UNWGTD FREQ	(10) PER-CENT	(11) WGTD PCT
Not at all	1	150	.6%	.7%
Rarely	2	531	2.3%	2.2%
Occasionally	3	3982	17.6%	17.9%
Regularly	4	17438	77.0%	79.3%
(12) RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING DATA	8	545	2.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

Explanations:

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

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

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

(4) SAS and SPSS-X variable name: Each variable on the data tape is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them, for example, G8REGON for "Grade 8 in what US Census Region" and BYSES for "base year socioeconomic status composite."

For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) name in any computing procedures, rather than by its question number.

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

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

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

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

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

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

(11) Weighted "valid cases" percentage frequencies: This column displays the weighted frequencies for those cases that are "valid," that is, excluding those records that have been assigned reserved codes.

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

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

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

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

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

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

Appendix A

Parent Questionnaire

NORC-4456
Form Approved
OMB No. 1850-0593
App. Exp.: 1/89

PARENT QUESTIONNAIRE

NELS: 88

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

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

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

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

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

FOR OFFICE USE ONLY

PARENT QUESTIONNAIRE

MARKING DIRECTIONS

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

CORRECT MARKS

INCORRECT MARKS

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

○ Yes ● No

On the cover of this questionnaire, you will find the name of an eighth grader. Please check the cover to make certain that the child named on the cover is one for whom you or your spouse or partner are responsible. The questionnaire should be completed by the parent or guardian who is most familiar with the student's current school situation and educational plans. If you are the appropriate person, please fill out the questionnaire and return it in the postage-paid envelope provided. If neither you nor your spouse or partner are the appropriate person, please call Lee Howard collect at (312) 702-8998, to discuss the best way to get the questionnaire to the appropriate person.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

Below are instructions for responding to the various types of questions that appear in the Parent Questionnaire.

MARK ONE

What is the color of your eyes?

(MARK ONE)

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

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

MARK ALL THAT APPLY

Last week did you do any of the following?

(MARK ALL THAT APPLY)

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

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

CONTINUED ON NEXT PAGE

MARK ONE OVAL FOR EACH LINE

Are you planning to do any of the following next week?

(MARK ONE OVAL FOR EACH LINE)

	Yes	No	Don't Know
a. Go grocery shopping	●	○	○
b. Go to a museum	○	●	○
c. Visit a relative	○	○	●

If you plan to go grocery shopping, do not plan to go to a museum, and are not sure about visiting a a relative next week, you would mark one oval on each line as shown above. **IT IS VERY IMPORTANT THAT YOU MARK ONE OVAL ON EACH LINE.**

SKIP TO, GO TO

2. Do you play bridge?

(MARK ONE)

Yes ..... ○ ⟶ **GO TO Question 3**
No ..... ● ⟶ **SKIP TO Question 4**

3. How many times a week do you play bridge?

(MARK ONE)

Once a week ..... ○
Twice a week..... ○
More than twice a week .. ○

4. Do you play tennis?

(MARK ONE)

Yes ..... ●
No ..... ○

If you do not play bridge, you would mark the oval as shown above. You would not answer Question 3. Instead you would skip over Question 3 and go directly to Question 4. Sometimes you will be asked to skip several questions.

WE HOPE THAT YOU WILL ANSWER EVERY QUESTION (OTHER THAN THOSE YOU SHOULD LEGITIMATELY SKIP), BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

IMPORTANT: PLEASE READ CAREFULLY BEFORE BEGINNING THE QUESTIONNAIRE.

For any particular eighth grader, it is important that we know which individuals are referred to as the child's parents/guardians in the answers you are providing. To help us, we ask that, just for the purposes of this survey, you use the following guidelines:

TWO PARENTS OR GUARDIANS IN THE HOUSEHOLD

1. If you are the child's parent (biological or adoptive) and you are married to the child's other parent (biological or adoptive), answer all questions concerning YOUR SPOUSE/PARTNER with reference to your spouse.

2. If you are the child's parent (biological or adoptive) and you are now married to or living with someone other than the child's other parent (biological or adoptive), answer all questions concerning YOUR SPOUSE/PARTNER with reference to your current partner (not your ex-spouse).

3. If you are a grandparent of the child and you are living with one of the biological parents of the child, answer all questions concerning YOUR SPOUSE/PARTNER with reference to that biological parent (not your own spouse).

SINGLE PARENT OR GUARDIAN HOUSEHOLD

4. If you are the child's parent (biological or adoptive) and there is no other parent/guardian in the household, mark questions referring to YOUR SPOUSE/PARTNER as NOT APPLICABLE. For example, if you are divorced, do not consider your ex-spouse as your spouse/partner.

GRANDPARENT(S) OR FOSTER PARENT(S) HOUSEHOLD

5. If a grandparent or two grandparents or a foster parent or two foster parents are the guardian(s) of the child, even if biological parents exist and live outside of the household, answer with reference to yourself (yourselves). If a grandparent is living with one of the child's biological or adoptive parents, see Item 3 above.

THE NUMBER OF THE STATEMENT ABOVE THAT BEST DESCRIBES YOUR SITUATION IS: (CIRCLE ONE)

1 2 3 4 5

IF NONE OF THE ABOVE STATEMENTS APPLIES, BRIEFLY DESCRIBE YOUR SITUATION:

PART 1
YOUR FAMILY'S BACKGROUND

WE WOULD LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOUR FAMILY'S BACKGROUND.

1A. What is your relationship and that of your spouse/partner to the student named on the front cover? Please read the instructions on the opposite page regarding who to consider as your spouse/partner before answering this question.

(MARK ONE FOR EACH COLUMN)

	1A-1 You	1A-2 Your Spouse/ Partner
Mother		
Father		
Stepmother		
Stepfather		
Grandmother		
Grandfather		
Other female relative		
Other male relative		
Other female guardian		
Other male guardian		
NOT APPLICABLE: No other parent/guardian		

1B. How much of the time does the student named on the front cover live with you?

(MARK ONE)

- All of the time
- More than half of the time
- Half of the time
- Less than half of the time
- None of the time

2. Altogether, how many people are dependent upon you (or you and your spouse/partner)? Count everyone — include individuals not living with you and your spouse/partner — who receives one-half or more of their financial support from you or your spouse/partner. Do not include yourself or your spouse/partner.

Total number of dependents (not counting you or your spouse/partner):

(MARK ONE)

- None
- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight or more

3A. We would like to know how many brothers and sisters your eighth grader has. Please consider all siblings, including half- and step- and adoptive brothers and sisters.

(MARK ONE)

- None ... → **If you answered "none," SKIP TO Question 7 on Page 8.**
- One
- Two
- Three
- Four
- Five
- Six or more

3B. How many of these siblings, including half- and step- and adoptive brothers and sisters, are presently in the home?

(MARK ONE)

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

4. How many of the children referred to in Question 3A are older than your eighth grader?

(MARK ONE)

- None ... → **If you answered "none," SKIP TO Question 7 on Page 8.**
- One
- Two
- Three
- Four
- Five
- Six or more

5A. How many of the children referred to in Question 4 are now in high school?

(MARK ONE)

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

5B. How many of the children referred to in Question 4 have graduated from high school?

(MARK ONE)

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

6. How many of the children referred to in Question 4 dropped out of school before graduating from high school?

(MARK ONE)

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

7. What is your current marital status?

(MARK ONE)

- Divorced
- Widowed
- Separated
- Never married
- Not married but living in a marriage-like relationship
- Married

8. In what year were you born?

(MARK ONE)

- 1929 or earlier
- 1930-1939
- 1940-1944
- 1945-1949
- 1950-1954
- 1955-1959
- 1960 or later

9. In what year was your spouse/partner born?
REMINDER: Use "spouse/partner" definition from page 6.

(MARK ONE)

- Does not apply. I do not have a spouse/partner
- 1929 or earlier
- 1930-1939
- 1940-1944
- 1945-1949
- 1950-1954
- 1955-1959
- 1960 or later

10. Which best describes you?

- Asian or Pacific Islander → **GO TO 10A**
- Hispanic, regardless of race → **SKIP TO 10B**
- Black, not of Hispanic origin
- White, not of Hispanic origin
- American Indian or Alaskan Native

→ **SKIP TO Question 11 on Page 9**

10A. Which of these best categorizes your ethnic background?

ASIAN OR PACIFIC ISLANDER

(MARK ONE)

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

→ **SKIP TO Question 11 on Page 9**

10B. Which of these best categorizes your ethnic background?

HISPANIC

(MARK ONE)

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

If you have answered Part B above, please also answer the following:

10C. What is your race?

(MARK ONE)

- Black Hispanic
- White Hispanic
- Other Hispanic

NOW GO ON TO QUESTION 11

PLEASE NOTE: QUESTIONS 11 TO 16 ASK ABOUT YOUR EIGHTH GRADER'S BIOLOGICAL PARENTS.

11. Was your eighth grader's mother born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area?

(MARK ONE)

- She was born in the United States ..... → **SKIP TO Question 14 on Page 10**
- She was born in Puerto Rico ..... → **GO TO Question 12**
- She was born in another country/area ..... → **GO TO Question 12**
- I don't know where she was born ..... → **SKIP TO Question 14 on Page 10**

12. How many years ago did she come to the United States to stay?

(MARK ONE)

- Less than 1 year .....
- 1 to 2 years .....
- 3 to 5 years .....
- 6 to 10 years .....
- 11 to 15 years .....
- 16 or more years .....
- Does not apply. She did not come to the United States ..... → **SKIP TO Question 14 on Page 10**
- Does not apply. She is only temporarily in the United States ..... → **SKIP TO Question 14 on Page 10**
- Don't know .....

13. What kind of work did your eighth grader's mother do most recently before coming to the United States?

(MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .....
- CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter .....
- FARMER, FARM MANAGER .....
- HOMEMAKER (without other job) .....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer .....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .....
- MILITARY such as career officer, enlisted man or woman in the Armed Forces .....
- OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver .....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter .....
- SALES such as salesperson, advertising or insurance agent, real estate broker .....
- SCHOOL TEACHER such as elementary or secondary .....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter .....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer .....
- Never worked .....
- Don't know .....

14. Was your eighth grader's father born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area?

	(MARK ONE)	
He was born in the United States	○	→ SKIP TO Question 17 on Page 11
He was born in Puerto Rico	○	→ GO TO Question 15
He was born in another country/area	○	→ GO TO Question 15
I don't know where he was born	○	→ SKIP TO Question 17 on Page 11

15. How many years ago did he come to the United States to stay?

(MARK ONE)		
Less than 1 year	○	
1 to 2 years	○	
3 to 5 years	○	
6 to 10 years	○	
11 to 15 years	○	
16 or more years	○	
Does not apply. He did not come to the United States	○	→ SKIP TO Question 17 on Page 11
Does not apply. He is only temporarily in the United States	○	
Don't know	○	

16. What kind of work did your eighth grader's father do most recently before coming to the United States?

(MARK ONE)

- ○ CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- ○ CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- ○ FARMER, FARM MANAGER
- ○ HOMEMAKER (without other job)
- ○ LABORER such as construction worker, car washer, sanitary worker, farm laborer
- ○ MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- ○ MILITARY such as career officer, enlisted man or woman in the Armed Forces
- ○ OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver
- ○ PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- ○ PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
- ○ PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- ○ PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- ○ SALES such as salesperson, advertising or insurance agent, real estate broker
- ○ SCHOOL TEACHER such as elementary or secondary
- ○ SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
- ○ TECHNICAL such as draftsman, medical or dental technician, computer programmer
- ○ Never worked
- ○ Don't know

17. Was your eighth grader born in the United States (that is, any of the fifty states, or the District of Columbia), in Puerto Rico, or in another country or area?

(MARK ONE)

- He/she was born in the United States ..... → SKIP TO Question 19
- He/she was born in Puerto Rico ..... → GO TO Question 18
- He/she was born in another country/area ..... → GO TO Question 18

18. How many years ago did your eighth grader come to the United States to stay?

(MARK ONE)

- Less than 1 year .....
- 1 to 2 years .....
- 3 to 5 years .....
- 6 to 8 years .....
- 9 to 11 years .....
- 12 or more years .....
- Does not apply. Child is only temporarily in the United States .....

19. Did your eighth grader attend school outside the United States?

(MARK ONE)

- Yes ..... → GO TO Question 20
- No ..... → SKIP TO Question 22A

20. What grade/s has your eighth grader completed outside the United States?

(MARK ALL THAT APPLY)

- a. Kindergarten .....
- b. First grade .....
- c. Second grade .....
- d. Third grade .....
- e. Fourth grade .....
- f. Fifth grade .....
- g. Sixth grade .....
- h. Seventh grade .....
- i. Eighth grade .....
- j. My child has not completed any grade/s outside of the United States .....

21. What grade was your eighth grader placed in wher he/she started school in the United States?

(MARK ONE)

- Kindergarten .....
- First grade .....
- Second grade .....
- Third grade .....
- Fourth grade .....
- Fifth grade .....
- Sixth grade .....
- Seventh grade .....
- Eighth grade .....

22A. Is any language other than English spoken in your home?

(MARK ONE)

- Yes ..... → GO TO Question 22B
- No ..... → SKIP TO Question 29 on Page 13

22B. Is English also spoken in your home?

(MARK ONE)

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

22C. What languages other than English are spoken in your home?

22D. Of these languages, which is most often spoken in your home?

	(MARK ALL THAT APPLY)	(MARK ONE)
2. Spanish	.....	.....
3. Chinese	.....	.....
4. Japanese	.....	.....
5. Korean	.....	.....
6. A Filipino language ..	.....	.....
7. Italian	.....	.....
8. French	.....	.....
9. German	.....	.....
10. Greek	.....	.....
11. Polish	.....	.....
12. Portuguese	.....	.....
13. Other	.....	.....

BE SURE TO ANSWER BOTH COLUMNS

23. What is the main language people in your home usually speak?

24. What language do you currently use most often?

	(MARK ONE)	(MARK ONE)
English		
Spanish		
Chinese		
Japanese		
Korean		
A Filipino language		
Italian		
French		
German		
Greek		
Polish		
Portuguese		
Other		

BE SURE TO ANSWER BOTH COLUMNS

25. With regard to the language that you marked in Question 22D, how well do you do each of the following?

(MARK ONE ON EACH LINE)

How well do you ...	Very well	Pretty well	Well	Not very well	Not at all well
a. Understand someone speaking that language					
b. Speak that language					
c. Read that language					
d. Write that language					

26. With regard to English, how well do you do the following?

(MARK ONE ON EACH LINE)

How well do you ...	Very well	Pretty well	Well	Not very well	Not at all well
a. Understand someone speaking English					
b. Speak English					
c. Read English					
d. Write English					

27. What language <u>do you usually speak to your eighth grader</u> in your home?

28. What language <u>does your eighth grader usually speak to you</u> in your home?

	(MARK ONE)	(MARK ONE)
English		
Spanish		
Chinese		
Japanese		
Korean		
A Filipino language		
Italian		
French		
German		
Greek		
Polish		
Portuguese		
Other		

BE SURE TO ANSWER BOTH COLUMNS

NOTE: The following question pertains to fundamental freedoms of expression. This question will provide helpful information for the interpretation of survey results. If you have any reservations about answering this question, please remember that you may leave it unanswered.

29. What is your religious background?

ANSWERING THIS QUESTION IS OPTIONAL
(MARK ONE)

Baptist	Other Christian
Methodist	Jewish
Lutheran	Moslem
Presbyterian	Buddhist
Episcopalian	Hindu
Other Protestant	Tao
Catholic	Other
Eastern Orthodox	None

THE NEXT SERIES OF QUESTIONS IS ABOUT YOUR EDUCATIONAL AND WORK EXPERIENCES AND THOSE OF YOUR SPOUSE/PARTNER.

30. What is the highest level of education you have completed?

(MARK ONE)

- Eighth grade or less
- Beyond eighth grade, but not high school graduation
- GED
- High school graduation

Vocational, trade, or business school after High School

- Less than one year
- One to two years
- Two years or more

College program

- Less than two years of college
- Two or more years of college
- Finished a two-year program
- Finished a four or five-year program
- Master's degree or equivalent
- Ph.D., M.D., or other advanced degree

31. What is the highest level of education your spouse/partner has completed? REMINDER: Use "spouse/partner" definition from page 6.

(MARK ONE)

- Eighth grade or less
- Beyond eighth grade, but not high school graduation
- GED
- High school graduation

Vocational, trade, or business school after High School

- Less than one year
- One to two years
- Two years or more

College program

- Less than two years of college
- Two or more years of college
- Finished a two-year program
- Finished a four or five-year program
- Master's degree or equivalent
- Ph.D., M.D., or other advanced degree

Does not apply, I have no spouse/partner

32. During the past week, were you working full-time (35 hours or more) or part-time?

(MARK ONE)

Yes, working full-time	→ **SKIP TO Question 34**
Yes, working part-time	→ **SKIP TO Question 34**
No, I have a job but was not at work because of temporary illness, vacation, or strike	→ **SKIP TO Question 34**
No	→ **GO TO Question 33A on Page 14**

33A. Which one of these best describes your current situation?

(MARK ONE)

- Unemployed and looking for work
- Disabled and not looking for work
- Retired
- In school
- Keeping house (full-time)
- None of the above

33B. Have you ever held a regular job (including self-employment)?

(MARK ONE)

- Yes → **GO TO Question 34**
- No → **SKIP TO Question 35 on Page 15**

34. Please describe your present or most recent job. If you hold more than two jobs, describe only one job, that which you consider to be your main job.

34A. Are you self-employed or do you work for someone else?

(MARK ONE)

- Self-employed
- Working for someone else

CONTINUE WITH QUESTION 34B

34B. Which of the categories below comes closest to describing this job?

(MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent
- CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
- FARMER, FARM MANAGER
- HOMEMAKER (without other job)
- LABORER such as construction worker, car washer, sanitary worker, farm laborer
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
- MILITARY such as career officer, enlisted man or woman in the Armed Forces
- OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter
- SALES such as salesperson, advertising or insurance agent, real estate broker
- SCHOOL TEACHER such as elementary or secondary
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
- TECHNICAL such as draftsman, medical or dental technician, computer programmer
- Never worked
- Don't know

35. During the past week, was your spouse/partner working full-time (35 hours or more) or part-time?

(MARK ONE)

- Does not apply. I have no spouse/partner ..... → **SKIP TO Part 2 on Page 16**
- Yes, working full-time ..... → **SKIP TO Question 37**
- Yes, working part-time ..... → **SKIP TO Question 37**
- No, he/she has a job, but was not at work because of temporary illness, vacation, or strike ..... → **SKIP TO Question 37**
- No ..... → **GO TO Question 36A**

36A. Which one of these best describes your spouse/partner's current situation?

(MARK ONE)

- Unemployed and looking for work .....
- Disabled and not looking for work .....
- Retired .....
- In school .....
- Keeping house (full-time) .....
- None of the above .....

36B. Has your spouse/partner ever held a regular job (including self-employment)?

(MARK ONE)

- Yes ..... → **GO TO Question 37**
- No ..... → **SKIP TO Part 2 on Page 16**

37. Please describe your spouse/partner's present or most recent job. If your spouse/partner has more than one job, please describe only one job, that which your spouse/partner considers to be his or her main job.

37A. Is he or she self-employed or does he or she work for someone else?

(MARK ONE)

- Self-employed .....
- Working for someone else .....

37B. Which of the categories below comes closest to describing this job?

(MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .....
- CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter .....
- FARMER, FARM MANAGER .....
- HOMEMAKER (without other job) .....
- LABORER such as construction worker, car washer, sanitary worker, farm laborer .....
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .....
- MILITARY such as career officer, enlisted man or woman in the Armed Forces .....
- OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver .....
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .....
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .....
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .....
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter .....
- SALES such as salesperson, advertising or insurance agent, real estate broker .....
- SCHOOL TEACHER such as elementary or secondary .....
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter .....
- TECHNICAL such as draftsman, medical or dental technician, computer programmer .....
- Never worked .....
- Don't know .....

THIS CONCLUDES OUR QUESTIONS CONCERNING YOUR FAMILY'S BACKGROUND.

PART 2
YOUR CHILD'S SCHOOL LIFE

THE NEXT GROUP OF QUESTIONS DEALS WITH YOUR CHILD'S SCHOOL LIFE.

38. Did your eighth grader attend any of the following pre-first-grade programs?

(MARK ONE ON EACH LINE)

	Yes	No	Don't Know
a. Day care program			
b. Nursery or pre-school			
c. Head Start			
d. Kindergarten			

39. How many years has your eighth grader been at his or her present school?

(MARK ONE)

- One year or less
- Two years
- Three years
- Four years
- Five years or more

40. How many times has your eighth grader changed schools since he or she entered first grade? DO NOT count changes that occurred as a result of promotion to one grade or level or a move from one elementary school building to a middle school building in the same district.

(MARK ONE)

- None
- Once
- Twice
- Three times
- Four times
- Five or more times

41. Was your eighth grader ever skipped a grade in school?

(MARK ONE)

- Yes → **GO TO Question 42**
- No → **SKIP TO Question 44**

42. Did your eighth grader ever skip a grade because of:

(MARK ONE ON EACH LINE)

	Yes	No
a. Parental request		
b. School request		
c. Other reason		

43. What grade(s) did he or she skip?

(MARK ALL THAT APPLY)

- a. Kindergarten
- b. First grade
- c. Second grade
- d. Third grade
- e. Fourth grade
- f. Fifth grade
- g. Sixth grade
- h. Seventh grade

44. Was your eighth grader ever held back a grade in school?

(MARK ONE)

- Yes → **GO TO Question 45**
- No → **SKIP TO Question 47 on Page 17**

45. Was your eighth grader ever held back a grade because of:

(MARK ONE ON EACH LINE)

	Yes	No
a. Parental request		
b. School request		
c. Other reason		

46. What grade(s) did he or she repeat?

(MARK ALL THAT APPLY)

- a. Kindergarten
- b. First grade
- c. Second grade
- d. Third grade
- e. Fourth grade
- f. Fifth grade
- g. Sixth grade
- h. Seventh grade
- i. Eighth grade

47. In your opinion, does your eighth grader have any of the following problems?

(MARK ONE ON EACH LINE)

	Yes	No
a. Visual handicap (not correctable by glasses)	.....	.....
b. Hearing problem	.....	.....
c. Deafness	.....	.....
d. Speech problem	.....	.....
e. Orthopedic problem (for example, club foot, absence of arm or leg, cerebral palsy, amputation, polio)	.....	.....
f. Other physical disability	.....	.....
g. Specific learning problem (for example, dyslexia, or other reading, spelling, writing, or math disability)	.....	.....
h. Emotional problem	.....	.....
i. Mental retardation	.....	.....
j. Other health problem	.....	.....

48. Has your eighth grader ever received special services for any or all of the following?

(MARK ONE ON EACH LINE)

	Yes	No
a. Visual handicap (not correctable by glasses)	.....	.....
b. Hearing problem	.....	.....
c. Deafness	.....	.....
d. Speech problem	.....	.....
e. Orthopedic problem (for example, club foot, absence of arm or leg, cerebral palsy, amputation, polio)	.....	.....
f. Other physical disability	.....	.....
g. Specific learning problem (for example, dyslexia, or other reading, spelling, writing, or math disability)	.....	.....
h. Emotional problem	.....	.....
i. Mental retardation	.....	.....
j. Other health problem	.....	.....

49. Is your eighth grader currently enrolled in any of the following special programs/services?

(MARK ONE ON EACH LINE)

	Yes	No	Don't Know
a. Bilingual or bicultural education program	.....	.....	.....
b. English as a second language program	.....	.....	.....
c. Special services for orthopedically handicapped students	.....	.....	.....
d. Special education services for students with learning disabilities	.....	.....	.....

50. Has your eighth grader ever been considered to have a behavior problem at school?

(MARK ONE)

Yes .....
No .....

51. Is your eighth grader currently enrolled in a gifted or talented program? **(MARK ONE)**

Yes ..... → **GO TO Question 52**

No ..... → **SKIP TO Question 53**

Don't know ..... → **SKIP TO Question 53**

52. How important to you are each of the following possible benefits of a gifted or talented program for your eighth grader?

(MARK ONE ON EACH LINE)

	Very important	Somewhat important	Not very important	Not at all important
a. May complete school faster	..	..	..	..
b. May gain deeper understanding of school subjects	..	..	..	..
c. Has an opportunity to associate with other high-ability children	..	..	..	..
d. Has greater intellectual challenge and stimulation	..	..	..	..
e. Has opportunities for development of musical or artistic abilities	..	..	..	..

STUDENTS DIFFER IN THE WAYS THEY COME TO ENROLL IN CERTAIN CLASSES. THE FOLLOWING GROUP OF QUESTIONS ADDRESSES THIS MATTER.

53. Is your eighth grader enrolled in an algebra course this year? **(MARK ONE)**

Yes ..... → **GO TO Question 54**

No ..... → **GO TO Question 54**

Don't know ..... → **SKIP TO Question 55 on Page 18**

54. Who was the most influential in deciding that your eighth grader would or would not take algebra this year? **(MARK ONE)**

School Personnel .....
You or another parent or guardian .....
Your eighth grader .....
Someone else .....
Don't know .....
Not applicable, algebra not offered .....

55. **Is your eighth grader enrolled in a foreign language course this year?** (MARK ONE)

- Yes ..... → GO TO Question 56
- No ..... → GO TO Question 56
- Don't know ..... → SKIP TO Question 57

56. **Who was most influential in deciding that your eighth grader would or would not take a foreign language course this year?**

(MARK ONE)

- School Personnel .....
- You or another parent or guardian .....
- Your eighth grader .....
- Someone else .....
- Don't know .....
- Not applicable, foreign language not offered .....

THE NEXT GROUP OF QUESTIONS ASKS ABOUT YOUR CONTACT WITH YOUR CHILD'S SCHOOL.

57. **Since your eighth grader's school opened last Fall, how many times <u>have you been contacted by the school</u> about the following?**

(MARK ONE ON EACH LINE)

	None	Once or twice	Three or four times	More than four times
a. Your eighth grader's academic performance	..	..	..	
b. Your eighth grader's academic program for this year	..	..	..	
c. Your eighth grader's course selection for high school	..	..	..	
d. Placement decisions regarding your eighth grader's high school program	..	..	..	
e. Your eighth grader's behavior in school	..	..	..	
f. Participating in school fund raising activities	..	..	..	
g. Obtaining information for school records such as your address or work telephone number	..	..	..	
h. Doing volunteer work such as supervising lunch, or chaperoning a field trip	..	..	..	

58. **Since your eighth grader's school opened last Fall, how many times <u>have you or your spouse/partner contacted</u> the school about each of the following?**

(MARK ONE ON EACH LINE)

	None	Once or twice	Three or four times	More than four times
a. Your eighth grader's academic performance	..	..	..	
b. Your eighth grader's academic program for this year	..	..	..	
c. Your eighth grader's behavior in school	..	..	..	
d. Participating in school fund raising activities	..	..	..	
e. Providing information for school records such as your address or work telephone number	..	..	..	
f. Doing volunteer work such as supervising lunch, or chaperoning a field trip	..	..	..	

59. **Do you and your spouse/partner do any of the following at your eighth grader's school?**

(MARK ONE ON EACH LINE)

	Yes	No
a. Belong to a parent-teacher organization	.....	
b. Attend meetings of a parent-teacher organization	.....	
c. Take part in the activities of a parent-teacher organization	.....	
d. Act as a volunteer at the school	.....	
e. Belong to any other organization with several parents from your eighth grader's school (for example, neighborhood or religious organizations)	.....	

THIS CONCLUDES OUR SET OF QUESTIONS CONCERNING YOUR CHILD'S SCHOOL LIFE.

PART 3 — YOUR CHILD'S FAMILY LIFE

THE NEXT GROUP OF QUESTIONS INQUIRES ABOUT YOUR CHILD'S LIFE OUTSIDE OF SCHOOL — INCLUDING FAMILY LIFE AND ACTIVITIES IN THE COMMUNITY.

60. Has your eighth grader attended classes outside of his or her regular school to study any of the following? (MARK ONE ON EACH LINE)

	Yes	No
a. Art	○	○
b. Music	○	○
c. Dance	○	○
d. Language	○	○
e. Religion	○	○
f. The history and culture of his/her ancestors	○	○
g. Computer skills	○	○
h. Other	○	○

61. Do you or your eighth grader take part in any of the following activities? (MARK TWO ON EACH LINE, one for you and one for your child)

	A. YOU		B. YOUR EIGHTH GRADER	
	Yes	No	Yes	No
a. Borrow books from the public library	○	○	○	○
b. Attend concerts or other musical events	○	○	○	○
c. Go to art museums	○	○	○	○
d. Go to science museums	○	○	○	○
e. Go to history museums	○	○	○	○

62. Do you know the first name (or nickname) of any of your eighth grader's close friends?

Yes ..... → **CONTINUE with this question**
No ..... → **GO TO Question 63**

Please list the first names (or nicknames) of your eighth grader's close friends and indicate:
(A) whether the friend attends school with your eighth grader (Yes or No), and
(B) whether you know the parent/s of that child (Yes or No).

(MARK TWO ON EACH LINE, one for Part A and one for Part B)

First names of friends:	A. Attends same school		B. I know parent/s of this child	
	Yes	No	Yes	No
1. _____	○	○	○	○
2. _____	○	○	○	○
3. _____	○	○	○	○
4. _____	○	○	○	○
5. _____	○	○	○	○

63. Since your eighth grader began the first grade, has he or she been involved in any of the following non-school activities? (MARK ONE ON EACH LINE)

	Yes	No
a. Boy or Girl Scouts	○	○
b. Cub Scouts or Brownies	○	○
c. Campfire or Bluebirds	○	○
d. Boys Club - Girls Club	○	○
e. Religious group	○	○
f. YMCA, YWCA, Jewish Community Center	○	○
g. Little League or other sports teams	○	○
h. 4-H Club	○	○
i. Community-based group	○	○

64. Are there family rules for your eighth grader about any of the following television-related activities?

(MARK ONE ON EACH LINE)

	Yes	No
a. What programs he/she may watch	.....	.....
b. How early or late he/she may watch television	.....	.....
c. How many hours he/she may watch television overall	.....	....
d. How may hours he/she may watch television on school days	.....	.....

65. Are there family rules that are enforced for your eighth grader about any of the following activities?

(MARK ONE ON EACH LINE)

	Yes	No
a. Maintaining a certain grade average	.....	.....
b. Doing homework	.....	.....
c. Doing household chores	.....	.....

66. Parents differ in how much they talk to their children about what they do in school. How often do you or your spouse/partner talk with your eighth grader about his or her experiences in school?

(MARK ONE)

- Not at all .....
- Rarely .....
- Occasionally .....
- Regularly .....

67. Parents differ in how much they talk to their children about their plans for high school. How often do you or your spouse/partner talk with your eighth grader about his or her plans for high school?

(MARK ONE)

- Not at all .....
- Rarely .....
- Occasionally .....
- Regularly .....

68. How often do you or your spouse/partner talk with your eighth grader about his or her educational plans for after high school?

(MARK ONE)

- Not at all .....
- Rarely .....
- Occasionally .....
- Regularly .....

69. How often do you or your spouse/partner help your eighth grader with his or her homework?

(MARK ONE)

- Seldom or never .....
- Once or twice a month .....
- Once or twice a week .....
- Almost every day .....

70. Do you have a computer in your home that your child uses for educational purposes?

(MARK ONE)

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

71. Does your eighth grader usually come home directly after school?

(MARK ONE)

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

72. Are any of the following people at home when your eighth grader returns home from school?

(MARK ONE ON EACH LINE)

	Usually	Some-times	Rarely	Never
a. The mother or female guardian	.....	.....	.....	.....
b. The father or male guardian	.....	.....	.....	.....
c. Other adult relative	.....	.....	.....	.....
d. A sitter	.....	.....	.....	.....
e. An adult neighbor	.....	.....	.....	.....
f. Older brother or sister	.....	.....	.....	.....
g. Younger brother or sister	.....	.....	.....	.....
h. No one is home	.....	.....	.....	.....

73. Where does your eighth grader usually go after school?

(MARK ONE)

- Neighbor's house .....
- Sitter's house .....
- Relative's house .....
- Friend's house .....
- After school community programs .....
- Extracurricular activities .....
- Organized sports .....
- Home .....
- To a job .....
- Some other place .....
- Don't know .....

THAT WAS THE FINAL QUESTION ABOUT YOUR CHILD'S FAMILY LIFE.

PART 4
YOUR OPINIONS ABOUT YOUR CHILD'S SCHOOL

NEXT WE WOULD LIKE TO LEARN SOME OF YOUR OPINIONS CONCERNING YOUR EIGHTH GRADER'S SCHOOL.

74. How much do you agree or disagree with each of the following statements concerning your eighth grader's school?

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The school places a high priority on learning	☐	☐	☐	☐
b. The homework assigned is worthwhile	☐	☐	☐	☐
c. My eighth grader is challenged at school	☐	☐	☐	☐
d. My eighth grader is working hard at school	☐	☐	☐	☐
e. My eighth grader enjoys school	☐	☐	☐	☐
f. The standards set by the school are realistic	☐	☐	☐	☐
g. The school is preparing students well for high school	☐	☐	☐	☐
h. The school is preparing students well for college	☐	☐	☐	☐
i. The school is a safe place	☐	☐	☐	☐
j. Parents have an adequate say in setting school policy	☐	☐	☐	☐
k. Parents work together in supporting school policy	☐	☐	☐	☐

75. How satisfied are you with the education your eighth grader has received up to now?

(MARK ONE)

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Not satisfied at all

PART 5
YOUR EIGHTH GRADER'S FUTURE

THE FOLLOWING QUESTIONS ARE ABOUT YOUR EIGHTH GRADER'S PLANS FOR THE FUTURE.

76. How far in school do you expect your eighth grader to go?

(MARK ONE)

- ☐ Less than high school diploma
- ☐ GED
- ☐ High school graduation

Vocational, trade, or business school after high school

- ☐ Less than one year
- ☐ One to two years
- ☐ Two years or more

College program

- ☐ Less than two years of college
- ☐ Two or more years of college
- ☐ Finish a two-year program
- ☐ Finish a four or five-year program
- ☐ Master's degree or equivalent
- ☐ Ph.D., M.D., or other advanced degree

77. Who do you think will be the most influential in deciding what courses your eighth grader will take in high school?

(MARK ONE)

- ☐ Eighth grader himself/herself
- ☐ Teachers
- ☐ Counselors
- ☐ Parents/Guardians
- ☐ Other adult relative or friend
- ☐ Your eighth grader's friends of the same age

78. Does your eighth grader have another parent (biological or adoptive) who lives outside of your home?

(MARK ONE)

- ☐ Yes → **GO TO Question 79**
- ☐ No → **SKIP TO Part 6 on Page 22**

79. To what extent does this other parent (biological or adoptive), living outside your home, participate in decisions about your eighth grader's education (for example, about where the child goes to school)?

(MARK ONE)

- ☐ Usually participates
- ☐ Often participates
- ☐ Seldom participates
- ☐ Never participates

PART 6
FINANCIAL INFORMATION AND EDUCATIONAL COSTS

THIS NEXT SERIES OF QUESTIONS IS ABOUT THE PRESENT SITUATION OF YOU AND YOUR FAMILY. WE NEED THIS INFORMATION IN ORDER TO COMPARE YOUR ANSWERS WITH THOSE OF OTHER PEOPLE WHO TAKE PART IN THIS SURVEY. THIS INFORMATION WILL BE KEPT CONFIDENTIAL AND IT WILL NEVER BE USED WITH YOUR NAME.

80. What was your total family income from all sources in 1987? (If you are not sure about the amount, please estimate.)

(MARK ONE)

- None
- Less than $1,000
- $ 1,000 - $ 2,999
- $ 3,000 - $ 4,999
- $ 5,000 - $ 7,499
- $ 7,500 - $ 9,999
- $ 10,000 - $ 14,999
- $ 15,000 - $ 19,999
- $ 20,000 - $ 24,999
- $ 25,000 - $ 34,999
- $ 35,000 - $ 49,999
- $ 50,000 - $ 74,999
- $ 75,000 - $ 99,999
- $100,000 - $199,999
- $200,000 or more

81. How many wage-earners in your household contributed to the family income reported in the question above?

(MARK ONE)

- One
- Two
- More than two

82. Do you currently have any of the following educational expenses for any of your children?

(MARK ONE ON EACH LINE)

	Yes	No
a. Religious school tuition and associated expenses		
b. Other private school tuition and associated expenses		
c. College tuition and associated expenses		
d. Tutoring		

IF YOU ANSWERED "NO" TO ALL OF THE ABOVE, SKIP TO QUESTION 83. IF YOU ANSWERED "YES" TO ANY OF THE ABOVE, GO TO QUESTION 82A.

82A. What is the total amount you have spent or will spend during the 1987-88 school year for all of the educational expenses you marked in Question 82?

(MARK ONE)

- None
- Less than $100
- $ 100 - $ 499
- $ 500 - $ 999
- $ 1,000 - $ 1,999
- $ 2,000 - $ 2,999
- $ 3,000 - $ 3,999
- $ 4,000 - $ 4,999
- $ 5,000 - $ 5,999
- $ 6,000 - $ 7,999
- $ 8,000 - $ 9,999
- $10,000 - $14,999
- $15,000 - $19,999
- $20,000 or more

82B. Which of the following sources of money did you or will you use to cover current educational expenses of the type listed in Question 82?

(MARK ONE)

- a. Your (or your spouse's/partner's) current earnings
- b. Your (or your spouse's/partner's) savings or sale of assets
- c. Second mortgage
- d. Your (or your spouse's/partner's) borrowing (personal loan, etc.)
- e. Alimony or child support
- f. Your child's earnings or savings
- g. A trust fund
- h. Contributions from relatives
- i. Scholarships or grants
- j. State or federal loans
- k. Social Security or Veteran's Administration benefits
- l. Other

83. Do you expect that your eighth grader will go on to additional education beyond high school?

(MARK ONE)

- Yes ..... → **GO TO Question 84**
- No ..... → **SKIP TO Page 25**

84. Have you or your spouse/partner done anything specific in order to have some money for your eighth grader's education after high school?

(MARK ONE)

- Yes ..... → **GO TO Question 84A on Page 23**
- No ..... → **SKIP TO Question 85 on Page 23**
- Don't know... → **SKIP TO Question 85 on Page 23**

84A. IF YES: Have you...

(MARK ONE ON EACH LINE)

	Yes	No
a. Started a savings account	.....	.....
b. Bought an insurance policy	.....	.....
c. Bought U.S. Savings Bonds	.....	.....
d. Made investments in stocks or real estate	.....	.....
e. Set up a trust fund	.....	.....
f. Started working or taken an additional job	.....	.....
g. Established another form of savings	.....	.....

84B. About how much money have you set aside for your eighth grader's future educational needs?

(MARK ONE)

- None
- Less than $1,000
- $ 1,000 to $ 3,000
- $ 3,001 to $ 6,000
- $ 6,001 to $10,000
- $10,001 to $15,000
- More than $15,000

84C. About how much money do you expect to have set aside for your eighth grader's future education by the time he or she finishes high school?

(MARK ONE)

- None
- Less than $1,000
- $ 1,000 to $ 3,000
- $ 3,001 to $ 6,000
- $ 6,001 to $10,000
- $10,001 to $15,000
- More than $15,000

84D. Do you expect this amount to cover the total cost of his or her education?

(MARK ONE)

- Yes
- No
- Don't know

85. The following statements are about financial aid for education beyond high school. Indicate whether each statement is true or false for your family.

(MARK ONE ON EACH LINE)

	True	False	We haven't thought about this yet
a. My eighth grader will be able to earn most of the money he or she will need for schooling beyond high school	.....	.....	.....
b. We can pay for our eighth grader's further education without getting any outside assistance	.....	.....	.....
c. The family is not willing to go into debt for schooling	.....	.....	.....
d. The family income is too high to qualify for a loan or scholarship	.....	.....	.....
e. My eighth grader's grades are probably not high enough to qualify for a loan or scholarship	.....	.....	.....
f. My eighth grader's test scores are probably not good enough to qualify for a loan or scholarship	.....	.....	.....
g. Too much paper work is required in order to apply for financial aid	.....	.....	.....
h. I have not been able to get much information on how and where to apply for financial aid	.....	.....	.....
i. I do not see any way of getting enough money for my eighth grader to go to college	.....	.....	.....
j. Other relatives will help to pay my eighth grader's college expenses	.....	.....	.....

NOW GO TO PAGE 25

INFORMATION FOR FUTURE FOLLOW UP

The study you are taking part in seeks to measure changes over time in matters related to your child's education. For this reason, we may try to contact you again in the future. Since people move around a great deal, in this section we are asking you for information that will make it possible for us to locate you easily. Please be assured that any information you give us concerning either a relative or a close family friend will be used only to inquire how we might find you.

THESE FOLLOW-UP INFORMATION PAGES WILL BE SEPARATED FROM THE OTHER INFORMATION YOU PROVIDE BEFORE ANY DATA ARE ENTERED INTO OUR COMPUTERS. YOUR NAME WILL NOT BE CONNECTED WITH YOUR ANSWERS TO THE MAIN PORTION OF THE QUESTIONNAIRE.

DECKS 01-03

1. What is your name, address, and telephone number?

09/ **NAME:**

_____
Last 10/ First 30/ Middle 45/

ADDRESS: _____
Number Street BEGIN DECK 02 09/

ADDRESS CONTINUED: _____
Apt. No.

_____
City BEGIN DECK 03 09/ State ZIP Code

1A. Do you have a telephone?

Yes	1	→ **GO TO 1B**
No	2	→ **SKIP TO Question 2, Page 26**

49/

1B. What is your telephone number?

TELEPHONE: ( ) –
Area Code Number

2. What is the name, address, and telephone number of a close relative who does not live with you? Choose someone who is likely to know how to locate you if you move.

NAME:

Last _____ First _____ Middle _____

ADDRESS: Number _____ Street _____

BEGIN DECK 05 09/

ADDRESS CONTINUED: Apt. No. _____

City _____ State _____ ZIP Code _____

BEGIN DECK 06
09/

2A. Does this relative have a telephone?

Yes ..... 1 → **GO TO 2B**

No ..... 2 → **SKIP TO 2C**

49/

2B. What is the telephone number of this relative?

TELEPHONE: ( ) –
Area Code Number

2C. What is this person's relationship to you? _____

3. What is the name, address, and telephone number of a close family friend who does not live with you? Choose someone who is likely to know how to locate you if you move.

NAME:

Last 09/ First Middle

ADDRESS: Number Street BEGIN DECK 08 09/

ADDRESS CONTINUED: Apt. No.

City BEGIN DECK 09/ State ZIP Code

3A. Does this friend have a telephone?

Yes ..... ☐ 1 → **GO TO 3B**

No ..... ☐ 2 → **SKIP TO Question 4, Page 28**

49/

3B. What is the telephone number of this friend?

TELEPHONE: ( ) –
Area Code Number

DECKS 10-11
BEGIN DECK 10

4. **Where do you expect your eighth grader to attend high school?**

09/

NAME OF SCHOOL: _____ 10-39/

LOCATION OF SCHOOL: _____ (City) 40-54/ _____ (State) BEGIN DECK 11 09/ _____ (ZIP Code (If known)) 26-30/

TELEPHONE (If known): (_____) _____ – _____
Area Code Number

Office Use Only 42-43/ 44-51/

If you have <u>any idea</u> as to what high school your eighth grader may attend, please provide the name of the school above. If you have <u>no idea</u> what high school your child may attend, check the box below:

I DO NOT KNOW the name of the high school my child might attend. ☐ 52/

We want to thank you very much for completing the NELS: 88 Parent Survey Questionnaire. You have made an extremely valuable contribution to this important education study. All that remains for you to do is get the questionnaire back to us.

RETURNING THE QUESTIONNAIRE: TWO WAYS TO DO IT

1. Mail it. Enclosed with this questionnaire was a postage-paid envelope addressed to NORC in Chicago. Please seal this completed questionnaire in it, and drop it in the mail. If you no longer have the envelope, call the number listed below to ask us to send you another, or use your own envelope and address it to NORC / 4456, 1155 East 60th Street, Chicago, Illinois 60637.

2. Send it back to school with your eighth grader. <u>If your eighth grader has not yet been surveyed</u> at his or her school, a representative of the school will collect Parent Questionnaires and give these to our NORC interviewer on the Student Survey Day. Your eighth grader will have been instructed where to hand in the questionnaire.

If you have any questions or comments about the questionnaire or the study, please feel free to call Lee Howard, <u>collect</u>, between 9 a.m. and 5 p.m., Central Standard Time, at 312-702-8998. We welcome your call.

Thank you again for your help.

Appendix B

Critical Items: Parent Questionnaire

BYP1A-1	Relationship to 8th grader
BYP1A-2	Spouse/partner's relationship to 8th grader
BYP1-B	Amount of time 8th grader lives with respondent
BYP10	Race/ethnicity of respondent
BYP22A	Language other than English spoken in home
BYP30	Highest education level completed
BYP31	Highest education level completed by spouse/partner
BYP32	Was working during last four weeks
BYP34B	Description of current job
BYP35	Spouse/partner was working during last four weeks
BYP37B	Description of spouse/partner's current job
BYP47	8th grader has certain health problems
BYP49	Enrollment in school special services
BYP50	8th grader has had behavior problems at school
BYP51	8th grader enrolled in gifted/talented program
BYP67	How often talk with 8th grader about high school plans
BYP68	How often talk with 8th grader about post-high school plans
BYP71	Does eighth grader come home directly after school
BYP72	People home when 8th grader comes home from school
BYP73	Where does 8th grader usually go after school
BYP76	How far 8th grader expected to go in school
BYP78	8th grader has parent outside home
BYP79	Role played by parent outside home in education decisions
BYP80	Total family income in 1987
BYP83	8th grader expected to go beyond high school
BYP84	Savings for education after high school

Appendix C

Record Layout for NELS:88 Base Year Parent Questionnaire

Question Number	Variable Name	Format	Length	Start Column	End Column
STU_ID	STU_ID	I	7	1	7
SCH_ID	SCH_ID	I	5	1	5
STRAT_ID	STRAT_ID	I	2	1	2
1A.1	BYP1A1	I	2	8	9
1A.2	BYP1A2	I	2	10	11
1B	BYP1B	I	1	12	12
2	BYP2	I	2	13	14
3A	BYP3A	I	2	15	16
3B	BYP3B	I	2	17	18
4	BYP4	I	2	19	20
5A	BYP5A	I	2	21	22
5B	BYP5B	I	2	23	24
6	BYP6	I	2	25	26
7	BYP7	I	2	27	28
8	BYP8	I	2	29	30
9	BYP9	I	2	31	32
10	BYP10	I	1	33	33
10A	BYP10A	I	2	34	35
10B	BYP10B	I	1	36	36
10C	BYP10C	I	1	37	37
11	BYP11	I	1	38	38
12	BYP12	I	2	39	40
13	BYP13	I	2	41	42
14	BYP14	I	1	43	43
15	BYP15	I	2	44	45
16	BYP16	I	2	46	47
17	BYP17	I	1	48	48
18	BYP18	I	2	49	50
19	BYP19	I	1	51	51
20A	BYP20A	I	1	52	52
20B	BYP20B	I	1	53	53
20C	BYP20C	I	1	54	54
20D	BYP20D	I	1	55	55
20E	BYP20E	I	1	56	56
20F	BYP20F	I	1	57	57
20G	BYP20G	I	1	58	58
20H	BYP20H	I	1	59	59
20I	BYP20I	I	1	60	60
20J	BYP20J	I	1	61	61
21	BYP21	I	2	62	63
22A	BYP22A	I	1	64	64
22B	BYP22B	I	1	65	65

22C.2	BYP22C2	I	1	66	66
22C.3	BYP22C3	I	1	67	67
22C.4	BYP22C4	I	1	68	68
22C.5	BYP22C5	I	1	69	69
22C.6	BYP22C6	I	1	70	70
22C.7	BYP22C7	I	1	71	71
22C.8	BYP22C8	I	1	72	72
22C.9	BYP22C9	I	1	73	73
22C.10	BYP22C10	I	1	74	74
22C.11	BYP22C11	I	1	75	75
22C.12	BYP22C12	I	1	76	76
22C.13	BYP22C13	I	1	77	77
22D	BYP22D	I	2	78	79
23	BYP23	I	2	80	81
24	BYP24	I	2	82	83
25A	BYP25A	I	1	84	84
25B	BYP25B	I	1	85	85
25C	BYP25C	I	1	86	86
25D	BYP25D	I	1	87	87
26A	BYP26A	I	1	88	88
26B	BYP26B	I	1	89	89
26C	BYP26C	I	1	90	90
26D	BYP26D	I	1	91	91
27	BYP27	I	2	92	93
28	BYP28	I	2	94	95
29	BYP29	I	2	96	97
30	BYP30	I	2	98	99
31	BYP31	I	2	100	101
32	BYP32	I	1	102	102
33A	BYP33A	I	2	103	104
33B	BYP33B	I	1	105	105
34A	BYP34A	I	1	106	106
34B	BYP34B	I	2	107	108
35	BYP35	I	1	109	109
36A	BYP36A	I	2	110	111
36B	BYP36B	I	1	112	112
37A	BYP37A	I	1	113	113
37B	BYP37B	I	2	114	115
38A	BYP38A	I	1	116	116
38B	BYP38B	I	1	117	117
38C	BYP38C	I	1	118	118
38D	BYP38D	I	1	119	119
39	BYP39	I	1	120	120
40	BYP40	I	2	121	122
41	BYP41	I	1	123	123

42A	BYP42A	I	1	124	124
42B	BYP42B	I	1	125	125
42C	BYP42C	I	1	126	126
43A	BYP43A	I	1	127	127
43B	BYP43B	I	1	128	128
43C	BYP43C	I	1	129	129
43D	BYP43D	I	1	130	130
43E	BYP43E	I	1	131	131
43F	BYP43F	I	1	132	132
43G	BYP43G	I	1	133	133
43H	BYP43H	I	1	134	134
44	BYP44	I	1	135	135
45A	BYP45A	I	1	136	136
45B	BYP45B	I	1	137	137
45C	BYP45C	I	1	138	138
46A	BYP46A	I	1	139	139
46B	BYP46B	I	1	140	140
46C	BYP46C	I	1	141	141
46D	BYP46D	I	1	142	142
46E	BYP46E	I	1	143	143
46F	BYP46F	I	1	144	144
46G	BYP46G	I	1	145	145
46H	BYP46H	I	1	146	146
46I	BYP46I	I	1	147	147
47A	BYP47A	I	1	148	148
47B	BYP47B	I	1	149	149
47C	BYP47C	I	1	150	150
47D	BYP47D	I	1	151	151
47E	BYP47E	I	1	152	152
47F	BYP47F	I	1	153	153
47G	BYP47G	I	1	154	154
47H	BYP47H	I	1	155	155
47J	BYP47J	I	1	156	156
48A	BYP48A	I	1	157	157
48B	BYP48B	I	1	158	158
48C	BYP48C	I	1	159	159
48D	BYP48D	I	1	160	160
48E	BYP48E	I	1	161	161
48F	BYP48F	I	1	162	162
48G	BYP48G	I	1	163	163
48H	BYP48H	I	1	164	164
48J	BYP48J	I	1	165	165
49A	BYP49A	I	1	166	166
49B	BYP49B	I	1	167	167
49C	BYP49C	I	1	168	168

49D	BYP49D	I	1	169	169
50	BYP50	I	1	170	170
51	BYP51	I	1	171	171
52A	BYP52A	I	1	172	172
52B	BYP52B	I	1	173	173
52C	BYP52C	I	1	174	174
52D	BYP52D	I	1	175	175
52E	BYP52E	I	1	176	176
53	BYP53	I	1	177	177
54	BYP54	I	2	178	179
55	BYP55	I	1	180	180
56	BYP56	I	2	181	182
57A	BYP57A	I	1	183	183
57B	BYP57B	I	1	184	184
57C	BYP57C	I	1	185	185
57D	BYP57D	I	1	186	186
57E	BYP57E	I	1	187	187
57F	BYP57F	I	1	188	188
57G	BYP57G	I	1	189	189
57H	BYP57H	I	1	190	190
58A	BYP58A	I	1	191	191
58B	BYP58B	I	1	192	192
58C	BYP58C	I	1	193	193
58D	BYP58D	I	1	194	194
58E	BYP58E	I	1	195	195
58F	BYP58F	I	1	196	196
59A	BYP59A	I	1	197	197
59B	BYP59B	I	1	198	198
59C	BYP59C	I	1	199	199
59D	BYP59D	I	1	200	200
59E	BYP59E	I	1	201	201
60A	BYP60A	I	1	202	202
60B	BYP60B	I	1	203	203
60C	BYP60C	I	1	204	204
60D	BYP60D	I	1	205	205
60E	BYP60E	I	1	206	206
60F	BYP60F	I	1	207	207
60G	BYP60G	I	1	208	208
60H	BYP60H	I	1	209	209
61A.A	BYP61AA	I	1	210	210
61A.B	BYP61AB	I	1	211	211
61B.A	BYP61BA	I	1	212	212
61B.B	BYP61BB	I	1	213	213
61C.A	BYP61CA	I	1	214	214
61C.B	BYP61CB	I	1	215	215

61D.A	BYP61DA	I	1	216	216
61D.B	BYP61DB	I	1	217	217
61E.A	BYP61EA	I	1	218	218
61E.B	BYP61EB	I	1	219	219
62	BYP62	I	1	220	220
62A.1	BYP62A1	I	1	221	221
62B.1	BYP62B1	I	1	222	222
62A.2	BYP62A2	I	1	223	223
62B.2	BYP62B2	I	1	224	224
62A.3	BYP62A3	I	1	225	225
62B.3	BYP62B3	I	1	226	226
62A.4	BYP62A4	I	1	227	227
62B.4	BYP62B4	I	1	228	228
62A.5	BYP62A5	I	1	229	229
62B.5	BYP62B5	I	1	230	230
63A	BYP63A	I	1	231	231
63B	BYP63B	I	1	232	232
63C	BYP63C	I	1	233	233
63D	BYP63D	I	1	234	234
63E	BYP63E	I	1	235	235
63F	BYP63F	I	1	236	236
63G	BYP63G	I	1	237	237
63H	BYP63H	I	1	238	238
63I	BYP63I	I	1	239	239
64A	BYP64A	I	1	240	240
64B	BYP64B	I	1	241	241
64C	BYP64C	I	1	242	242
64D	BYP64D	I	1	243	243
65A	BYP65A	I	1	244	244
65B	BYP65B	I	1	245	245
65C	BYP65C	I	1	246	246
66	BYP66	I	1	247	247
67	BYP67	I	1	248	248
68	BYP68	I	1	249	249
69	BYP69	I	1	250	250
70	BYP70	I	1	251	251
71	BYP71	I	1	252	252
72A	BYP72A	I	1	253	253
72B	BYP72B	I	1	254	254
72C	BYP72C	I	1	255	255
72D	BYP72D	I	1	256	256
72E	BYP72E	I	1	257	257
72F	BYP72F	I	1	258	258
72G	BYP72G	I	1	259	259
72H	BYP72H	I	1	260	260

73	BYP73	I	2	261	262
74A	BYP74A	I	1	263	263
74B	BYP74B	I	1	264	264
74C	BYP74C	I	1	265	265
74D	BYP74D	I	1	266	266
74E	BYP74E	I	1	267	267
74F	BYP74F	I	1	268	268
74G	BYP74G	I	1	269	269
74H	BYP74H	I	1	270	270
74I	BYP74I	I	1	271	271
74J	BYP74J	I	1	272	272
74K	BYP74K	I	1	273	273
75	BYP75	I	1	274	274
76	BYP76	I	2	275	276
77	BYP77	I	2	277	278
78	BYP78	I	1	279	279
79	BYP79	I	1	280	280
80	BYP80	I	2	281	282
81	BYP81	I	1	283	283
82A	BYP82A	I	1	284	284
82B	BYP82B	I	1	285	285
82C	BYP82C	I	1	286	286
82D	BYP82D	I	1	287	287
82A.A	BYP82AA	I	2	288	289
82B.A	BYP82BA	I	1	290	290
82B.B	BYP82BB	I	1	291	291
82B.C	BYP82BC	I	1	292	292
82B.D	BYP82BD	I	1	293	293
82B.E	BYP82BE	I	1	294	294
82B.F	BYP82BF	I	1	295	295
82B.G	BYP82BG	I	1	296	296
82B.H	BYP82BH	I	1	297	297
82B.I	BYP82BI	I	1	298	298
82B.J	BYP82BJ	I	1	299	299
82B.K	BYP82BK	I	1	300	300
82B.L	BYP82BL	I	1	301	301
83	BYP83	I	1	302	302
84	BYP84	I	1	303	303
84A.A	BYP84AA	I	1	304	304
84A.B	BYP84AB	I	1	305	305
84A.C	BYP84AC	I	1	306	306
84A.D	BYP84AD	I	1	307	307
84A.E	BYP84AE	I	1	308	308
84A.F	BYP84AF	I	1	309	309
84A.G	BYP84AG	I	1	310	310

84B	BYP84B	I	2	311	312
84C	BYP84C	I	2	313	314
84D	BYP84D	I	1	315	315
85A	BYP85A	I	1	316	316
85B	BYP85B	I	1	317	317
85C	BYP85C	I	1	318	318
85D	BYP85D	I	1	319	319
85E	BYP85E	I	1	320	320
85F	BYP85F	I	1	321	321
85G	BYP85G	I	1	322	322
85H	BYP85H	I	1	323	323
85I	BYP85I	I	1	324	324
85J	BYP85J	I	1	325	325
WEIGHT	BYQWT	R	8.3	326	333
FLAG	BYTXPAFG	I	1	334	334
FLAG	BYTEPAFG	I	1	335	335
FLAG	BYIEPFLG	I	1	336	336
FLAG	BYSPANFG	I	1	337	337
COMPOSITE	G8TYPE	I	1	338	338
COMPOSITE	G8CTRL	I	1	339	339
COMPOSITE	BYSCENRL	I	1	340	340
COMPOSITE	G8ENROL	I	1	341	341
COMPOSITE	G8URBAN	I	1	342	342
COMPOSITE	G8REGON	I	1	343	343
COMPOSITE	G8MINOR	I	1	344	344
COMPOSITE	G8LUNCH	I	1	345	345
COMPOSITE	NOMSECT	I	1	346	346
COMPOSITE	SEX	I	1	347	347
COMPOSITE	RACE	I	1	348	348
COMPOSITE	HISP	I	1	349	349
COMPOSITE	API	I	2	350	351
COMPOSITE	HEARIMP	I	1	352	352
COMPOSITE	HANDPAST	I	1	353	353
COMPOSITE	BYHANDPR	I	1	354	354
COMPOSITE	BYHANDTR	I	1	355	355
COMPOSITE	BIRTHMO	I	2	356	357
COMPOSITE	BIRTHYR	I	2	358	359
COMPOSITE	BYLOCUS1	R	4.2	360	363
COMPOSITE	BYLOCU1T	I	1	364	364
COMPOSITE	BYLOCUS2	R	4.2	365	368
COMPOSITE	BYLOCU2T	I	1	369	369
COMPOSITE	BYCNCPT1	R	4.2	370	373
COMPOSITE	BYCNCP1T	I	1	374	374
COMPOSITE	BYCNCPT2	R	4.2	375	378
COMPOSITE	BYCNCP2T	I	1	379	379

COMPOSITE	BYSES	R	5.3	380	384
COMPOSITE	BYSESQ	I	1	385	385
COMPOSITE	BYPARED	I	1	386	386
COMPOSITE	BYFAMSIZ	I	2	387	388
COMPOSITE	BYFCOMP	I	1	389	389
COMPOSITE	BYHMLANG	I	1	390	390
COMPOSITE	BYPSEPLN	I	2	391	392
COMPOSITE	BYHOMEWK	I	2	393	394
COMPOSITE	BYLEP	I	1	395	395
COMPOSITE	BYLM	I	1	396	396
COMPOSITE	BYGRADS	R	2.1	397	398
COMPOSITE	BYGRADSQ	I	1	399	399
TST RSLTS	BYTXRQ	I	1	400	400
TST RSLTS	BYTXMQ	I	1	401	401
TST RSLTS	BYTXSQ	I	1	402	402
TST RSLTS	BYTXHQ	I	1	403	403
TST RSLTS	BYTXQURT	I	1	404	404
TST RSLTS	BYTXRPRO	I	1	405	405
TST RSLTS	BYTXMPRO	I	1	406	406

Appendix D

NELS:88 Base Year Parent Data Weight, Flags, and Composite Variables

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

Weight

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

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

Flags

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

The first three flags, BYTXPAFG, BYTEPAFG, and BYIEPFLG, reflect the status of the respondent's child. These flags also appear on the student data file.

BYTXPAFG indicates if the respondent's child completed the cognitive tests. Since students are included on the student file for whom a parent questionnaire was not completed, this flag is interpreted differently on the student file.

The values for BYTXPAFG are:

1 = Student completed the tests and had a parent questionnaire completed
0 = Did not complete the tests and have a parent questionnaire completed

BYTEPAFG indicates if at least one teacher completed a questionnaire for the respondent's child. Since students are included on the student file for whom a parent questionnaire was not completed, this flag is interpreted differently on the student file.

The values for BYTEPAFG are:

1 = Had a parent questionnaire completed and at least one teacher questionnaire completed
0 = Did not have a parent questionnaire completed and at least one teacher questionnaire completed

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

The values for BYIEPFLG are:

1 = The student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard of hearing, deaf-blind, or multiple handicap (only if hard of hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes

0 = Did not satisfy the above criteria

BYSPANFG indicates whether the parent questionnaire was completed in Spanish or not.

The values for BYSPANFG are:

1 = The parent completed a Spanish-language questionnaire
0 = An English-language questionnaire was used

Student Composites

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

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

The values for G8TYPE are:

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

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

The values for G8CTRL are:

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

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

The values for BYSCENRL are:

1 = 1-199 students
2 = 200-399
3 = 400-599
4 = 600-799
5 = 800-999
6 = 1,000-1,199
7 = 1,200+

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

The values for G8ENROL are:

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

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

The values for G8URBAN are:

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

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

The values for G8REGON are:

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

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

The values for G8MINOR are:

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

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

The value for G8LUNCH are:

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

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

The values for NOMSECT are:

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

SEX of the **student** respondent was taken first from the "Your Background" (BYS12) section of the student questionnaire. If this source was missing or not available, then the value of the

variable SEX assigned on the school roster was used. If SEX was still missing, it was imputed from the student respondent's name. On any records for which this could not be done unambiguously, this variable had a value of 1 or 2 randomly assigned.

The values for SEX are:

1 = Male
2 = Female

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

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

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

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

The values for RACE are:

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

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

The values for HISP are:

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

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

The values for API are:

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

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

1. If the student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard-of-hearing, deaf-blind, or multiple handicap (only if hard-of-hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes (BYIEPFLG = 1).

2. If in the course of drawing up the roster of students for the school or in administering the instruments, project staff determined that any student satisfied only one of the requirements listed above, BYIEPFLG was set to 0 and that student was listed as part-eligible. This part-eligible list was used to set HEARIMP to 1.

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

3. If the parent reported a problem (BYP47B = 1 or BYP47C = 1 or BYP48B = 1 or BYP48C = 1). Please note that if HEARIMP is set to 1 because of satisfying criterion 3, the student may have been impaired in the past without necessarily being so in the present.

The values for HEARIMP are:

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

HANDPAST[2] was constructed from responses on the parent questionnaire and indicates whether the student has ever participated in a program for the handicapped.

The values for HANDPAST are:

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

BYHANDPR[3] was constructed from responses on the parent questionnaire and indicates whether the student is currently participating in a program for the orthopedically handicapped or learning disabled.

The values for BYHANDPR are:

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

BYHANDTR[4] was constructed from responses on the teacher questionnaire(s) and indicates whether at least one teacher reports a handicap that interferes with school performance.

The values for BYHANDTR are:

0 = Neither teacher reported any handicaps interfering with school performance (BYT1_10 is 0)
1 = Either teacher reports a handicap (BYT1_10 is 1)
8 = Missing, no teacher questionnaire or BYT1_10 is missing

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

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2 See footnote 1.

3 See footnote 1.

4 See footnote 1.

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

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

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

BYS44C: In my life, good luck is more important than hard work for success.
(Good luck is more important than hard work for success.)
BYS44F: Every time I try to get ahead, something or somebody stops me.
(Text identical.)
BYS44G: My plans hardly ever work out, so planning only makes me unhappy.
(Planning only makes a person unhappy, since plans hardly ever work out anyway.)
NO COMPARABLE NELS:88 ITEM. (People who accept their condition in life are happier than those who try to change things.)

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

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

BYLOCU1T is the tertile into which BYLOCUS1 falls. It was constructed by recoding BYLOCUS1 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYLOCU1T are:

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

BYLOCUS2 for student is the composite of the locus of control items in student question 44. They are BYS44B, BYS44C, BYS44F, BYS44G, BYS44K, and BYS44M. BYS44K is a reverse scoring item so the values were reversed before performing computations. Each of these 6 items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

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

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

The values for BYLOCU2T are:

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

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

BYS44A: I feel good about myself.
(I take a positive attitude toward myself.)
BYS44D: I feel I am a person of worth, the equal of other people.
(I feel I am a person of worth, on an equal plane with others.)
BYS44E: I am able to do things as well as most other people.
(Text identical.)
BYS44H: On the whole, I am satisfied with myself.
(Text identical.)

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

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

BYCNCP1T is the tertile into which BYCNCPT1 falls. It was constructed by recoding BYCNCPT1 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYCNCP1T are:

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

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

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

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

The values for BYCNCP2T are:

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

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

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

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

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

The values for BYSESQ are:

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

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

BYPARED	Parent Qx	Student Qx	Label
1	1, 2	1	Did not finish high school
2	3, 4	2	High school grad or GED
3	5-10	3, 4	Greater than high school and less than 4-year degree
4	11	5	College graduate
5	12	6	M.A. or equivalent
6	13	7	Ph.D., M.D., other
7	-	8	Don't know
8			Missing

BYFAMSIZ reports the student's estimated family size. It was computed using both the parent and student questionnaires. If all of BYS8A-I were reserved codes, then BYFAMSIZ was coded as missing. Otherwise the number was 1 for the respondent plus an estimate for the number of siblings (detailed below) plus the number of family members other than siblings as marked in items BYS8A-D and BYS8G-I. (This procedure counts only 1 person each for BYS8G-I, even if more than one person in each category lives in the household.) The first reference used for the number of siblings is BYP3B. If that is a reserve code, then BYS32 is used instead. If neither BYP3B nor BYS32 listed any siblings, then one sibling is counted for each item marked in BYS8E and BYS8F as a final source. All values for BYFAMSIZ which are greater than 9 were set to 10, creating the end value of 10 which means 10 or more.

The values for BYFAMSIZ are:

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

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

The values for BYFCOMP are:

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

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

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

The values for BYHMLANG are:

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

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

The values for BYPSEPLN are:

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

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

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

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

The values for BYHOMEWK are:

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

BYLEP[5] specifies whether the student has Limited English Proficiency. It was constructed from the student self-evaluation and the teacher evaluations for proficiency in using the English language. BYLEP was set to 1 if the student responded to any of BYS27A, BYS27B, BYS27C, or BYS27D with 4 ("Not very well"), or if either teacher marked yes to BYT1_12, which asks if the student is a Limited English Proficiency student. If both the student responses to BYS27A-D and the teacher response to BYT1_12 were missing, BYLEP was set to missing. It was 0 otherwise. Section 3.1.1 includes details of exclusions from the sample that must be considered when using this flag in analysis.

The values for BYLEP are:

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

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

BYLM[6] specifies whether the student is classified as Language Minority (from a home in which a language other than English is typically spoken). If either teacher answered yes to BYT1_11, or if the student response to BYS22 indicates a language other than English is usually spoken in the home (values 2-13), the student is classified as Language Minority. If both the student response to BYS22 and his or her teachers' responses to BYT1_11 were missing, the value for BYLM was set to missing. It was 0 otherwise.

The values for BYLM are:

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

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

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

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

The values for BYGRADSQ are:

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

Test Results

The following composites are all based upon the cognitive tests that were given to participating students.

Quartile results (1 = low) are reported for each of the base year tests in the four areas of reading, mathematics, science, and social science (history/ government) as well as for a standardized test composite score for reading and mathematics.

The student data file has more detailed results including number right, number wrong, number not attempted, formula score, standardized score, IRT (Item Response Theory)-estimated number right and IRT-estimated formula score for each test, as well as full scores for the standardized test

6 See footnote 5.

composite for reading and math (BYTXCOMP) and ratings that characterize the student's proficiency in reading and mathematics

BYTXRQ Reading Quartile (1 = low)

BYTXMQ Mathematics Quartile (1 = low)

BYTXSQ Science Quartile (1 = low)

BYTXHQ History/Government Quartile (1 = low)

BYTXQURT Standardized Test Quartile (1 = low)

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

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

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

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

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

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

1 = Below Level 1
2 = At Level 1, but below Level 2
3 = Level 2
5 = The student tested as proficient at Level 2 but not at Level 1
8 = Missing data

The values for **BYTXMPL1**, mathematics proficiency level 1, are:

0 = Not proficient
1 = Proficient
8 = Missing data

The values for **BYTXMPL2**, mathematics proficiency level 2, are:

0 = Not proficient
1 = Proficient
8 = Missing data

The values for **BYTXMPL3**, mathematics proficiency level 3, are:

0 = Not proficient
1 = Proficient
8 = Missing data

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

1 = Below Level 1
2 = At Level 1, but below Level 2 and 3
3 = At Level 1 and 2, but below Level 3
4 = Proficient at all 3 levels
5 = Either the student tested proficient at Level 2 but not at Level 1, or the student tested proficient at Level 3 but not at Level 1 or not at Level 2. For example, BYTXMPL3 = 1, however, BYTXMPL2 = 0 and BYTXMPL1 = 1.
8 = Missing data

Appendix E

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

Studies and Files Related to NELS:88

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

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

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

Christian Schools Supplement

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

State Augmentations and Supplements

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

Survey of NELS:88 Base Year Dropouts

Seven months after completion of in-school data collection (in January 1989), the small number of dropouts from the base year core sample were surveyed. These were students who were eligible to participate at the time that the school roster was annotated to indicate eligibility by the school coordinator. They were drawn into the sample but then dropped out between the time of sampling and their school's Survey Day. Students who drop out of school subsequent to their base year Survey Day will be captured in the NELS:88 first follow-up.

A student was designated a "dropout" when several conditions were met: the student had been absent from the school for at least twenty consecutive days, the absence was not excused, and it

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

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

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

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

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

CREMS NELS:88 Enhancement Survey of Middle Grades Practices

The Survey of Middle Grades Practices enhances the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Elementary and Middle Schools (CREMS) of the Johns Hopkins University and the data collection was conducted by NORC.

The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February

1989. The enhancement survey augments the information in the base year school questionnaire with details on school and classroom characteristics and practices, including school organization, guidance and advisory practices, rewards for and evaluations of student performance, curriculum and instructional practices, transition to high school, middle grade programs, parent involvement, and team teaching.

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

The unweighted completion rate for the enhancement survey was 98.63 percent.

Collection of NELS:88 Teacher Transcripts

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

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

Modularized Version of NELS:88 Data for Floppy Diskettes

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

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

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

In addition to the core surveys for HS&B and NLS-72, briefly described earlier, records studies have been undertaken, including the collection of the high school transcripts of the sophomore co-

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

HS&B Base Year Files

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

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

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

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

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

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

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

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

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

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

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

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

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

Other HS&B Files

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

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

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

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

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

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

NLS-72 Files

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

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

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

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

Appendix F

Guidelines for Using SAS with NELS:88 Parent Data

Guidelines for Using SAS with NELS:88 Parent Data

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

The SAS system file includes:

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

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

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

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

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

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

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

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

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

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

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

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

```
OPTIONS DQUOTE;

PROC FORMAT;

VALUE FBYP41V  1 = "YES"
               2 = "NO"
               6 = "MULTIPLE RESPONSE"
               7 = "REFUSAL"
               8 = "MISSING"
               9 = "LEGITIMATE SKIP";

VALUE FBYP52A  1 = "VERY IMPORTANT"
               2 = "SOMEWHAT IMPORTANT"
               3 = "NOT VERY IMPORTANT"
               4 = "NOT AT ALL IMPORTANT"
               6 = "MULTIPLE RESPONSE"
               7 = "REFUSAL"
               8 = "MISSING"
               9 = "LEGITIMATE SKIP";

PROC FREQ DATA=IN01.PAQ;

FORMAT   BYP41   FBYP41V.
         BYP52A  FBYP52A.;

TABLES BYP41*BYP52A;

TITLE "8TH GRADR SKIP GRADE BY HOW IMP CHILD COMPLETE SCH FASTER";
```

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

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

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

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

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

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

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

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

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

Appendix G

Codebook

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

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

STU_ID = STUDENT PUBLIC RELEASE ID

Question SCH_ID — Tape Pos. 1-5, Format: I5

SCH_ID = SCHOOL PUBLIC RELEASE ID

Question SSTRATID — Tape Pos. 1-2, Format: I2

SSTRATID = SUPERSTRATUM PUBLIC RELEASE ID

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

PART 1
YOUR FAMILY'S BACKGROUND

WE WOULD LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOUR FAMILY'S BACKGROUND.

Question 1A

What is your relationship and that of your spouse/partner to the student named on the front cover? Please read the instructions on the opposite page regarding who to consider as your spouse/partner before answering this question. (MARK ONE EACH.)

Question 1A1 — Tape Pos. 8-9, Format: I2

BYP1A1 R'S RELATIONSHIP TO EIGHTH GRADER

You

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mother	1	17600	77.7%	79.1%
Father	2	3954	17.5%	16.6%
Stepmother	3	234	1.0%	1.1%
Stepfather	4	156	.7%	.7%
Grandmother	5	256	1.1%	1.3%
Grandfather	6	26	.1%	.1%
Other female relative	7	91	.4%	.4%
Other male relative	8	30	.1%	.1%
Other female guardian	9	119	.5%	.5%
Other male guardian	10	24	.1%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	43	.2%	(MISS)
REFUSAL	97	9	.0%	(MISS)
MISSING	98	109	.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 1A)

Question 1A2 — Tape Pos. 10-11, Format: I2

BYP1A2 PARTNER'S RELATIONSHIP TO 8TH GRADER

Your Spouse/Partner

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mother	1	3322	14.7%	13.7%
Father	2	11713	51.7%	52.2%
Stepmother	3	343	1.5%	1.7%
Stepfather	4	2039	9.0%	9.9%
Grandmother	5	75	.3%	.3%
Grandfather	6	142	.6%	.7%
Other female relative	7	31	.1%	.1%
Other male relative	8	64	.3%	.3%
Other female guardian	9	68	.3%	.3%
Other male guardian	10	270	1.2%	1.3%
NOT APPLICABLE: No other parent/guardian	11	4270	18.9%	19.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	25	.1%	(MISS)
REFUSAL	97	18	.1%	(MISS)
MISSING	98	271	1.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 1A)

Question 1B — Tape Pos. 12-12, Format: I1

BYP1B AMT OF TIME STUDENT LIVES W/RESPONDENT

How much of the time does the student named on the front cover live with you? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
All of the time	1	21839	96.4%	96.9%
More than half of the time	2	511	2.3%	2.1%
Half of the time	3	141	.6%	.5%
Less than half of the time	4	112	.5%	.4%
None of the time	5	21	.1%	.1%
RESERVED CODES:				
REFUSAL	7	3	.0%	(MISS)
MISSING	8	24	.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 2 — Tape Pos. 13-14, Format: I2

BYP2 NUMBER OF PEOPLE DEPENDENT UPON R

Altogether, how many people are dependent upon you (or you and your spouse/partner)? Count everyone-include individuals not living with you and your spouse/partner- who receives one-half or more of their financial support from you or your spouse/partner. Do not include yourself or your spouse/partner.

Total number of dependents (not counting you or your spouse/partner): (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	275	1.2%	1.2%
One	2	2939	13.0%	13.3%
Two	3	7910	34.9%	35.6%
Three	4	5575	24.6%	25.5%
Four	5	3027	13.4%	13.4%
Five	6	1324	5.8%	5.9%
Six	7	614	2.7%	2.7%
Seven	8	284	1.3%	1.2%
Eight or more	9	282	1.2%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	419	1.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 3A — Tape Pos. 15-16, Format: I2

BYP3A NUMBER OF SIBLINGS 8TH GRADER HAS

We would like to know how many brothers and sisters your eighth grader has. Please consider all siblings, including half- and step- and adoptive brothers and sisters. (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	1489	6.6%	6.4%
One	1	7113	31.4%	31.8%
Two	2	5965	26.3%	27.2%
Three	3	3433	15.2%	15.4%
Four	4	1766	7.8%	8.0%
Five	5	1017	4.5%	4.7%
Six or more	6	1468	6.5%	6.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	23	.1%	(MISS)
MISSING	98	377	1.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 3B — Tape Pos. 17-18, Format: I2

BYP3B NUMBER OF SIBLINGS PRESENTLY IN HOME

How many of these siblings, including half- and step- and adoptive brothers and sisters, are presently in the home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	3440	15.2%	16.6%
One	1	8081	35.7%	39.3%
Two	2	5221	23.0%	25.7%
Three	3	2351	10.4%	11.1%
Four	4	880	3.9%	4.1%
Five	5	388	1.7%	1.8%
Six or more	6	328	1.4%	1.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	6	.0%	(MISS)
MISSING	98	467	2.1%	(MISS)
LEGITIMATE SKIP	99	1489	6.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 4 — Tape Pos. 19-20, Format: I2

BYP4 NO. OF CHILDRN OLDER THAN R'S 8TH GRADER

How many of the children referred to in Question 3A are older than your eighth grader? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	7192	31.8%	34.9%
One	1	6854	30.3%	33.5%
Two	2	3238	14.3%	15.6%
Three	3	1526	6.7%	7.5%
Four	4	752	3.3%	3.8%
Five	5	436	1.9%	2.1%
Six or more	6	549	2.4%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	610	2.7%	(MISS)
LEGITIMATE SKIP	99	1489	6.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 5A — Tape Pos. 21-22, Format: I2

BYP5A NUMBER OF CHILDREN IN HIGH SCHOOL

How many of the children referred to in Question 4 are now in high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	4840	21.4%	36.4%
One	1	7018	31.0%	52.3%
Two	2	1267	5.6%	9.4%
Three	3	205	.9%	1.5%
Four	4	41	.2%	.3%
Five	5	8	.0%	.0%
Six or more	6	10	.0%	.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	579	2.6%	(MISS)
LEGITIMATE SKIP	99	8681	38.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 5B — Tape Pos. 23-24, Format: I2

BYP5B NUMBER OF CHILDREN GRADUATED FROM H.S.

How many of the children referred to in Question 4 have graduated from high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	6763	29.9%	50.8%
One	1	3390	15.0%	25.3%
Two	2	1702	7.5%	12.5%
Three	3	779	3.4%	6.0%
Four	4	344	1.5%	2.6%
Five	5	197	.9%	1.5%
Six or more	6	192	.8%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	601	2.7%	(MISS)
LEGITIMATE SKIP	99	8681	38.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 6 — Tape Pos. 25-26, Format: I2

BYP6 NUMBER OF CHILDREN WHO DROPPED OUT OF HS

How many of the children referred to in Question 4 dropped out of school before graduating from high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	11158	49.3%	83.5%
One	1	1347	5.9%	10.5%
Two	2	425	1.9%	3.3%
Three	3	177	.8%	1.3%
Four	4	91	.4%	.6%
Five	5	47	.2%	.4%
Six or more	6	41	.2%	.3%
RESERVED CODES:				
MISSING	98	684	3.0%	(MISS)
LEGITIMATE SKIP	99	8681	38.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 7 Tape Pos. 27-28 Format: I2

BYP7 R'S CURRENT MARITAL STATUS

What is your current marital status? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Divorced	1	2600	11.5%	12.2%
Widowed	2	550	2.4%	2.6%
Separated	3	863	3.8%	3.8%
Never married	4	565	2.5%	2.6%
Not married but living in a marriage-like relationship	5	393	1.7%	1.8%
Married	6	17048	75.3%	76.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	8	.0%	(MISS)
MISSING	98	624	2.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 8 Tape Pos. 29-30 Format: I2

BYP8 R'S YEAR OF BIRTH

In what year were you born? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1929 or earlier	1	302	1.3%	1.3%
1930 - 1939	2	1941	8.6%	8.1%
1940 - 1944	3	3870	17.1%	16.2%
1945 - 1949	4	7385	32.6%	33.1%
1950 - 1954	5	6401	28.3%	30.6%
1955 - 1959	6	2069	9.1%	10.0%
1960 or later	7	164	.7%	.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	514	2.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 9 Tape Pos. 31-32 Format: I2

BYP9 SPOUSE'S YEAR OF BIRTH

In what year was your spouse/partner born?
REMINDER: Use 'spouse/partner' definition from page 6.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Does not apply. I do not have a spouse/partner	1	3604	15.9%	16.9%
1929 or earlier	2	499	2.2%	2.2%
1930 - 1939	3	2374	10.5%	10.1%
1940 - 1944	4	4007	17.7%	17.4%
1945 - 1949	5	6983	26.4%	27.8%
1950 - 1954	6	3967	17.5%	19.2%
1955 - 1959	7	1061	4.7%	5.3%
1960 or later	8	226	1.0%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	925	4.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 10 Tape Pos. 33-33 Format: I1

BYP10 R'S RACE/ORIGIN

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Asian or Pacific Islander	1	1148	5.1%	2.6%
Hispanic, regardless of race	2	2496	11.0%	8.7%
Black, not of Hispanic origin	3	2767	12.2%	13.1%
White, not of Hispanic origin	4	15871	70.1%	74.7%
American Indian or Alaskan Native	5	206	.9%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	35	.2%	(MISS)
MISSING	8	123	.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 10A Tape Pos. 34-35 Format: I2

BYP10A ASIAN ETHNIC BACKGROUND

Which of these best categorizes your ethnic background?

ASIAN OR PACIFIC ISLANDER (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Chinese	1	260	1.1%	20.1%
Filipino	2	233	1.0%	22.6%
Japanese	3	74	.3%	7.4%
Korean	4	128	.6%	10.5%
Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.)	5	213	.9%	14.2%
Pacific Islander (Samoan, Guamanian, etc.)	6	47	.2%	5.7%
South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.)	7	114	.5%	10.9%
West Asian (Iranian, Afghan, Turkish, etc.)	8	17	.1%	2.5%
Middle Eastern (Iraqi, Israeli, Lebanese, etc.)	9	23	.1%	3.7%
Other Asian	10	20	.1%	2.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	175	.8%	(MISS)
LEGITIMATE SKIP	99	21340	94.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 10B Tape Pos. 36-36 Format: I1

BYP10B HISPANIC ETHNIC BACKGROUND

Which of these best categorizes your ethnic background?

HISPANIC (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mexican, Mexican-American, Chicano	1	1618	7.1%	67.4%
Cuban	2	100	.4%	3.4%
Puerto Rican	3	268	1.2%	10.1%
Other Hispanic	4	471	2.1%	19.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	201	.9%	(MISS)
LEGITIMATE SKIP	9	19992	88.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

If you have answered Part B above, please also answer the following:

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 10C — Tape Pos. 37-37, Format: I1

BYP10C HISPANIC RACE

What is your race? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Black Hispanic	1	59	.3%	3.0%
White Hispanic	2	1705	7.5%	73.9%
Other Hispanic	3	600	2.6%	23.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	293	1.3%	(MISS)
LEGITIMATE SKIP	9	19992	88.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

PLEASE NOTE: QUESTIONS 11 TO 16 ASK ABOUT YOUR EIGHTH GRADER'S BIOLOGICAL PARENTS.

Question 11 — Tape Pos. 38-38, Format: I1

BYP11 8TH GRADER'S MOTHER'S BIRTHPLACE

Was your eighth grader's mother born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
She was born in the United States	1	18813	83.1%	89.0%
She was born in Puerto Rico	2	196	.9%	.6%
She was born in another country/area	3	3032	13.4%	10.1%
I don't know where she was born	4	66	.3%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	540	2.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 12 — Tape Pos. 39-40, Format: I2

BYP12 NUMBER OF YEARS AGO MOTHER CAME TO U.S.

How many years ago did she come to the United States to stay? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Less than 1 year	1	19	.1%	.6%
1 to 2 years	2	61	.3%	1.9%
3 to 5 years	3	174	.8%	5.2%
6 to 10 years	4	616	2.7%	16.5%
11 to 15 years	5	637	2.8%	19.1%
16 or more years	6	1674	7.4%	53.9%
Does not apply. She did not come to the United States	7	78	.3%	1.9%
Does not apply. She is only temporarily in the United States	8	14	.1%	.4%
Don't know	9	17	.1%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.0%	(MISS)
MISSING	98	475	2.1%	(MISS)
LEGITIMATE SKIP	99	18879	83.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 13 — Tape Pos. 41-42, Format: I2

BYP13 MOTHER'S OCCUPATN BEFORE COMING TO U.S.

What kind of work did your eighth grader's mother do most recently before coming to the United States? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	324	1.4%	12.1%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	37	.2%	1.5%
FARMER, FARM MANAGER	3	43	.2%	1.0%
HOMEMAKER (without other job)	4	501	2.2%	15.6%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	75	.3%	2.4%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	62	.3%	1.9%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	6	.0%	.2%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver	8	75	.3%	3.2%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	232	1.0%	6.9%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	77	.3%	1.5%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	61	.3%	1.8%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	3	.0%	.1%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	73	.3%	3.2%
SCHOOL TEACHER such as elementary or secondary	14	146	.6%	3.9%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	142	.6%	5.0%
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	34	.2%	.9%
Never worked	17	1039	4.6%	35.9%
Don't know	18	100	.4%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	31	.1%	(MISS)
MISSING	98	619	2.7%	(MISS)
LEGITIMATE SKIP	99	18971	83.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 14 — Tape Pos. 43-43, Format: I1

BYP14 8TH GRADER'S FATHER'S BIRTHPLACE

Was your eighth grader's father born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
He was born in the United States	1	18712	82.6%	89.2%
He was born in Puerto Rico	2	222	1.0%	.7%
He was born in another country/area	3	2861	12.6%	9.4%
I don't know where he was born	4	146	.6%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	709	3.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 15 Tape Pos. 44-45 Format: I2

BYP15 NUMBER OF YEARS AGO FATHER CAME TO U.S.

How many years ago did he come to the United States to stay? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Less than 1 year	1	15	.1%	.6%
1 to 2 years	2	53	.2%	1.7%
3 to 5 years	3	139	.6%	4.2%
6 to 10 years	4	509	2.2%	14.2%
11 to 15 years	5	484	2.1%	15.1%
16 or more years	6	1693	7.5%	57.2%
Does not apply. He did not come to the United States	7	131	.6%	4.1%
Does not apply. He is only temporarily in the United States	8	30	.1%	1.0%
Don't know	9	59	.3%	1.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	6	.0%	(MISS)
MISSING	98	674	3.0%	(MISS)
LEGITIMATE SKIP	99	18858	83.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 16 Tape Pos. 46-47 Format: I2

BYP16 FATHER'S OCCUPATN BEFORE COMING TO U.S.

What kind of work did your eighth grader's father do most recently before coming to the United States? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	82	.4%	2.9%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	263	1.2%	10.9%
FARMER, FARM MANAGER	3	141	.6%	4.7%
HOMEMAKER (without other job)	4	11	.0%	.3%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	305	1.3%	12.1%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	150	.7%	5.5%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	127	.6%	3.4%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver	8	176	.8%	7.5%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	256	1.1%	8.2%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	197	.9%	4.9%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	113	.5%	3.6%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	30	.1%	1.2%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	60	.3%	2.0%
SCHOOL TEACHER such as elementary or secondary	14	41	.2%	1.2%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	45	.2%	1.8%
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	52	.2%	2.2%
Never worked	17	528	2.3%	20.4%
Don't know	18	201	.9%	7.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	12	.1%	(MISS)
MISSING	98	842	3.7%	(MISS)
LEGITIMATE SKIP	99	19019	84.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 17 Tape Pos. 48-48 Format: I1

BYP17 8TH GRADER'S BIRTH PLACE

Was your eighth grader born in the United States (that is, any of the fifty states, or the District of Columbia), in Puerto Rico, or in another country or area? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
He/she was born in the United States	1	20674	91.3%	95.1%
He/she was born in Puerto Rico	2	70	.3%	.2%
He/she was born in another country/area	3	1485	6.6%	4.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	421	1.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 18 Tape Pos. 49-50 Format: I2

BYP18 NO. OF YRS AGO 8TH GRADER CAME TO U.S.

How many years ago did your eighth grader come to the United States to stay? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Less than 1 year	1	33	.1%	2.2%
1 to 2 years	2	78	.3%	5.1%
3 to 5 years	3	227	1.0%	14.8%
6 to 8 years	4	383	1.7%	23.4%
9 to 11 years	5	393	1.7%	22.8%
12 or more years	6	425	1.9%	30.7%
Does not apply. Child is only temporarily in the United States	7	17	.1%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.0%	(MISS)
MISSING	98	419	1.8%	(MISS)
LEGITIMATE SKIP	99	20674	91.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 19 Tape Pos. 51-51 Format: I1

BYP19 8TH GRADER ATTEND SCHOOL OUTSIDE U.S.

Did your eighth grader attend school outside the United States? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1110	4.9%	4.0%
No	2	20914	92.3%	96.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	626	2.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 20

What grade/s has your eighth grader completed outside the United States? (MARK ALL THAT APPLY)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 20A — Tape Pos. 52-52, Format: I1

BYP20A 8TH GR COMPLETD KINDERGARTN OUTSIDE U.S.

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	485	2.1%	41.6%
No	2	662	2.9%	58.4%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20B — Tape Pos. 53-53, Format: I1

BYP20B 8TH GRDR COMPLETD 1ST GRADE OUTSIDE U.S.

First grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	430	1.9%	37.5%
No	2	717	3.2%	62.5%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20C — Tape Pos. 54-54, Format: I1

BYP20C 8TH GRDR COMPLETD 2ND GRADE OUTSIDE U.S.

Second grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	359	1.6%	32.1%
No	2	788	3.5%	67.9%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20D — Tape Pos. 55-55, Format: I1

BYP20D 8TH GRDR COMPLETD 3RD GRADE OUTSIDE U.S.

Third grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	332	1.5%	29.0%
No	2	815	3.6%	71.0%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20E — Tape Pos. 56-56, Format: I1

BYP20E 8TH GRDR COMPLETD 4TH GRADE OUTSIDE U.S.

Fourth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	260	1.1%	24.1%
No	2	887	3.9%	75.9%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20F — Tape Pos. 57-57, Format: I1

BYP20F 8TH GRDR COMPLETD 5TH GRADE OUTSIDE U.S.

Fifth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	223	1.0%	20.3%
No	2	924	4.1%	79.7%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20G — Tape Pos. 58-58, Format: I1

BYP20G 8TH GRDR COMPLETD 6TH GRADE OUTSIDE U.S.

Sixth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	188	.8%	18.8%
No	2	959	4.2%	81.2%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20H — Tape Pos. 59-59, Format: I1

BYP20H 8TH GRDR COMPLETD 7TH GRADE OUTSIDE U.S.

Seventh grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	97	.4%	9.7%
No	2	1050	4.6%	90.3%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20I Tape Pos. 60-60 Format: I1

BYP20I 8TH GRDR COMPLETD 8TH GRADE OUTSIDE U.S.

Eighth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	25	.1%	2.0%
No	2	1122	5.0%	98.0%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 20J Tape Pos. 61-61 Format: I1

BYP20J NO GRADES COMPLETED OUTSIDE U.S.

My child has not completed any grade/s outside of the United States.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	125	.6%	11.3%
No	2	1022	4.5%	88.7%
RESERVED CODES:				
MISSING	8	590	2.6%	(MISS)
LEGITIMATE SKIP	9	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 20)

Question 21 Tape Pos. 62-63 Format: I2

BYP21 GRADE 8TH GR IN WHEN BEGAN SCHL IN U.S.

What grade was your eighth grader placed in when he/she started school in the United States? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Kindergarten	1	248	1.1%	22.3%
First grade	2	179	.8%	14.5%
Second grade	3	159	.7%	13.7%
Third grade	4	116	.5%	10.3%
Fourth grade	5	97	.4%	8.8%
Fifth grade	6	103	.5%	8.8%
Sixth grade	7	89	.4%	6.6%
Seventh grade	8	88	.4%	8.4%
Eighth grade	9	73	.3%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.0%	(MISS)
MISSING	98	581	2.6%	(MISS)
LEGITIMATE SKIP	99	20914	92.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 22A Tape Pos. 64-64 Format: I1

BYP22A LANG OTHR THN ENGLISH SPOKEN IN R'S HOME

Is any language other than English spoken in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4359	19.2%	14.5%
No	2	18244	80.5%	85.5%
RESERVED CODES:				
REFUSAL	7	5	.0%	(MISS)
MISSING	8	43	.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 22B Tape Pos. 65-65 Format: I1

BYP22B IS ENGLISH ALSO SPOKEN IN R'S HOME

Is English also spoken in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4118	18.2%	95.9%
No	2	174	.8%	4.1%
RESERVED CODES:				
MISSING	8	115	.5%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 22C

What languages other than English are spoken in your home? (MARK ALL THAT APPLY)

Question 22C2 Tape Pos. 66-66 Format: I1

BYP22C2 SPANISH SPOKEN IN R'S HOME

Spanish

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2445	10.8%	61.7%
No	2	1741	7.7%	38.3%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 22C3 — Tape Pos. 67-67, Format: I1

BYP22C3 CHINESE SPOKEN IN R'S HOME

Chinese

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	266	1.2%	3.9%
No	2	3920	17.3%	96.1%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C4 — Tape Pos. 68-68, Format: I1

BYP22C4 JAPANESE SPOKEN IN R'S HOME

Japanese

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	65	.3%	1.2%
No	2	4121	18.2%	98.8%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C5 — Tape Pos. 69-69, Format: I1

BYP22C5 KOREAN SPOKEN IN R'S HOME

Korean

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	154	.7%	2.6%
No	2	4032	17.8%	97.4%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C6 — Tape Pos. 70-70, Format: I1

BYP22C6 A FILIPINO LANGUAGE SPOKEN IN R'S HOME

A Filipino language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	237	1.0%	4.3%
No	2	3949	17.4%	95.7%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C7 — Tape Pos. 71-71, Format: I1

BYP22C7 ITALIAN SPOKEN IN R'S HOME

Italian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	102	.5%	3.3%
No	2	4084	18.0%	96.7%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C8 — Tape Pos. 72-72, Format: I1

BYP22C8 FRENCH SPOKEN IN R'S HOME

French

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	278	1.2%	8.0%
No	2	3908	17.3%	92.0%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C9 — Tape Pos. 73-73, Format: I1

BYP22C9 GERMAN SPOKEN IN R'S HOME

German

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	160	.7%	4.8%
No	2	4026	17.8%	95.2%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C10 — Tape Pos. 74-74, Format: I1

BYP22C10 GREEK SPOKEN IN R'S HOME

Greek

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	41	.2%	1.4%
No	2	4145	18.3%	98.6%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C11 Tape Pos. 75-75 Format: I1

BYP22C11 POLISH SPOKEN IN R'S HOME

Polish

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	46	.2%	1.6%
No	2	4140	18.3%	98.4%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C12 Tape Pos. 76-76 Format: I1

BYP22C12 PORTUGUESE SPOKEN IN R'S HOME

Portuguese

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	49	.2%	1.5%
No	2	4137	18.3%	98.5%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22C13 Tape Pos. 77-77 Format: I1

BYP22C13 OTHER LANGUAGE SPOKEN IN R'S HOME

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	760	3.4%	16.6%
No	2	3426	15.1%	83.5%
RESERVED CODES:				
MISSING	8	221	1.0%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 22C)

Question 22D Tape Pos. 78-79 Format: I2

BYP22D LANGUAGE SPOKEN MOST OFTEN AT HOME

Of these languages, which is most often spoken in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Spanish	2	2095	9.2%	55.6%
Chinese	3	222	1.0%	3.3%
Japanese	4	46	.2%	.8%
Korean	5	128	.6%	2.1%
A Filipino language	6	201	.9%	3.7%
Italian	7	53	.2%	1.9%
French	8	131	.6%	4.1%
German	9	73	.3%	2.2%
Greek	10	33	.1%	1.2%
Polish	11	25	.1%	.8%
Portuguese	12	25	.1%	.8%
Other	13	975	4.3%	23.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	19	.1%	(MISS)
MISSING	98	381	1.7%	(MISS)
LEGITIMATE SKIP	99	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 23 Tape Pos. 80-81 Format: I2

BYP23 MAIN LANGUAGE USUALLY SPOKEN IN R'S HOME

What is the main language people in your home usually speak? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English	1	2343	10.3%	58.2%
Spanish	2	1037	4.6%	28.3%
Chinese	3	166	.7%	2.3%
Japanese	4	17	.1%	.3%
Korean	5	78	.3%	1.2%
A Filipino language	6	88	.4%	1.5%
Italian	7	12	.1%	.4%
French	8	18	.1%	.6%
German	9	3	.0%	.1%
Greek	10	12	.1%	.5%
Polish	11	2	.0%	.1%
Portuguese	12	8	.0%	.3%
Other	13	328	1.4%	6.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	96	.4%	(MISS)
MISSING	98	199	.9%	(MISS)
LEGITIMATE SKIP	99	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 24 Tape Pos. 82-83 Format: I2

BYP24 LANGUAGE R CURRENTLY USES MOST OFTEN

What language do you currently use most often? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English	1	2364	10.4%	59.4%
Spanish	2	1038	4.6%	28.0%
Chinese	3	139	.6%	1.9%
Japanese	4	16	.1%	.3%
Korean	5	75	.3%	1.1%
A Filipino language	6	80	.4%	1.4%
Italian	7	8	.0%	.2%
French	8	27	.1%	.9%
German	9	6	.0%	.1%
Greek	10	12	.1%	.5%
Polish	11	3	.0%	.1%
Portuguese	12	8	.0%	.3%
Other	13	302	1.3%	5.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	71	.3%	(MISS)
MISSING	98	258	1.1%	(MISS)
LEGITIMATE SKIP	99	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 25

With regard to the language that you marked in Question 22D, how well do you do each of the following? (MARK ONE EACH)

How well do you. . .

Question 25A Tape Pos. 84-84 Format: I1

BYP25A HOW WELL R UNDERSTANDS LANGUAGE IN 22D

Understand someone speaking that language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2980	13.2%	70.2%
Pretty well	2	535	2.4%	12.6%
Well	3	295	1.3%	7.7%
Not very well	4	224	1.0%	6.2%
Not at all well	5	113	.5%	3.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	258	1.1%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 25)

Question 25B Tape Pos. 85-85 Format: I1

BYP25B HOW WELL R SPEAKS LANGUAGE IN 22D

Speak that language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2684	11.8%	63.2%
Pretty well	2	594	2.6%	14.6%
Well	3	368	1.6%	9.5%
Not very well	4	299	1.3%	7.9%
Not at all well	5	169	.7%	4.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	288	1.3%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 25)

Question 25C Tape Pos. 86-86 Format: I1

BYP25C HOW WELL R READS LANGUAGE IN 22D

Read that language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2300	10.2%	54.6%
Pretty well	2	438	1.9%	10.3%
Well	3	447	2.0%	11.4%
Not very well	4	428	1.9%	11.3%
Not at all well	5	475	2.1%	12.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	316	1.4%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 25)

Question 25D Tape Pos. 87-87 Format: I1

BYP25D HOW WELL R WRITES LANGUAGE IN 22D

Write that language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2140	9.4%	50.9%
Pretty well	2	438	1.9%	10.3%
Well	3	398	1.8%	9.9%
Not very well	4	446	2.0%	11.6%
Not at all well	5	662	2.9%	17.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	320	1.4%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 25)

Question 26

With regard to English, how well do you do the following? (MARK ONE EACH)

How well do you. . .

Question 26A Tape Pos. 88-88 Format: I1

BYP26A HOW WELL R UNDERSTANDS SPOKEN ENGLISH

Understand someone speaking English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2480	10.9%	61.4%
Pretty well	2	554	2.4%	12.3%
Well	3	467	2.1%	10.1%
Not very well	4	514	2.3%	12.7%
Not at all well	5	151	.7%	3.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	238	1.1%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 26)

Question 26B Tape Pos. 89-89 Format: I1

BYP26B HOW WELL R SPEAKS ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2217	9.8%	55.8%
Pretty well	2	568	2.5%	12.9%
Well	3	505	2.2%	10.6%
Not very well	4	595	2.6%	14.5%
Not at all well	5	245	1.1%	6.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	274	1.2%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 26)

Question 26C Tape Pos. 90-90 Format: I1

BYP26C HOW WELL R READS ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2296	10.1%	57.4%
Pretty well	2	513	2.3%	11.7%
Well	3	458	2.0%	10.2%
Not very well	4	481	2.1%	11.4%
Not at all well	5	369	1.6%	9.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	285	1.3%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 26)

Question 26D Tape Pos. 91-91 Format: I1

BYP26D HOW WELL R WRITES ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very well	1	2146	9.5%	53.3%
Pretty well	2	482	2.1%	11.2%
Well	3	485	2.1%	10.1%
Not very well	4	546	2.4%	13.6%
Not at all well	5	457	2.0%	11.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	288	1.3%	(MISS)
LEGITIMATE SKIP	9	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 26)

Question 27 Tape Pos. 92-93 Format: I2

BYP27 LANG USUALLY SPOKEN TO 8TH GRDR AT HOME

What language DO YOU USUALLY SPEAK TO YOUR EIGHTH GRADER in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English	1	2289	10.1%	57.3%
Spanish	2	1112	4.9%	29.8%
Chinese	3	166	.7%	2.3%
Japanese	4	18	.1%	.3%
Korean	5	77	.3%	1.2%
A Filipino language	6	57	.3%	1.1%
Italian	7	10	.0%	.3%
French	8	16	.1%	.5%
German	9	7	.0%	.2%
Greek	10	15	.1%	.6%
Polish	11	4	.0%	.1%
Portuguese	12	13	.1%	.4%
Other	13	321	1.4%	6.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	85	.4%	(MISS)
MISSING	98	217	1.0%	(MISS)
LEGITIMATE SKIP	99	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 28 Tape Pos. 94-95 Format: I2

BYP28 LANGUAGE 8TH GRDR USUALLY SPEAKS AT HOME

What language DOES YOUR EIGHTH GRADER USUALLY SPEAK TO YOU in your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
English	1	2835	12.5%	69.5%
Spanish	2	800	3.5%	22.2%
Chinese	3	111	.5%	1.5%
Japanese	4	13	.1%	.2%
Korean	5	49	.2%	.8%
A Filipino language	6	31	.1%	.6%
Italian	7	5	.0%	.1%
French	8	7	.0%	.3%
German	9	4	.0%	.1%
Greek	10	6	.0%	.3%
Polish	11	2	.0%	.0%
Portuguese	12	9	.0%	.3%
Other	13	220	1.0%	4.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	60	.3%	(MISS)
MISSING	98	255	1.1%	(MISS)
LEGITIMATE SKIP	99	18244	80.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

NOTE: The following question pertains to fundamental freedoms of expression. This question will provide helpful information for the interpretation of survey results. If you have any reservations about answering this question, please remember that you may leave it unanswered.

Question 29 Tape Pos. 96-97 Format: I2

BYP29 RELIGIOUS BACKGROUND

What is your religious background?

ANSWERING THIS QUESTION IS OPTIONAL
(MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Baptist	1	4605	20.3%	23.8%
Methodist	2	1792	7.9%	9.2%
Lutheran	3	1220	5.4%	6.3%
Presbyterian	4	909	4.0%	4.1%
Episcopalian	5	546	2.4%	1.8%
Other Protestant	6	1498	6.6%	7.3%
Catholic	7	7226	31.9%	30.6%
Eastern Orthodox	8	84	.4%	.4%
Other Christian	9	1556	6.9%	7.7%
Jewish	10	495	2.2%	1.8%
Moslem	11	60	.3%	.2%
Buddhist	12	211	.9%	.4%
Hindu	13	81	.4%	.2%
Other	15	768	3.4%	3.7%
None	16	554	2.4%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	105	.5%	(MISS)
MISSING	98	941	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

THE NEXT SERIES OF QUESTIONS IS ABOUT YOUR EDUCATIONAL AND WORK EXPERIENCES AND THOSE OF YOUR SPOUSE/PARTNER

Question 30 — Tape Pos. 98-99, Format: I2

BYP30 HIGHEST LEVEL OF EDUCATION R COMPLETED

What is the HIGHEST LEVEL of education you have completed? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Eighth grade or less	1	1193	5.3%	4.8%
Beyond eighth grade, but not high school graduation	2	1983	8.8%	9.4%
GED	3	631	2.8%	3.0%
High school graduation	4	4777	21.1%	23.1%
Vocational, trade, or business school after High School				
Less than one year	5	1456	6.4%	6.9%
One to two years	6	1312	5.8%	6.4%
Two years or more	7	575	2.5%	2.6%
College program				
Less than two years of college	8	2896	12.8%	13.2%
Two or more years of college	9	1996	8.8%	8.7%
Finished a two-year program	10	788	3.5%	3.4%
Finished a four or five-year program	11	2982	13.2%	11.7%
Master's degree or equivalent	12	1474	6.5%	5.5%
Ph.D., M.D., or other advanced degree	13	496	2.2%	1.3%
RESERVED CODES:				
REFUSAL	97	17	.1%	(MISS)
MISSING	98	75	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 31 — Tape Pos. 100-101, Format: I2

BYP31 SPOUSE'S HIGHEST LEVEL OF EDUC COMPLETED

What is the HIGHEST level of education your spouse/partner has completed? REMINDER: Use 'spouse/partner' definition from page 6. (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Eighth grade or less	1	1323	5.8%	5.4%
Beyond eighth grade, but not high school graduation	2	1746	7.7%	8.3%
GED	3	502	2.2%	2.5%
High school graduation	4	3891	17.2%	18.7%
Vocational, trade, or business school after High School				
Less than one year	5	668	2.9%	3.2%
One to two years	6	899	4.0%	4.3%
Two years or more	7	670	3.0%	3.2%
College program				
Less than two years of college	8	1982	8.8%	9.1%
Two or more years of college	9	1537	6.8%	7.0%
Finished a two-year program	10	622	2.7%	2.8%
Finished a four or five-year program	11	2531	11.2%	10.1%
Master's degree or equivalent	12	1247	5.5%	4.8%
Ph.D., M.D., or other advanced degree	13	915	4.0%	2.9%
Does not apply, I have no spouse/partner	14	3923	17.3%	17.8%
RESERVED CODES:				
REFUSAL	97	39	.2%	(MISS)
MISSING	98	156	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 32 — Tape Pos. 102-102, Format: I1

BYP32 DURING THE PAST 4 WEEKS WERE YOU WORKING

DURING THE PAST WEEK, were you working full-time (35 hours or more) or part-time? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes, working full-time	1	12859	56.8%	57.3%
Yes, working part-time	2	3376	14.9%	15.0%
No, I have a job but was not at work because of temporary illness, vacation, or strike	3	594	2.6%	2.7%
No	4	5723	25.3%	25.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
REFUSAL	7	10	.0%	(MISS)
MISSING	8	81	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 33A — Tape Pos. 103-104, Format: I2

BYP33A CURRENT WORK STATUS

Which ONE of these BEST describes your current situation? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Unemployed and looking for work	1	697	3.1%	13.0%
Disabled and not looking for work	2	353	1.6%	6.6%
Retired	3	140	.6%	2.6%
In school	4	295	1.3%	5.1%
Keeping house (full-time)	5	3746	16.5%	66.8%
None of the above	6	353	1.6%	5.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	24	.1%	(MISS)
MISSING	98	214	.9%	(MISS)
LEGITIMATE SKIP	99	16829	74.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 33B — Tape Pos. 105-105, Format: I1

BYP33B HAVE YOU EVER HELD A REGULAR JOB

Have you ever held a regular job (including self-employment)? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4621	20.4%	83.3%
No	2	1003	4.4%	16.7%
RESERVED CODES:				
MISSING	8	198	.9%	(MISS)
LEGITIMATE SKIP	9	16829	74.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 34

Please describe your present or most recent job. If you hold more than two jobs, describe only one job, that which you consider to be your main job.

Question 34A Tape Pos. 106-106 Format: I1

BYP34A SELF-EMPLOYED OR DO YOU WORK FOR SOMEONE

Are you self-employed or do you work for someone else? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Self-employed	1	2953	13.0%	14.5%
Working for someone else	2	16196	71.5%	85.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.0%	(MISS)
MISSING	8	2488	11.0%	(MISS)
LEGITIMATE SKIP	9	1003	4.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 34)

Question 34B Tape Pos. 107-108 Format: I2

BYP34B DESCRIPTION OF CURRENT JOB

Which of the categories below comes closest to describing this job? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	4148	18.3%	20.4%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	1029	4.5%	4.9%
FARMER, FARM MANAGER	3	176	.8%	.9%
HOMEMAKER (without other job)	4	759	3.4%	3.7%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	765	3.4%	3.7%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	2092	9.2%	9.8%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	162	.7%	.7%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver	8	1645	7.3%	8.2%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	2270	10.0%	9.7%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	627	2.8%	2.0%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	1048	4.6%	4.6%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	213	.9%	1.0%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	1216	5.4%	5.9%
SCHOOL TEACHER such as elementary or secondary	14	1498	6.6%	6.8%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	2494	11.0%	12.4%
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	681	3.0%	3.2%
Never worked	17	40	.2%	.2%
Don't know	18	392	1.7%	1.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	37	.2%	(MISS)
REFUSAL	97	56	.2%	(MISS)
MISSING	98	300	1.3%	(MISS)
LEGITIMATE SKIP	99	1003	4.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 34)

Question 35 Tape Pos. 109-109 Format: I1

BYP35 DURING PAST WEEK WAS SPOUSE WORKING

DURING THE PAST WEEK, was your spouse/partner working full-time (35 hours or more) or part-time? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Does not apply. I have no spouse/partner	1	4206	18.6%	19.0%
Yes, working full-time	2	14400	63.6%	64.3%
Yes, working part-time	3	1089	4.8%	4.6%
No, he/she has a job, but was not at work because of temporary illness, vacation, or strike	4	441	1.9%	2.0%
No	5	2353	10.4%	10.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
REFUSAL	7	25	.1%	(MISS)
MISSING	8	128	.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 36A Tape Pos. 110-111 Format: I2

BYP36A SPOUSE'S CURRENT WORK STATUS

Which ONE of these BEST describes your spouse/partner's current situation? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Unemployed and looking for work	1	380	1.7%	17.8%
Disabled and not looking for work	2	353	1.6%	16.9%
Retired	3	203	.9%	9.3%
In school	4	84	.4%	3.1%
Keeping house (full-time)	5	1018	4.5%	41.7%
None of the above	6	256	1.1%	11.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.0%	(MISS)
MISSING	98	216	1.0%	(MISS)
LEGITIMATE SKIP	99	20136	88.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 36B Tape Pos. 112-112 Format: I1

BYP36B SPOUSE/PARTNER EVER HELD A REGULAR JOB

Has your spouse/partner ever held a regular job (including self-employment)? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1842	8.1%	81.1%
No	2	479	2.1%	18.9%
RESERVED CODES:				
MISSING	8	194	.9%	(MISS)
LEGITIMATE SKIP	9	20136	88.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 37

Please describe your spouse/partner's present or most recent job. If your spouse/partner has more than one job, please describe only one job, that which your spouse/partner considers to be his or her main job.

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 37A

Tape Pos. 113-113
Format: I1

BYP37A SPOUSE SELF-EMPLOYED/WORKS FOR SOMEONE

Is he or she self-employed or does he or she work for someone else? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Self-employed	1	3355	14.8%	18.9%
Working for someone else	2	12888	56.9%	81.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1714	7.6%	(MISS)
LEGITIMATE SKIP	9	4685	20.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 37)

Question 37B

Tape Pos. 114-115
Format: I2

BYP37B DESCRIPTION OF SPOUSE'S CURRENT JOB

Which of the categories below comes closest to describing this job? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	1017	4.5%	5.9%
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	2204	9.7%	13.2%
FARMER, FARM MANAGER	3	360	1.6%	2.3%
HOMEMAKER (without other job)	4	125	.6%	.7%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	1439	6.4%	8.7%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	2240	9.9%	13.1%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	279	1.2%	1.5%
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver	8	2295	10.1%	13.8%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	1558	6.9%	8.2%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	1017	4.5%	4.3%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	1446	6.4%	7.8%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	383	1.7%	2.4%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	969	4.3%	5.3%
SCHOOL TEACHER such as elementary or secondary	14	506	2.2%	2.7%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	903	4.0%	5.0%
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	616	2.7%	3.5%
Never worked	17	21	.1%	.1%
Don't know	18	254	1.1%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	29	.1%	(MISS)
REFUSAL	97	62	.2%	(MISS)
MISSING	98	253	1.1%	(MISS)
LEGITIMATE SKIP	99	4685	20.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 37)

PART 2
YOUR CHILD'S SCHOOL LIFE

THE NEXT GROUP OF QUESTIONS DEALS WITH YOUR CHILD'S SCHOOL LIFE.

Question 38

Did your eighth grader attend any of the following pre-first-grade programs? (MARK ONE EACH)

Question 38A

Tape Pos. 116-116
Format: I1

BYP38A DID 8TH GRADER ATTEND DAY CARE PROGRAM

Day care program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4343	19.2%	25.8%
No	2	12265	54.1%	73.1%
Don't know	3	185	.8%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	5856	25.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 38)

Question 38B

Tape Pos. 117-117
Format: I1

BYP38B DID 8TH GRADER ATTEND NURSERY/PRE-SCHOOL

Nursery or pre-school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	10070	44.5%	52.9%
No	2	8067	35.6%	46.3%
Don't know	3	160	.7%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	4351	19.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 38)

Question 38C

Tape Pos. 118-118
Format: I1

BYP38C DID 8TH GRADER ATTEND HEAD START PROGRAM

Head Start

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2404	10.6%	15.0%
No	2	13775	60.8%	83.3%
Don't know	3	308	1.4%	1.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	6163	27.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 38)

Question 38D Tape Pos. 119-119 Format: I1

BYP38D DID 8TH GRADER ATTEND KINDERGARTEN PGM

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	18909	83.5%	92.9%
No	2	1409	6.2%	6.7%
Don't know	3	89	.4%	.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.0%	(MISS)
MISSING	8	2233	9.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 38)

Question 39 Tape Pos. 120-120 Format: I1

BYP39 NO. OF YRS 8TH GRADER AT PRESENT SCHL

How many years has your eighth grader been at his or her present school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
One year or less	1	3098	13.7%	14.0%
Two years	2	8511	37.6%	38.5%
Three years	3	3980	17.6%	18.8%
Four years	4	1109	4.9%	5.1%
Five years or more	5	5475	24.2%	23.7%
RESERVED CODES:				
MISSING	8	478	2.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 40 Tape Pos. 121-122 Format: I2

BYP40 NO. OF TIMES 8TH GRADER CHANGED SCHOOLS

How many times has your eighth grader changed schools since he or she entered first grade? DO NOT count changes that occurred as a result of promotion to one grade or level or a move from one elementary school building to a middle school building in the same district. (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	9584	42.3%	45.2%
Once	1	5093	22.5%	21.9%
Twice	2	2502	11.0%	10.7%
Three times	3	2312	10.2%	10.1%
Four times	4	1328	5.9%	6.1%
Five or more times	5	1323	5.8%	6.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.0%	(MISS)
MISSING	98	506	2.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 41 Tape Pos. 123-123 Format: I1

BYP41 8TH GRADR EVER SKIPPED A GRADE IN SCHOOL

Was your eighth grader ever skipped a grade in school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	510	2.3%	2.0%
No	2	21671	95.7%	98.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	467	2.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 42

Did your eighth grader ever skip a grade because of: (MARK ONE EACH)

Question 42A Tape Pos. 124-124 Format: I1

BYP42A SKIPPED GRADE BECAUSE OF PARENT REQUEST

Parental request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	124	.5%	37.5%
No	2	215	.9%	62.5%
RESERVED CODES:				
MISSING	8	641	2.8%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 42)

Question 42B Tape Pos. 125-125 Format: I1

BYP42B SKIPPED GRADE BECAUSE OF SCHOOL REQUEST

School request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	303	1.3%	74.1%
No	2	109	.5%	25.9%
RESERVED CODES:				
MISSING	8	568	2.5%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 42)

Question 42C Tape Pos. 126-126 Format: I1

BYP42C SKIPPED GRADE BECAUSE OF OTHER REASON

Other reason

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	123	.5%	35.0%
No	2	204	.9%	65.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	652	2.9%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 42)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 43

What grade(s) did he or she skip? (MARK ALL THAT APPLY)

Question 43A Tape Pos. 127-127 Format: I1

BYP43A 8TH GRADER SKIPPED KINDERGARTEN

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	124	.5%	27.7%
No	2	329	1.5%	72.3%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43B Tape Pos. 128-128 Format: I1

BYP43B 8TH GRADER SKIPPED FIRST GRADE

First grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	82	.4%	20.2%
No	2	371	1.6%	79.8%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43C Tape Pos. 129-129 Format: I1

BYP43C 8TH GRADER SKIPPED SECOND GRADE

Second grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	67	.3%	14.9%
No	2	386	1.7%	85.1%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43D Tape Pos. 130-130 Format: I1

BYP43D 8TH GRADER SKIPPED THIRD GRADE

Third grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	42	.2%	8.2%
No	2	411	1.8%	91.8%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43E Tape Pos. 131-131 Format: I1

BYP43E 8TH GRADER SKIPPED FOURTH GRADE

Fourth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	41	.2%	8.7%
No	2	412	1.8%	91.3%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43F Tape Pos. 132-132 Format: I1

BYP43F 8TH GRADER SKIPPED FIFTH GRADE

Fifth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	38	.2%	6.8%
No	2	415	1.8%	93.2%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43G Tape Pos. 133-133 Format: I1

BYP43G 8TH GRADER SKIPPED SIXTH GRADE

Sixth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	56	.2%	12.2%
No	2	397	1.8%	87.8%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 43H Tape Pos. 134-134 Format: I1

BYP43H 8TH GRADER SKIPPED SEVENTH GRADE

Seventh grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	43	.2%	9.6%
No	2	410	1.8%	90.4%
RESERVED CODES:				
MISSING	8	527	2.3%	(MISS)
LEGITIMATE SKIP	9	21671	95.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 43)

Question 44 Tape Pos. 135-135 Format: I1

BYP44 8TH GRADER EVER HELD BACK A GRADE

Was your eighth grader ever held back a grade in school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4201	18.5%	19.7%
No	2	17967	79.3%	80.3%
RESERVED CODES:				
MISSING	8	483	2.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 45

Was your eighth grader ever held back a grade because of: (MARK ALL THAT APPLY)

Question 45A Tape Pos. 136-136 Format: I1

BYP45A HELD BACK BECAUSE OF PARENTAL REQUEST

Parental request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1565	6.9%	52.2%
No	2	1463	6.5%	47.8%
RESERVED CODES:				
MISSING	8	1656	7.3%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 45)

Question 45B Tape Pos. 137-137 Format: I1

BYP45B HELD BACK BECAUSE OF SCHOOL REQUEST

School request

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2810	12.4%	82.7%
No	2	634	2.8%	17.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1238	5.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 45)

Question 45C Tape Pos. 138-138 Format: I1

BYP45C HELD BACK BECAUSE OF OTHER REASON

Other reason

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	631	2.8%	23.2%
No	2	2026	8.9%	76.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2026	8.9%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 45)

Question 46

What grade(s) did he or she repeat? (MARK ALL THAT APPLY)

Question 46A Tape Pos. 139-139 Format: I1

BYP46A 8TH GRADER REPEATED KINDERGARTEN

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	496	2.2%	12.2%
No	2	3619	16.0%	87.8%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 46B — Tape Pos. 140-140, Format: I1

BYP46B 8TH GRADER REPEATED FIRST GRADE

First grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1085	4.8%	27.6%
No	2	3030	13.4%	72.4%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46C — Tape Pos. 141-141, Format: I1

BYP46C 8TH GRADER REPEATED SECOND GRADE

Second grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	619	2.7%	15.2%
No	2	3496	15.4%	84.8%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46D — Tape Pos. 142-142, Format: I1

BYP46D 8TH GRADER REPEATED THIRD GRADE

Third grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	521	2.3%	12.9%
No	2	3594	15.9%	87.1%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46E — Tape Pos. 143-143, Format: I1

BYP46E 8TH GRADER REPEATED FOURTH GRADE

Fourth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	347	1.5%	7.6%
No	2	3768	16.6%	92.4%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46F — Tape Pos. 144-144, Format: I1

BYP46F 8TH GRADER REPEATED FIFTH GRADE

Fifth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	351	1.5%	8.0%
No	2	3764	16.6%	92.0%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46G — Tape Pos. 145-145, Format: I1

BYP46G 8TH GRADER REPEATED SIXTH GRADE

Sixth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	336	1.5%	7.9%
No	2	3779	16.7%	92.1%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46H — Tape Pos. 146-146, Format: I1

BYP46H 8TH GRADER REPEATED SEVENTH GRADE

Seventh grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	426	1.9%	10.3%
No	2	3689	16.3%	89.7%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 46I — Tape Pos. 147-147, Format: I1

BYP46I 8TH GRADER REPEATED EIGHTH GRADE

Eighth grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	440	1.9%	10.7%
No	2	3675	16.2%	89.3%
RESERVED CODES:				
MISSING	8	569	2.5%	(MISS)
LEGITIMATE SKIP	9	17967	79.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 46)

Question 47

In your opinion, does your eighth grader have any of the following problems? (MARK ONE EACH)

Question 47A Tape Pos. 148-148 Format: I1

BYP47A CHILD HAS VISUAL HANDICAP

Visual handicap (not correctable by glasses)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	398	1.8%	1.8%
No	2	22166	97.9%	98.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	79	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47B Tape Pos. 149-149 Format: I1

BYP47B CHILD HAS HEARING PROBLEM

Hearing problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	536	2.4%	2.5%
No	2	22022	97.2%	97.5%
RESERVED CODES:				
REFUSAL	7	8	.0%	(MISS)
MISSING	8	85	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47C Tape Pos. 150-150 Format: I1

BYP47C CHILD HAS DEAFNESS

Deafness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	93	.4%	.4%
No	2	22459	99.2%	99.6%
RESERVED CODES:				
REFUSAL	7	10	.0%	(MISS)
MISSING	8	89	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47D Tape Pos. 151-151 Format: I1

BYP47D CHILD HAS SPEECH PROBLEM

Speech problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	406	1.8%	1.8%
No	2	22131	97.7%	98.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	11	.0%	(MISS)
MISSING	8	99	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47E Tape Pos. 152-152 Format: I1

BYP47E CHILD HAS ORTHOPEDIC PROBLEM

Orthopedic problem (for example, club foot, absence of arm or leg, cerebral palsy, amputation, polio)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	201	.9%	.9%
No	2	22359	98.7%	99.1%
RESERVED CODES:				
REFUSAL	7	8	.0%	(MISS)
MISSING	8	83	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47F Tape Pos. 153-153 Format: I1

BYP47F CHILD HAS OTHER PHYSICAL DISABILITY

Other physical disability

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	256	1.1%	1.2%
No	2	22232	98.2%	98.8%
RESERVED CODES:				
REFUSAL	7	12	.1%	(MISS)
MISSING	8	151	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 47G — Tape Pos. 154-154, Format: I1

BYP47G CHILD HAS SPECIFIC LEARNING PROBLEM

Specific learning problem (for example, dyslexia or other reading, spelling, writing, or math disability)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1471	6.5%	6.6%
No	2	21073	93.0%	93.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	8	.0%	(MISS)
MISSING	8	94	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47H — Tape Pos. 155-155, Format: I1

BYP47H CHILD HAS EMOTIONAL PROBLEM

Emotional problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	744	3.3%	3.4%
No	2	21803	96.3%	96.6%
RESERVED CODES:				
REFUSAL	7	7	.0%	(MISS)
MISSING	8	97	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 47I

Mental Retardation

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and Question 47J was recoded accordingly.

Question 47J — Tape Pos. 156-156, Format: I1

BYP47J CHILD HAS ANY OTHER HEALTH PROBLEM

Other health problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	943	4.2%	4.3%
No	2	21588	95.3%	95.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	10	.0%	(MISS)
MISSING	8	103	.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 47)

Question 48

Has your eighth grader ever received special services for any or all of the following? (MARK ONE EACH)

Question 48A — Tape Pos. 157-157, Format: I1

BYP48A CHILD RECVD SERVICES FOR VISUAL HANDICAP

Visual handicap (not correctable by glasses)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	284	1.3%	1.3%
No	2	21510	95.0%	98.7%
RESERVED CODES:				
MISSING	8	857	3.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48B — Tape Pos. 158-158, Format: I1

BYP48B CHILD RECVD SERVICES FOR HEARING PROBLEM

Hearing problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	434	1.9%	2.0%
No	2	21326	94.2%	98.0%
RESERVED CODES:				
MISSING	8	891	3.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48C — Tape Pos. 159-159, Format: I1

BYP48C CHILD RECEIVED SERVICES FOR DEAFNESS

Deafness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	65	.3%	.3%
No	2	21645	95.6%	99.7%
RESERVED CODES:				
MISSING	8	941	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48D — Tape Pos. 160-160, Format: I1

BYP48D CHILD RECVD SERVICES FOR SPEECH PROBLEM

Speech problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1468	6.5%	7.3%
No	2	20261	89.4%	92.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	915	4.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48E — Tape Pos. 161-161, Format: I1

BYP48E CHILD RECVD SERVICES FOR ORTHOPEDIC PROB

Orthopedic problem (for example, club foot, absence of arm or leg, cerebral palsy, amputation, polio)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	247	1.1%	1.2%
No	2	21452	94.7%	98.8%
RESERVED CODES:				
MISSING	8	952	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48F — Tape Pos. 162-162, Format: I1

BYP48F CHILD RECVD SERVICES FOR PHYSCL DISABIL

Other physical disability

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	194	.9%	1.0%
No	2	21388	94.4%	99.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1068	4.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48G — Tape Pos. 163-163, Format: I1

BYP48G CHILD RECVD SERVICES FOR LEARNING PROBLM

Specific learning problem (for example, dyslexia or other reading, spelling, writing, or math disability)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1750	7.7%	8.3%
No	2	20041	88.5%	91.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	854	3.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48H — Tape Pos. 164-164, Format: I1

BYP48H CHLD RECVD SERVICES FOR EMOTIONL PROBLEM

Emotional problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	759	3.4%	3.5%
No	2	20938	92.4%	96.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	951	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

Question 48I

Mental Retardation

NOTE: This variable was suppressed by NCES in accordance with the confidentiality provisions of PL100-297 (1988) and Question 48J was recoded accordingly.

Question 48J — Tape Pos. 165-165, Format: I1

BYP48J CHILD RECVD SERVICES FOR OTH HEALTH PROB

Other health problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	596	2.6%	2.7%
No	2	21118	93.2%	97.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	932	4.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 48)

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Question 49

Is your eighth grader currently enrolled in any of the following special programs/services? (MARK ONE EACH)

Question 49A Tape Pos. 166-166 Format: I1

BYP49A CHILD IN BILINGUAL/BICULTURAL ED PROG

Bilingual or bicultural education program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	722	3.2%	3.0%
No	2	21055	93.0%	93.7%
Don't know	3	775	3.4%	3.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
REFUSAL	7	8	.0%	(MISS)
MISSING	8	87	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 49)

Question 49B Tape Pos. 167-167 Format: I1

BYP49B CHILD ENROLLED IN ENGLISH 2ND LANG PROG

English as a second language program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	399	1.8%	1.5%
No	2	21506	94.9%	95.8%
Don't know	3	638	2.8%	2.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	9	.0%	(MISS)
MISSING	8	98	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 49)

Question 49C Tape Pos. 168-168 Format: I1

BYP49C CHILD REC ORTHOPEDICLY HANDICPD SERVICES

Special services for orthopedically handicapped students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	27	.1%	.1%
No	2	21996	97.1%	97.7%
Don't know	3	509	2.2%	2.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	8	.0%	(MISS)
MISSING	8	110	.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 49)

Question 49D Tape Pos. 169-169 Format: I1

BYP49D CHILD IN SPEC ED FOR LEARNING DISABLED

Special education services for students with learning disabilities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	842	3.7%	4.1%
No	2	21168	93.5%	93.6%
Don't know	3	544	2.4%	2.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	7	.0%	(MISS)
MISSING	8	88	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 49)

Question 50 Tape Pos. 170-170 Format: I1

BYP50 CHILD EVER HAD BEHAVIOR PROBLEM AT SCHL

Has your eighth grader ever been considered to have a behavior problem at school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2343	10.3%	10.6%
No	2	20239	89.4%	89.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	9	.0%	(MISS)
MISSING	8	59	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 51 Tape Pos. 171-171 Format: I1

BYP51 CHILD ENROLLED IN GIFTED/TALENTED PROG

Is your eighth grader currently enrolled in a gifted or talented program? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2896	12.8%	12.7%
No	2	19082	84.2%	85.1%
Don't know	3	604	2.7%	2.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	6	.0%	(MISS)
MISSING	8	60	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 52

How important to you are each of the following possible benefits of a gifted or talented program for your eighth grader? (MARK ONE EACH)

Question 52A — Tape Pos. 172-172, Format: I1

BYP52A HOW IMPORTANT CHILD COMPLETE SCHL FASTER

May complete school faster

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very important	1	397	1.8%	13.1%
Somewhat important	2	468	2.1%	16.6%
Not very important	3	838	3.7%	30.4%
Not at all important	4	1099	4.9%	39.9%
RESERVED CODES:				
MISSING	8	163	.7%	(MISS)
LEGITIMATE SKIP	9	19686	86.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 52)

Question 52B — Tape Pos. 173-173, Format: I1

BYP52B HOW IMPORT GAINING DEEPR UNDERST OF SUBS

May gain deeper understanding of school subjects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very important	1	2258	10.0%	79.8%
Somewhat important	2	487	2.2%	17.9%
Not very important	3	43	.2%	1.5%
Not at all important	4	22	.1%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	154	.7%	(MISS)
LEGITIMATE SKIP	9	19686	86.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 52)

Question 52C — Tape Pos. 174-174, Format: I1

BYP52C HOW IMPORT CHLD W/OTH HI ABILITY CHLDREN

Has an opportunity to associate with other high-ability children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very important	1	1374	6.1%	46.8%
Somewhat important	2	1049	4.6%	38.0%
Not very important	3	297	1.3%	11.8%
Not at all important	4	93	.4%	3.4%
RESERVED CODES:				
MISSING	8	152	.7%	(MISS)
LEGITIMATE SKIP	9	19686	86.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 52)

Question 52D — Tape Pos. 175-175, Format: I1

BYP52D HOW IMPRTNT GREATER INTELLECTL CHALLENGE

Has greater intellectual challenge and stimulation

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very important	1	2358	10.4%	84.3%
Somewhat important	2	390	1.7%	13.7%
Not very important	3	43	.2%	1.4%
Not at all important	4	14	.1%	.6%
RESERVED CODES:				
MISSING	8	160	.7%	(MISS)
LEGITIMATE SKIP	9	19686	86.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 52)

Question 52E — Tape Pos. 176-176, Format: I1

BYP52E HOW IMPORTANT DEVEL MUSIC/ARTISTIC ABIL

Has opportunities for development of musical or artistic abilities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very important	1	1236	5.5%	45.0%
Somewhat important	2	973	4.3%	34.7%
Not very important	3	424	1.9%	14.1%
Not at all important	4	184	.8%	6.1%
RESERVED CODES:				
MISSING	8	148	.7%	(MISS)
LEGITIMATE SKIP	9	19686	86.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 52)

STUDENTS DIFFER IN THE WAYS THEY COME TO ENROLL IN CERTAIN CLASSES. THE FOLLOWING GROUP OF QUESTIONS ADDRESSES THIS MATTER.

Question 53 — Tape Pos. 177-177, Format: I1

BYP53 CHILD ENROLLED IN ALGEBRA COURSE THIS YR

Is your eighth grader enrolled in an algebra course this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	8312	36.7%	35.1%
No	2	12736	56.2%	59.9%
Don't know	3	1176	5.2%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	424	1.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

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Question 54 — Tape Pos. 178-179, Format: I2

BYP54 MOST INFLUENTIAL IN CHILD TAKING ALGEBRA

Who was the most influential in deciding that your eighth grader would or would not take algebra this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
School Personnel	1	9550	42.2%	44.3%	
You or another parent or guardian	2	1044	4.6%	5.3%	
Your eighth grader	3	3328	14.7%	16.9%	
Someone else	4	120	.5%	.6%	
Don't know	5	1529	6.8%	7.6%	
Not applicable, algebra not offered	6	4945	21.8%	25.3%	
RESERVED CODES:					
MULTIPLE RESPONSE	96	80	.4%	(MISS)	
MISSING	98	879	3.9%	(MISS)	
LEGITIMATE SKIP	99	1176	5.2%	(MISS)	
TOTALS:		22651	100.0%	100.0%	

Question 55 — Tape Pos. 180-180, Format: I1

BYP55 CHILD ENROLLED IN FOREIGN LANG COURSE

Is your eighth grader enrolled in a foreign language course this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
Yes	1	6020	26.6%	23.2%	
No	2	15623	69.0%	74.7%	
Don't know	3	490	2.2%	2.1%	
RESERVED CODES:					
MISSING	8	518	2.3%	(MISS)	
TOTALS:		22651	100.0%	100.0%	

Question 56 — Tape Pos. 181-182, Format: I2

BYP56 INFLUENTIAL IN CHILD TAKING FOREIGN LANG

Who was most influential in deciding that your eighth grader would or would not take a foreign language course this year? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
School Personnel	1	4975	22.0%	21.0%	
You or another parent or guardian	2	1304	5.8%	5.8%	
Your eighth grader	3	5368	23.7%	25.6%	
Someone else	4	100	.4%	.5%	
Don't know	5	1279	5.6%	6.1%	
Not applicable, foreign language not offered	6	8058	35.6%	41.0%	
RESERVED CODES:					
MULTIPLE RESPONSE	96	42	.2%	(MISS)	
MISSING	98	1035	4.6%	(MISS)	
LEGITIMATE SKIP	99	490	2.2%	(MISS)	
TOTALS:		22651	100.0%	100.0%	

THE NEXT GROUP OF QUESTIONS ASKS ABOUT YOUR CONTACT WITH YOUR CHILD'S SCHOOL.

Question 57

Since your eighth grader's school opened last Fall, how many times HAVE YOU BEEN CONTACTED BY THE SCHOOL about the following? (MARK ONE EACH)

Question 57A — Tape Pos. 183-183, Format: I1

BYP57A CONTACTED ABOUT ACADEMIC PERFORMANCE

Your eighth grader's academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
None	1	9724	42.9%	45.1%	
Once or twice	2	6789	30.0%	31.3%	
Three or four times	3	3439	15.2%	15.3%	
More than four times	4	1957	8.6%	8.3%	
RESERVED CODES:					
MULTIPLE RESPONSE	6	3	.0%	(MISS)	
MISSING	8	739	3.3%	(MISS)	
TOTALS:		22651	100.0%	100.0%	

(Refer to Question 57)

Question 57B — Tape Pos. 184-184, Format: I1

BYP57B CONTACTED ABOUT ACADEMIC PROGRAM

Your eighth grader's academic program for this year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
None	1	13734	60.6%	64.6%	
Once or twice	2	6439	28.4%	28.4%	
Three or four times	3	1053	4.6%	4.6%	
More than four times	4	545	2.4%	2.3%	
RESERVED CODES:					
MULTIPLE RESPONSE	6	1	.0%	(MISS)	
MISSING	8	879	3.9%	(MISS)	
TOTALS:		22651	100.0%	100.0%	

(Refer to Question 57)

Question 57C — Tape Pos. 185-185, Format: I1

BYP57C CONTACTED ABOUT H.S. COURSE SELECTION

Your eighth grader's course selection for high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT	
None	1	13151	58.1%	60.2%	
Once or twice	2	8247	36.4%	38.0%	
Three or four times	3	327	1.4%	1.4%	
More than four times	4	97	.4%	.4%	
RESERVED CODES:					
MULTIPLE RESPONSE	6	1	.0%	(MISS)	
MISSING	8	828	3.7%	(MISS)	
TOTALS:		22651	100.0%	100.0%	

(Refer to Question 57)

Question 57D Tape Pos. 186-186 Format: I1

BYP57D CONTACTED ABOUT PLACEMNT DEC RE H.S. PGM

Placement decisions regarding your eighth grader's high school program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	15083	66.6%	70.0%
Once or twice	2	6289	27.8%	28.4%
Three or four times	3	294	1.3%	1.2%
More than four times	4	105	.5%	.4%
RESERVED CODES:				
MISSING	8	880	3.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 57)

Question 57E Tape Pos. 187-187 Format: I1

BYP57E CONTACTED ABOUT BEHAVIOR IN SCHOOL

Your eighth grader's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	15181	67.0%	68.9%
Once or twice	2	4590	20.3%	21.3%
Three or four times	3	1174	5.2%	5.3%
More than four times	4	943	4.2%	4.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	758	3.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 57)

Question 57F Tape Pos. 188-188 Format: I1

BYP57F CONTACTED ABOUT SCHOOL FUND RAISING

Participating in school fund raising activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	12280	54.2%	59.1%
Once or twice	2	6431	28.4%	28.5%
Three or four times	3	1885	8.3%	7.5%
More than four times	4	1254	5.5%	5.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	799	3.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 57)

Question 57G Tape Pos. 189-189 Format: I1

BYP57G CONTACTED ABOUT INFO FOR SCHOOL RECORDS

Obtaining information for school records such as your address or work telephone number

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	11797	52.1%	53.8%
Once or twice	2	9632	42.5%	44.4%
Three or four times	3	312	1.4%	1.3%
More than four times	4	98	.4%	.4%
RESERVED CODES:				
MISSING	8	812	3.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 57)

Question 57H Tape Pos. 190-190 Format: I1

BYP57H CONTACTED ABOUT VOLUNTEER WORK AT SCHOOL

Doing volunteer work such as supervising lunch, or chaperoning a field trip

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	14888	65.7%	70.6%
Once or twice	2	4986	22.0%	21.4%
Three or four times	3	1075	4.7%	4.2%
More than four times	4	920	4.1%	3.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	779	3.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 57)

Question 58

Since your eighth grader's school opened last fall, how many times HAVE YOU OR YOUR SPOUSE/PARTNER CONTACTED the school about each of the following?

Question 58A Tape Pos. 191-191 Format: I1

BYP58A CONTACTED SCHL ABOUT ACADEMIC PERFORMANC

Your eighth grader's academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	10094	44.6%	47.5%
Once or twice	2	7609	33.6%	35.5%
Three or four times	3	2311	10.2%	10.9%
More than four times	4	1286	5.7%	6.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1350	6.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 58)

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Question 58B — Tape Pos. 192-192, Format: I1

BYP58B CONTACTED SCHOOL ABOUT ACADEMIC PROGRAM

Your eighth grader's academic program for this year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	13681	60.4%	65.2%
Once or twice	2	6231	27.5%	28.8%
Three or four times	3	819	3.6%	3.8%
More than four times	4	461	2.0%	2.2%
RESERVED CODES:				
MISSING	8	1459	6.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 58)

Question 58C — Tape Pos. 193-193, Format: I1

BYP58C CONTACTED SCHOOL ABOUT BEHAVIOR

Your eighth grader's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	15119	66.7%	70.5%
Once or twice	2	4412	19.5%	21.3%
Three or four times	3	934	4.1%	4.4%
More than four times	4	759	3.4%	3.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1423	6.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 58)

Question 58D — Tape Pos. 194-194, Format: I1

BYP58D CONTACTED SCHOOL ABOUT FUND RAISING

Participating in school fund raising activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	16480	72.8%	79.6%
Once or twice	2	3542	15.6%	15.5%
Three or four times	3	653	2.9%	2.7%
More than four times	4	513	2.3%	2.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1460	6.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 58)

Question 58E — Tape Pos. 195-195, Format: I1

BYP58E CONTACTD SCHL ABOUT INFO FOR SCH RECORDS

Providing information for school records such as your address or work telephone number

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	12799	56.5%	59.9%
Once or twice	2	7999	35.3%	38.0%
Three or four times	3	315	1.4%	1.5%
More than four times	4	127	.6%	.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1409	6.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 58)

Question 58F — Tape Pos. 196-196, Format: I1

BYP58F CONTACTED SCH ABT DOING VOLUNTEER WORK

Doing volunteer work such as supervising lunch, or chaperoning a field trip

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	16775	74.1%	80.9%
Once or twice	2	3179	14.0%	13.9%
Three or four times	3	567	2.5%	2.2%
More than four times	4	698	3.1%	3.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1431	6.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 58)

Question 59

Do you and your spouse/partner do any of the following at your eighth grader's school? (MARK ONE EACH)

Question 59A — Tape Pos. 197-197, Format: I1

BYP59A BELONG TO PARENT-TEACHER ORGANIZATION

Belong to a parent-teacher organization

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	7243	32.0%	31.8%
No	2	14535	64.2%	68.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	871	3.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 59)

Question 59B Tape Pos. 198-198 Format: I1

BYP59B ATTEND PARENT-TEACHER ORGANIZTN MEETINGS

Attend meetings of a parent-teacher organization

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	8377	37.0%	36.1%
No	2	13396	59.1%	63.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	876	3.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 59)

Question 59C Tape Pos. 199-199 Format: I1

BYP59C TAKE PART IN PARENT-TEACH ORG ACTIVITIES

Take part in the activities of a parent-teacher organization

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	5942	26.2%	25.7%
No	2	15731	69.4%	74.3%
RESERVED CODES:				
MISSING	8	978	4.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 59)

Question 59D Tape Pos. 200-200 Format: I1

BYP59D ACT AS A VOLUNTEER AT THE SCHOOL

Act as a volunteer at the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4523	20.0%	18.9%
No	2	17050	75.3%	81.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1076	4.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 59)

Question 59E Tape Pos. 201-201 Format: I1

BYP59E BELONG TO ANY OTHER ORGANIZATION

Belong to any other organization with several parents from your eighth grader's school (for example, neighborhood or religious organizations)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	5365	23.7%	25.4%
No	2	16332	72.1%	74.6%
RESERVED CODES:				
MISSING	8	954	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 59)

PART 3 -- YOUR CHILD'S FAMILY LIFE

THE NEXT GROUP OF QUESTIONS INQUIRES ABOUT YOUR CHILD'S LIFE OUTSIDE OF SCHOOL -- INCLUDING FAMILY LIFE AND ACTIVITIES IN THE COMMUNITY.

Question 60

Has your eighth grader attended classes outside of his or her regular school to study any of the following? (MARK ONE EACH)

Question 60A Tape Pos. 202-202 Format: I1

BYP60A CHILD STUDY ART OUTSIDE REGULAR SCHOOL

Art

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1806	8.0%	7.6%
No	2	18957	83.7%	92.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1883	8.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 60B — Tape Pos. 203-203, Format: I1

BYP60B CHILD STUDY MUSIC OUTSIDE REGULAR SCHOOL

Music

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	5569	24.6%	25.1%
No	2	15470	68.3%	74.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1603	7.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 60C — Tape Pos. 204-204, Format: I1

BYP60C CHILD STUDY DANCE OUTSIDE REGULAR SCHOOL

Dance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	3551	15.7%	16.2%
No	2	17243	76.1%	83.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1848	8.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 60D — Tape Pos. 205-205, Format: I1

BYP60D CHILD STUDY LANGUAGE OUTSIDE REGULAR SCH

Language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	837	3.7%	3.2%
No	2	19648	86.7%	96.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	2164	9.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 60E — Tape Pos. 206-206, Format: I1

BYP60E CHILD STUDY RELIGION OUTSIDE REGULAR SCH

Religion

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	9317	41.1%	44.8%
No	2	11854	52.3%	55.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	17	.1%	(MISS)
MISSING	8	1463	6.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 60F — Tape Pos. 207-207, Format: I1

BYP60F CHILD STUDY HISTORY OUTSIDE REGULAR SCHL

The history and culture of his/her ancestors

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	922	4.1%	4.0%
No	2	19571	86.4%	96.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	2156	9.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 60G — Tape Pos. 208-208, Format: I1

BYP60G CHILD STUDY COMPUTER OUTSIDE REGULAR SCH

Computer skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2385	10.5%	10.8%
No	2	18285	80.7%	89.2%
RESERVED CODES:				
MISSING	8	1981	8.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 60H Tape Pos. 209-209 Format: I1

BYP60H CHILD STUDY OTHER SKILLS OUTSIDE REG SCH

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4477	19.8%	21.3%
No	2	15915	70.3%	78.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	2256	10.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 60)

Question 61 Tape Pos. 210-210 Format: I1

Do you or your eighth grader take part in any of the following activities?

(MARK TWO EACH, one for you and one for your child)

Question 61AA

BYP61AA R BORROWS BOOKS FROM PUBLIC LIBRARY

Do you borrow books from the public library

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	14114	62.3%	64.6%
No	2	7530	33.2%	35.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	1000	4.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61AB Tape Pos. 211-211 Format: I1

BYP61AB 8TH GRADER BORROWS BOOKS FR PUB LIBRARY

Does your eighth grader borrow books from the public library

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	17969	79.3%	81.5%
No	2	3751	16.6%	18.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	13	.1%	(MISS)
MISSING	8	918	4.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61BA Tape Pos. 212-212 Format: I1

BYP61BA R ATTENDS CONCERTS/OTHER MUSICAL EVENTS

Do you attend concerts or other musical events

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	13488	59.5%	62.0%
No	2	8064	35.6%	38.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1096	4.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61BB Tape Pos. 213-213 Format: I1

BYP61BB 8TH GRDR ATTNDS CONCERTS/MUSICAL EVENTS

Does your eighth grader attend concerts or other musical events

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	14149	62.5%	65.4%
No	2	7323	32.3%	34.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1175	5.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61CA Tape Pos. 214-214 Format: I1

BYP61CA R GOES TO ART MUSEUMS

Do you go to art museums

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	8375	37.0%	36.4%
No	2	12932	57.1%	63.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1342	5.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

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Question 61CB — Tape Pos. 215-215, Format: I1

BYP61CB 8TH GRADER GOES TO ART MUSEUMS

Does your eighth grader go to art museums

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	9064	40.0%	39.9%
No	2	12174	53.7%	60.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1407	6.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61DA — Tape Pos. 216-216, Format: I1

BYP61DA R GOES TO SCIENCE MUSEUMS

Do you go to science museums

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	9782	43.2%	44.2%
No	2	11533	50.9%	55.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1335	5.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61DB — Tape Pos. 217-217, Format: I1

BYP61DB 8TH GRADER GOES TO SCIENCE MUSEUMS

Does your eighth grader go to science museums

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	11921	52.6%	54.0%
No	2	9388	41.4%	46.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1338	5.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61EA — Tape Pos. 218-218, Format: I1

BYP61EA R GOES TO HISTORY MUSEUMS

Do you go to history museums

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	10073	44.5%	46.0%
No	2	11254	49.7%	54.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1321	5.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 61EB — Tape Pos. 219-219, Format: I1

BYP61EB 8TH GRADER GOES TO HISTORY MUSEUMS

Does your eighth grader go to history museums

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	11405	50.4%	52.1%
No	2	9956	44.0%	47.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1285	5.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 61)

Question 62 — Tape Pos. 220-220, Format: I1

BYP62 R KNOWS 1ST NAME OF 8TH GRADER'S FRIENDS

Do you know the first name (or nickname) of any of your eighth grader's close friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	20054	88.5%	91.0%
No	2	2099	9.3%	9.0%
RESERVED CODES:				
MISSING	8	498	2.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 62A

Please list the first names (or nicknames) of your eighth grader's close friends and indicate:

(A) whether the friend attends school with your eighth grader (Yes or No), and

(B) whether you know the parent/s of that child (Yes or No).

(MARK TWO EACH, one for Part A and one for Part B)

Question 62A1 — Tape Pos. 221-221, Format: I1

BYP62A1 1ST FRIEND ATTENDS SAME SCHOOL

Attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	16854	74.4%	86.5%
No	2	2816	12.4%	13.5%
RESERVED CODES:				
MISSING	8	882	3.9%	(MISS)
LEGITIMATE SKIP	9	2099	9.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62B1 Tape Pos. 222-222 Format: I1

BYP62B1 R KNOWS PARENT(S) OF CHILD'S 1ST FRIEND

I know parent/s of this child

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	16326	72.1%	84.2%
No	2	3128	13.8%	15.8%
RESERVED CODES:				
MISSING	8	1098	4.8%	(MISS)
LEGITIMATE SKIP	9	2099	9.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62A2 Tape Pos. 223-223 Format: I1

BYP62A2 2ND FRIEND ATTENDS SAME SCHOOL

Attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	15383	67.9%	84.4%
No	2	3013	13.3%	15.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	60	.3%	(MISS)
LEGITIMATE SKIP	9	4194	18.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62B2 Tape Pos. 224-224 Format: I1

BYP62B2 R KNOWS PARENT(S) OF CHILD'S 2ND FRIEND

I know the parent/s of this child

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	13915	61.4%	76.3%
No	2	4279	18.9%	23.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	260	1.1%	(MISS)
LEGITIMATE SKIP	9	4194	18.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62A3 Tape Pos. 225-225 Format: I1

BYP62A3 3RD FRIEND ATTENDS SAME SCHOOL

Attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	12796	56.5%	81.3%
No	2	3065	13.5%	18.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	78	.3%	(MISS)
LEGITIMATE SKIP	9	6711	29.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62B3 Tape Pos. 226-226 Format: I1

BYP62B3 R KNOWS PARENT(S) OF CHILD'S 3RD FRIEND

I know parent/s of this child

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	11449	50.5%	72.7%
No	2	4257	18.8%	27.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	232	1.0%	(MISS)
LEGITIMATE SKIP	9	6711	29.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62A4 Tape Pos. 227-227 Format: I1

BYP62A4 4TH FRIEND ATTENDS SAME SCHOOL

Attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	9868	43.6%	78.9%
No	2	2810	12.4%	21.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	84	.4%	(MISS)
LEGITIMATE SKIP	9	9887	43.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

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Question 62B4 — Tape Pos. 228-228, Format: I1

BYP62B4 R KNOWS PARENT(S) OF CHILD'S 4TH FRIEND

I know parent/s of this child

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	8930	39.4%	70.7%
No	2	3654	16.1%	29.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	178	.8%	(MISS)
LEGITIMATE SKIP	9	9887	43.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62A5 — Tape Pos. 229-229, Format: I1

BYP62A5 5TH FRIEND ATTENDS SAME SCHOOL

Attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	7572	33.4%	76.7%
No	2	2455	10.8%	23.3%
RESERVED CODES:				
MISSING	8	83	.4%	(MISS)
LEGITIMATE SKIP	9	12541	55.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 62B5 — Tape Pos. 230-230, Format: I1

BYP62B5 R KNOWS PARENT(S) OF CHILD'S 5TH FRIEND

I know parent/s of this child

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	6999	30.9%	69.9%
No	2	2961	13.1%	30.1%
RESERVED CODES:				
MISSING	8	150	.7%	(MISS)
LEGITIMATE SKIP	9	12541	55.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 62A)

Question 63

Since your eighth grader began the first grade, has he or she been involved in any of the following non-school activities? (MARK ONE EACH)

Question 63A — Tape Pos. 231-231, Format: I1

BYP63A CHILD EVER INVOLVED IN BOY/GIRL SCOUTS

Boy or Girl Scouts

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	7446	32.9%	35.6%
No	2	14047	62.0%	64.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1150	5.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63B — Tape Pos. 232-232, Format: I1

BYP63B CHILD EVER INVLVD IN CUB SCOUTS/BROWNIES

Cub Scouts or Brownies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	7946	35.1%	38.2%
No	2	13389	59.1%	61.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
MISSING	8	1307	5.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63C — Tape Pos. 233-233, Format: I1

BYP63C CHLD EVER INVOLVED IN CAMPFIRE/BLUEBIRDS

Campfire or Bluebirds

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	816	3.6%	3.7%
No	2	20169	89.0%	96.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1664	7.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63D Tape Pos. 234-234 Format: I1

BYP63D CHILD EVER INVOLVED IN BOYS-GIRLS CLUB

Boys Club - Girls Club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1908	8.4%	9.4%
No	2	19088	84.3%	90.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1650	7.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63E Tape Pos. 235-235 Format: I1

BYP63E CHILD EVER INVOLVED IN RELIGIOUS GROUP

Religious group

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	11393	50.3%	54.5%
No	2	10100	44.6%	45.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	11	.0%	(MISS)
MISSING	8	1147	5.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63F Tape Pos. 236-236 Format: I1

BYP63F CHILD EVER INVOLVED IN YMCA, YWCA, JCC

YMCA, YWCA, Jewish Community Center

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	4312	19.0%	19.7%
No	2	16745	73.9%	80.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1586	7.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63G Tape Pos. 237-237 Format: I1

BYP63G CHILD EVER INVOLVED IN SPORTS TEAMS

Little League or other sports teams

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	13073	57.7%	61.9%
No	2	8431	37.2%	38.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	22	.1%	(MISS)
MISSING	8	1125	5.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63H Tape Pos. 238-238 Format: I1

BYP63H CHILD EVER INVOLVED IN 4-H CLUB

4-H Club

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2534	11.2%	13.5%
No	2	18491	81.6%	86.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	1618	7.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 63I Tape Pos. 239-239 Format: I1

BYP63I CHILD EVER INVOLVED IN COMMUNITY GROUP

Community-based group

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	3711	16.4%	17.5%
No	2	17413	76.9%	82.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1525	6.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 63)

Question 64

Are there family rules for your eighth grader about any of the following television-related activities? (MARK ONE EACH)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 64A — Tape Pos. 240-240, Format: I1

BYP64A FAMILY RULE ABOUT PGMS CHILD MAY WATCH

What programs he/she may watch

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	14899	65.8%	68.8%
No	2	6965	30.7%	31.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	785	3.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 64)

Question 64B — Tape Pos. 241-241, Format: I1

BYP64B FAMILY RULE HOW EARLY/LATE CHLD WATCH TV

How early or late he/she may watch television

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	18273	80.7%	84.3%
No	2	3574	15.8%	15.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	803	3.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 64)

Question 64C — Tape Pos. 242-242, Format: I1

BYP64C FAMILY RULE HOW MANY HRS CHILD WATCH TV

How many hours he/she may watch television overall

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	9332	41.2%	41.6%
No	2	12428	54.9%	58.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	890	3.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 64)

Question 64D — Tape Pos. 243-243, Format: I1

BYP64D FMLY RULE HOW MNY HRS WTCH TV ON SCH DYS

How many hours he/she may watch television on school days

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	13651	60.3%	61.7%
No	2	8193	36.2%	38.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	804	3.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 64)

Question 65

Are there family rules that are enforced for your eighth grader about any of the following activities? (MARK ONE EACH)

Question 65A — Tape Pos. 244-244, Format: I1

BYP65A FAMILY RULE ABOUT MAINTAINING GRADE AVG

Maintaining a certain grade average

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	15684	69.2%	72.7%
No	2	6194	27.3%	27.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	770	3.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 65)

Question 65B — Tape Pos. 245-245, Format: I1

BYP65B FAMILY RULE ABOUT DOING HOMEWORK

Doing homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	20188	89.1%	92.0%
No	2	1830	8.1%	8.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	632	2.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 65)

Question 65C — Tape Pos. 245-246, Format: I1

BYP65C FAMILY RULE ABOUT DOING HOUSEHOLD CHORES

Doing household chores

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	19427	85.8%	89.7%
No	2	2510	11.1%	10.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	712	3.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 65)

Question 66 — Tape Pos. 247-247, Format: I1

BYP66 HOW OFTN TALKS TO CHLD ABT SCHL EXPERNCS

Parents differ in how much they talk to their children about what they do in school. How often do you or your spouse/partner talk with your eighth grader about his or her experiences in school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all	1	150	.7%	.7%
Rarely	2	531	2.3%	2.2%
Occasionally	3	3982	17.6%	17.9%
Regularly	4	17438	77.0%	79.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	545	2.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 67 — Tape Pos. 248-248, Format: I1

BYP67 HOW OFTN TALKS TO CHILD ABOUT H.S. PLANS

Parents differ in how much they talk to their children about their plans for high school. How often do you or your spouse/partner talk with your eighth grader about his or her plans for high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all	1	471	2.1%	2.1%
Rarely	2	1650	7.3%	7.3%
Occasionally	3	9579	42.3%	43.5%
Regularly	4	10876	48.0%	47.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	4	.0%	(MISS)
MISSING	8	69	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 68 — Tape Pos. 249-249, Format: I1

BYP68 HOW OFT TALKS TO CHLD RE POST H.S. PLANS

How often do you or your spouse/partner talk with your eighth grader about his or her educational plans for after high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not at all	1	798	3.5%	3.5%
Rarely	2	2359	10.4%	10.2%
Occasionally	3	10717	47.3%	48.0%
Regularly	4	8708	38.4%	38.3%
RESERVED CODES:				
REFUSAL	7	4	.0%	(MISS)
MISSING	8	65	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 69 — Tape Pos. 250-250, Format: I1

BYP69 HOW OFTEN HELP CHILD WITH HOMEWORK

How often do you or your spouse/partner help your eighth grader with his or her homework? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Seldom or never	1	6666	29.4%	29.5%
Once or twice a month	2	6049	26.7%	27.7%
Once or twice a week	3	6948	30.7%	32.1%
Almost every day	4	2299	10.1%	10.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	687	3.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 70 — Tape Pos. 251-251, Format: I1

BYP70 COMPUTER IN HOME USED FOR ED PURPOSES

Do you have a computer in your home that your child uses for educational purposes? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	5966	26.3%	25.2%
No	2	16041	70.8%	74.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	641	2.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 71 — Tape Pos. 252-252, Format: I1

BYP71 DOES CHILD COME HOME DIRECTLY AFTER SCHL

Does your eighth grader usually come home directly after school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	19856	87.7%	88.9%
No	2	2658	11.7%	11.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
REFUSAL	7	26	.1%	(MISS)
MISSING	8	110	.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 72

Are any of the following people at home when your eighth grader returns home from school? (MARK ONE EACH)

Question 72A — Tape Pos. 253-253, Format: I1

BYP72A MOTHER HOME WHEN CHILD RETURNS FROM SCHL

The mother or female guardian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	13013	57.5%	58.3%
Sometimes	2	3295	14.6%	15.3%
Rarely	3	2786	12.3%	13.0%
Never	4	2901	12.8%	13.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
REFUSAL	7	27	.1%	(MISS)
MISSING	8	626	2.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72B — Tape Pos. 254-254, Format: I1

BYP72B FATHER HOME WHEN CHILD RETURNS FROM SCHL

The father or male guardian

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	3702	16.3%	17.2%
Sometimes	2	4869	21.5%	23.1%
Rarely	3	5373	23.7%	24.8%
Never	4	7455	32.9%	34.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	32	.1%	(MISS)
MISSING	8	1213	5.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72C — Tape Pos. 255-255, Format: I1

BYP72C ADULT RLTV HOME WHN CHLD RETRNS FRM SCHL

Other adult relative

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	2215	9.8%	10.5%
Sometimes	2	1783	7.9%	8.6%
Rarely	3	2520	11.1%	12.0%
Never	4	14440	63.7%	68.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	48	.2%	(MISS)
MISSING	8	1640	7.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72D — Tape Pos. 256-256, Format: I1

BYP72D SITTER HOME WHEN CHILD RETURNS FROM SCHL

A sitter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	446	2.0%	1.9%
Sometimes	2	273	1.2%	1.1%
Rarely	3	491	2.2%	2.0%
Never	4	19562	86.4%	95.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
REFUSAL	7	50	.2%	(MISS)
MISSING	8	1827	8.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72E — Tape Pos. 257-257, Format: I1

BYP72E ADLT NGHBR HOME WHN CHILD RETURN FRM SCH

An adult neighbor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	1009	4.5%	5.3%
Sometimes	2	825	3.6%	4.0%
Rarely	3	1063	4.7%	5.2%
Never	4	17842	78.8%	85.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
REFUSAL	7	50	.2%	(MISS)
MISSING	8	1856	8.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72F — Tape Pos. 258-258, Format: I1

BYP72F OLDER SIB HOME WHEN CHILD RETRNS FRM SCH

Older brother or sister

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	5055	22.3%	24.3%
Sometimes	2	3372	14.9%	15.9%
Rarely	3	1280	5.7%	5.9%
Never	4	11417	50.4%	53.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
REFUSAL	7	42	.2%	(MISS)
MISSING	8	1480	6.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72G — Tape Pos. 259-259, Format: I1

BYP72G YOUNGER SIB HOME WHEN CHLD RTRNS FRM SCH

Younger brother or sister

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	8124	35.9%	38.5%
Sometimes	2	1146	5.1%	5.3%
Rarely	3	613	2.7%	2.9%
Never	4	11101	49.0%	53.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
REFUSAL	7	43	.2%	(MISS)
MISSING	8	1617	7.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 72H — Tape Pos. 260-260, Format: I1

BYP72H NO ONE IS HOME WHN CHLD RETURNS FROM SCH

No one is home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually	1	2063	9.1%	10.2%
Sometimes	2	2936	13.0%	14.3%
Rarely	3	6909	30.5%	33.9%
Never	4	8873	39.2%	41.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.0%	(MISS)
REFUSAL	7	44	.2%	(MISS)
MISSING	8	1817	8.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 72)

Question 73 — Tape Pos. 261-262, Format: I2

BYP73 WHERE DOES CHILD USUALLY GO AFTER SCHL

Where does your eighth grader usually go after school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Neighbor's house	1	182	.8%	.9%
Sitter's house	2	37	.2%	.2%
Relative's house	3	451	2.0%	2.2%
Friend's house	4	857	3.8%	3.9%
After school community programs	5	139	.6%	.5%
Extracurricular activities	6	1172	5.2%	5.0%
Organized sports	7	1814	8.0%	7.5%
Home	8	17303	76.4%	77.7%
To a job	9	221	1.0%	1.0%
Some other place	10	230	1.0%	.8%
Don't know	11	63	.3%	.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	71	.3%	(MISS)
REFUSAL	97	41	.2%	(MISS)
MISSING	98	70	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

PART 4
YOUR OPINIONS ABOUT YOUR CHILD'S SCHOOL

NEXT WE WOULD LIKE TO LEARN SOME OF YOUR OPINIONS CONCERNING YOUR EIGHTH GRADER'S SCHOOL.

Question 74

How much do you agree or disagree with each of the following statements concerning your eighth grader's school? (MARK ONE EACH)

Question 74A — Tape Pos. 263-263, Format: I1

BYP74A THE SCH PLACES HIGH PRIORITY ON LEARNING

The school places a high priority on learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	8138	35.9%	32.8%
Agree	2	12120	53.5%	58.8%
Disagree	3	1457	6.4%	7.3%
Strongly disagree	4	220	1.0%	1.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	711	3.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 74B — Tape Pos. 264-264, Format: I1

BYP74B HOMEWORK ASSIGNED IS WORTHWHILE

The homework assigned is worthwhile

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	5815	25.7%	23.4%
Agree	2	14235	62.8%	67.4%
Disagree	3	1680	7.4%	8.2%
Strongly disagree	4	224	1.0%	1.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	7	.0%	(MISS)
MISSING	8	690	3.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74C — Tape Pos. 265-265, Format: I1

BYP74C MY CHILD IS CHALLENGED AT SCHOOL

My eighth grader is challenged at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	4497	19.9%	17.4%
Agree	2	12711	56.1%	60.5%
Disagree	3	3962	17.5%	19.6%
Strongly disagree	4	528	2.3%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	949	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74D — Tape Pos. 266-266, Format: I1

BYP74D MY CHILD IS WORKING HARD AT SCHOOL

My eighth grader is working hard at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	5259	23.2%	21.6%
Agree	2	11442	50.5%	52.8%
Disagree	3	4631	20.4%	22.6%
Strongly disagree	4	616	2.7%	3.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	8	.0%	(MISS)
MISSING	8	695	3.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74E — Tape Pos. 267-267, Format: I1

BYP74E MY CHILD ENJOYS SCHOOL

My eighth grader enjoys school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	5496	24.3%	23.1%
Agree	2	12698	56.1%	58.8%
Disagree	3	3019	13.3%	14.4%
Strongly disagree	4	754	3.3%	3.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	681	3.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74F — Tape Pos. 268-268, Format: I1

BYP74F STANDARDS SET BY THE SCHL ARE REALISTIC

The standards set by the school are realistic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	4522	20.0%	18.3%
Agree	2	14904	65.8%	70.3%
Disagree	3	2036	9.0%	9.8%
Strongly disagree	4	322	1.4%	1.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	864	3.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74G — Tape Pos. 269-269, Format: I1

BYP74G SCHL IS PREPARING STUDENTS WELL FOR H.S.

The school is preparing students well for high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	5520	24.4%	21.2%
Agree	2	13151	58.1%	63.0%
Disagree	3	2648	11.7%	13.2%
Strongly disagree	4	531	2.3%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	796	3.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74H Tape Pos. 270-270 Format: I1

BYP74H SCH PREPARING STUDENTS WELL FOR COLLEGE

The school is preparing students well for college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	3914	17.3%	14.3%
Agree	2	12021	53.1%	58.2%
Disagree	3	4544	20.1%	22.6%
Strongly disagree	4	973	4.3%	4.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	6	.0%	(MISS)
MISSING	8	1193	5.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74I Tape Pos. 271-271 Format: I1

BYP74I THE SCHOOL IS A SAFE PLACE

The school is a safe place

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	5859	25.9%	22.9%
Agree	2	12859	56.8%	61.9%
Disagree	3	2493	11.0%	12.0%
Strongly disagree	4	669	3.0%	3.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	768	3.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74J Tape Pos. 272-272 Format: I1

BYP74J PARENTS HAVE ADEQUATE SAY IN SCHL POLICY

Parents have an adequate say in setting school policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	2024	8.9%	8.2%
Agree	2	11684	51.6%	54.4%
Disagree	3	6182	27.3%	30.3%
Strongly disagree	4	1414	6.2%	7.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1344	5.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 74K Tape Pos. 273-273 Format: I1

BYP74K PARENTS WK TOGETHR SUPPORTING SCH POLICY

Parents work together in supporting school policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Strongly agree	1	2863	12.6%	11.5%
Agree	2	13219	58.4%	62.7%
Disagree	3	4390	19.4%	22.0%
Strongly disagree	4	770	3.4%	3.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	1406	6.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 74)

Question 75 Tape Pos. 274-274 Format: I1

BYP75 HOW SATISFIED WITH ED CHILD HAS RECEIVED

How satisfied are you with the education your eighth grader has received up to now? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Very satisfied	1	10967	48.4%	47.4%
Somewhat satisfied	2	9766	43.1%	46.8%
Not satisfied at all	3	1159	5.1%	5.8%
RESERVED CODES:				
MISSING	8	759	3.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

PART 5
YOUR EIGHTH GRADER'S FUTURE

THE FOLLOWING QUESTIONS ARE ABOUT YOUR EIGHTH GRADER'S PLANS FOR THE FUTURE.

Question 76 Tape Pos. 275-276 Format: I2

BYP76 HOW FAR IN SCHOOL R EXPECT CHILD TO GO

How far in school do you expect your eighth grader to go? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Less than high school diploma	1	104	.5%	.5%
GED	2	42	.2%	.2%
High school graduation	3	2637	11.6%	12.5%
Vocational, trade, or business school after high school				
Less than one year	4	265	1.2%	1.3%
One to two years	5	814	3.6%	4.1%
Two years or more	6	695	3.1%	3.3%
College program				
Less than two years of college	7	1153	5.1%	5.6%
Two or more years of college	8	2054	9.1%	9.7%
Finish a two year program	9	1059	4.7%	5.0%
Finish a four or five-year program	10	8507	37.6%	37.9%
Master's degree or equivalent	11	2579	11.4%	10.2%
Ph.D., M.D., or other advanced degree	12	2602	11.5%	9.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	27	.1%	(MISS)
REFUSAL	97	37	.2%	(MISS)
MISSING	98	76	.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 77

Tape Pos. 277-278
Format: I2

BYP77 WHO WILL DECIDE CHILD'S H.S. COURSES

Who do you think will be the most influential in deciding what courses your eighth grader will take in high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Eighth grader himself/herself.	1	10520	46.4%	49.4%
Teachers	2	1610	7.1%	7.2%
Counselors	3	3645	16.1%	16.3%
Parents/Guardians	4	4979	22.0%	23.5%
Other adult relative or friend	5	257	1.1%	1.1%
Your eighth grader's friends of the same age	6	520	2.3%	2.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	249	1.1%	(MISS)
MISSING	98	871	3.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 78

Tape Pos. 279-279
Format: I1

BYP78 CHILD HAS PARENT WHO LIVES OUTSIDE HOME

Does your eighth grader have another parent (biological or adoptive) who lives outside of your home? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	6789	30.0%	31.6%
No	2	15752	69.5%	68.4%
RESERVED CODES:				
REFUSAL	7	10	.0%	(MISS)
MISSING	8	100	.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 79

Tape Pos. 280-280
Format: I1

BYP79 OTH PARENT'S PART IN EDUCATION DECISIONS

To what extent does this other parent (biological or adoptive), living outside your home, participate in decisions about your eighth grader's education (for example, about where the child goes to school)? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Usually participates	1	780	3.4%	10.9%
Often participates	2	494	2.2%	7.0%
Seldom participates	3	1147	5.1%	16.7%
Never participates	4	4353	19.2%	65.4%
RESERVED CODES:				
REFUSAL	7	15	.1%	(MISS)
MISSING	8	110	.5%	(MISS)
LEGITIMATE SKIP	9	15752	69.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

PART 6
FINANCIAL INFORMATION AND EDUCATIONAL COSTS

THIS NEXT SERIES OF QUESTIONS IS ABOUT THE PRESENT SITUATION OF YOU AND YOUR FAMILY. WE NEED THIS INFORMATION IN ORDER TO COMPARE YOUR ANSWERS WITH THOSE OF OTHER PEOPLE WHO TAKE PART IN THIS SURVEY. THIS INFORMATION WILL BE KEPT CONFIDENTIAL AND IT WILL NEVER BE USED WITH YOUR NAME.

Question 80

Tape Pos. 281-282
Format: I2

BYP80 TOTAL FAMILY INCOME FRM ALL SOURCES 1987

What was your total family income from all sources in 1987? (If you are not sure about the amount, please estimate.) (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	94	.4%	.4%
Less than $1,000	2	203	.9%	.9%
$1,000 - $2,999	3	338	1.5%	1.6%
$3,000 - $4,999	4	453	2.0%	2.2%
$5,000 - $7,499	5	729	3.2%	3.5%
$7,500 - $9,999	6	818	3.6%	3.8%
$10,000 - $14,999	7	1794	7.9%	8.8%
$15,000 - $19,999	8	1682	7.4%	8.0%
$20,000 - $24,999	9	2130	9.4%	10.5%
$25,000 - $34,999	10	3815	16.8%	18.5%
$35,000 - $49,999	11	4301	19.0%	20.4%
$50,000 - $74,999	12	3007	13.3%	14.1%
$75,000 - $99,999	13	933	4.1%	3.7%
$100,000 - $199,999	14	915	4.0%	2.7%
$200,000 or more	15	382	1.7%	.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
REFUSAL	97	796	3.5%	(MISS)
MISSING	98	260	1.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 81

Tape Pos. 283-283
Format: I1

BYP81 # OF EARNERS CONTRIBUTD TO FAMILY INCOME

How many wage-earners in your household contributed to the family income reported in the question above? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
One	1	9043	39.9%	41.7%
Two	2	11921	52.6%	56.5%
More than two	3	390	1.7%	1.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1295	5.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 82

Do you currently have any of the following educational expenses for any of your children? (MARK ALL THAT APPLY)

Question 82A Tape Pos. 284-284 Format: I1

BYP82A ANY EDCTNL EXPENSES FOR RELIGIOUS SCHOOL

Religious school tuition and associated expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	3625	16.0%	14.2%
No	2	17209	76.0%	85.8%
RESERVED CODES:				
MISSING	8	1817	8.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82)

Question 82B Tape Pos. 285-285 Format: I1

BYP82B ANY EDCTNL EXPENSES FOR PRIVATE SCHOOL

Other private school tuition and associated expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2405	10.6%	6.1%
No	2	18098	79.9%	93.9%
RESERVED CODES:				
MISSING	8	2148	9.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82)

Question 82C Tape Pos. 286-286 Format: I1

BYP82C ANY EDCTNL EXPENSES FOR COLLEGE TUITION

College tuition and associated expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2287	10.1%	10.3%
No	2	18178	80.3%	89.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2185	9.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82)

Question 82D Tape Pos. 287-287 Format: I1

BYP82D ANY EDUCATIONAL EXPENSES FOR TUTORING

Tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1103.	4.9%	4.3%
No	2	18934	83.6%	95.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2613	11.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82)

Question 82AA Tape Pos. 288-289 Format: I2

BYP82AA EDUCATIONAL EXPENSES FOR 1987-88 SCH YR

What is the total amount you have spent or will spend during the 1987-88 school year for all of the educational expenses you marked in Question 82? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	84	.4%	1.5%
Less than $100	2	395	1.7%	7.5%
$100 - $499	3	663	2.9%	12.0%
$500 - $999	4	765	3.4%	12.3%
$1,000 - $1,999	5	1176	5.2%	18.5%
$2,000 - $2,999	6	761	3.4%	12.0%
$3,000 - $3,999	7	523	2.3%	8.0%
$4,000 - $4,999	8	415	1.8%	5.8%
$5,000 - $5,999	9	410	1.8%	5.5%
$6,000 - $7,999	10	454	2.0%	5.0%
$8,000 - $9,999	11	330	1.5%	3.3%
$10,000 - $14,999	12	535	2.4%	5.0%
$15,000 - $19,999	13	206	.9%	1.6%
$20,000 or more	14	284	1.3%	1.9%
RESERVED CODES:				
MISSING	98	1265	5.6%	(MISS)
LEGITIMATE SKIP	99	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 82_B

Which of the following sources of money did you or will you use to cover current educational expenses of the type listed in Question 82? (MARK ALL THAT APPLY)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 82BA — Tape Pos. 280-280, Format: I1

BYP82BA CURRENT EARNINGS COVERED ED EXPENSES

Your (or your spouse's/partner's) current earnings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	6303	27.8%	88.1%
No	2	771	3.4%	11.9%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BB — Tape Pos. 281-281, Format: I1

BYP82BB SAVINGS/SALE ASSETS COVERED ED EXPENSES

Your (or your spouse's/partner's) savings or sale of assets

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1268	5.6%	17.7%
No	2	5806	25.6%	82.3%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BC — Tape Pos. 282-282, Format: I1

BYP82BC SECOND MORT ED EXPENSES

Second mortage

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	171	.8%	2.5%
No	2	6903	30.5%	97.5%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BD — Tape Pos. 283-283, Format: I1

BYP82BD PERSONAL LOAN COVERED ED EXPENSES

Your (or your spouse's/partner's) borrowing (personal loan, etc)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	519	2.3%	7.1%
No	2	6555	28.9%	92.9%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BE — Tape Pos. 284-284, Format: I1

BYP82BE ALIMONY/CHLD SUPPORT COVERED ED EXPENSES

Alimony or child support

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	333	1.5%	4.6%
No	2	6741	29.8%	95.4%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BF — Tape Pos. 285-285, Format: I1

BYP82BF CHLD EARNING/SAVINGS COVERED ED EXPENSES

Your child's earnings or savings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	644	2.8%	10.7%
No	2	6430	28.4%	89.3%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BG — Tape Pos. 296-296, Format: I1

BYP82BG TRUST FUND COVERED EDUCATIONAL EXPENSES

A trust fund

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	208	.9%	2.4%
No	2	6866	30.3%	97.6%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BH — Tape Pos. 297-297, Format: I1

BYP82BH RELATIVES COVERED EDUCATIONAL EXPENSES

Contributions from relatives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	357	1.6%	4.7%
No	2	6717	29.7%	95.3%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BI — Tape Pos. 298-298, Format: I1

BYP82BI SCHOLARSHIPS/GRANTS COVERED ED EXPENSES

Scholarships or grants

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	925	4.1%	13.9%
No	2	6149	27.1%	86.1%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BJ — Tape Pos. 299-299, Format: I1

BYP82BJ STATE/FEDERAL LOANS COVERED ED EXPENSES

State or federal loans

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	418	1.8%	7.7%
No	2	6656	29.4%	92.3%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BK — Tape Pos. 300-300, Format: I1

BYP82BK SOCIAL SECURITY/VA COVERED ED EXPENSES

Social security or Veteran's Administration benefits

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	211	.9%	3.2%
No	2	6863	30.3%	96.8%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

Question 82BL — Tape Pos. 301-301, Format: I1

BYP82BL OTHER SOURCES COVERED ED EXPENSES

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	306	1.4%	4.4%
No	2	6768	29.9%	95.6%
RESERVED CODES:				
MISSING	8	1192	5.3%	(MISS)
LEGITIMATE SKIP	9	14385	63.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 82_B)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 83 — Tape Pos. 302-302, Format: I1

BYP83 EXPECT CHILD WILL GO ON TO ADDITIONAL ED

Do you expect that your eighth grader will go on to additional education beyond high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	20148	88.9%	89.0%
No	2	2303	10.2%	11.0%
RESERVED CODES:				
REFUSAL	7	39	.2%	(MISS)
MISSING	8	161	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 84 — Tape Pos. 303-303, Format: I1

BYP84 SAVED ANY MONEY FOR CHILD ED AFTER H.S.

Have you or your spouse/partner done anything specific in order to have some money for your eighth grader's education after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	9748	43.0%	47.7%
No	2	9732	43.0%	49.3%
Don't know	3	655	2.9%	3.0%
RESERVED CODES:				
REFUSAL	7	55	.2%	(MISS)
MISSING	8	158	.7%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 84A

IF YES: Have you... (MARK ONE EACH)

Question 84AA — Tape Pos. 304-304, Format: I1

BYP84AA STARTED A SAVINGS ACCOUNT

IF YES: Have you..

Started a savings account

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	6621	29.2%	77.8%
No	2	1875	8.3%	22.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	5	.0%	(MISS)
MISSING	8	1460	6.4%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84AB — Tape Pos. 305-305, Format: I1

BYP84AB BOUGHT AN INSURANCE POLICY

Bought an insurance policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	3263	14.4%	42.3%
No	2	4553	20.1%	57.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2141	9.5%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84AC — Tape Pos. 306-306, Format: I1

BYP84AC BOUGHT U.S. SAVINGS BONDS

Bought U.S. Savings Bonds

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2469	10.9%	33.5%
No	2	5240	23.1%	66.5%
RESERVED CODES:				
MISSING	8	2252	9.9%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84AD — Tape Pos. 307-307, Format: I1

BYP84AD MADE INVESTMENTS IN STOCKS/REAL ESTATE

Made investment in stocks or real estate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	3508	15.5%	42.3%
No	2	4417	19.5%	57.7%
RESERVED CODES:				
MISSING	8	2036	9.0%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84AE Tape Pos. 308-308 Format: I1

BYP84AE SET UP A TRUST FUND

Set up a trust fund

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1266	5.6%	14.8%
No	2	6268	27.7%	85.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	2426	10.7%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84AF Tape Pos. 309-309 Format: I1

BYP84AF STARTED WORKING/TAKEN AN ADDITIONAL JOB

Started working or taken an additional job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1534	6.8%	20.7%
No	2	6052	26.7%	79.3%
RESERVED CODES:				
MISSING	8	2375	10.5%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84AG Tape Pos. 310-310 Format: I1

BYP84AG ESTABLISHED ANOTHER FORM OF SAVINGS

Established another form of savings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	2792	12.3%	35.2%
No	2	5123	22.6%	64.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	2042	9.0%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 84A)

Question 84B Tape Pos. 311-312 Format: I2

BYP84B MONEY R SET ASIDE FOR CHILD'S FUTURE ED

About how much money have you set aside for your eighth grader's future educational needs? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	491	2.2%	5.7%
Less than $1,000	2	1533	6.8%	18.3%
$1,000 to $3,000	3	2280	10.1%	27.8%
$3,001 to $6,000	4	1486	6.6%	17.3%
$6,001 to $10,000	5	1004	4.4%	11.3%
$10,001 to $15,000	6	623	2.8%	7.1%
More than $15,000	7	1399	6.2%	12.7%
RESERVED CODES:				
MISSING	98	1145	5.1%	(MISS)
LEGITIMATE SKIP	99	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 84C Tape Pos. 313-314 Format: I2

BYP84C MONEY R EXPECT TO SET ASIDE FOR CHILD ED

About how much money do you expect to have set aside for your eighth grader's future education by the time he or she finishes high school? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	125	.6%	1.3%
Less than $1,000	2	181	.8%	2.1%
$1,000 to $3,000	3	888	3.9%	10.9%
$3,001 to $6,000	4	1708	7.5%	20.8%
$6,001 to $10,000	5	1706	7.5%	20.5%
$10,001 to $15,000	6	1245	5.5%	14.7%
More than $15,000	7	2904	12.8%	29.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.0%	(MISS)
MISSING	98	1203	5.3%	(MISS)
LEGITIMATE SKIP	99	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 84D Tape Pos. 315-315 Format: I1

BYP84D EXPECT AMOUNT TO COVER COST OF CHILD ED

Do you expect this amount to cover the total cost of his or her education? (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Yes	1	1051	4.6%	10.2%
No	2	6761	29.8%	74.6%
Don't know	3	1479	6.5%	15.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	668	2.9%	(MISS)
LEGITIMATE SKIP	9	12690	56.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question 85

The following statements are about financial aid for education beyond high school. Indicate whether each statement is true or false for your family. (MARK ONE EACH)

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question 85A — Tape Pos. 316-316, Format: I1

BYP85A CHILD WILL BE ABLE TO EARN MONEY FOR ED

My eighth grader will be able to earn most of the money he or she will need for schooling beyond high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	2480	10.9%	13.0%
False	2	11776	52.0%	59.9%
We haven't thought about this yet	3	5194	22.9%	27.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	897	4.0%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85B — Tape Pos. 317-317, Format: I1

BYP85B CAN PAY FOR CHILD ED WITHOUT ASSISTANCE

We can pay for our eighth grader's further education without getting any outside assistance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	4197	18.5%	19.3%
False	2	11944	52.7%	64.5%
We haven't thought about this yet	3	3231	14.3%	16.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.0%	(MISS)
MISSING	8	973	4.3%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85C — Tape Pos. 318-318, Format: I1

BYP85C FAMILY NOT WILLING GO INTO DEBT FOR ED

The family is not willing to go into debt for schooling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	3157	13.9%	16.3%
False	2	11968	52.8%	62.4%
We haven't thought about this yet	3	4150	18.3%	21.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.0%	(MISS)
MISSING	8	1069	4.7%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85D — Tape Pos. 319-319, Format: I1

BYP85D FAMILY INCOME TOO HIGH FOR LOAN/SCHLRSHP

The family income is too high to qualify for a loan or scholarship

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	4282	18.9%	19.9%
False	2	10415	46.0%	56.3%
We haven't thought about this yet	3	4544	20.1%	23.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1106	4.9%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85E — Tape Pos. 320-320, Format: I1

BYP85E CHILD GRADES NOT HIGH ENOUGH TO QUALIFY

My eighth grader's grades are probably not high enough to qualify for a loan or scholarship

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	4562	20.1%	24.2%
False	2	11621	51.3%	60.2%
We haven't thought about this yet	3	3123	13.8%	15.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.0%	(MISS)
MISSING	8	1041	4.6%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85F — Tape Pos. 321-321, Format: I1

BYP85F CHLD TEST SCORES NOT GOOD ENOUGH QUALIFY

My eighth grader's test scores are probably not good enough to qualify for a loan or scholarship

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	3901	17.2%	20.5%
False	2	12123	53.5%	63.2%
We haven't thought about this yet	3	3257	14.4%	16.3%
RESERVED CODES:				
MISSING	8	1067	4.7%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85G Tape Pos. 322-322 Format: I1

BYP85G TOO MUCH WORK TO APPLY FOR FINANCIAL AID

Too much paper work is required in order to apply for financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	2501	11.0%	12.7%
False	2	11820	52.2%	62.0%
We haven't thought about this yet	3	4935	21.8%	25.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1090	4.8%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85H Tape Pos. 323-323 Format: I1

BYP85H NOT MUCH INFORMATION ON FINANCIAL AID

I have not been able to get much information on how and where to apply for financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	4501	19.9%	23.2%
False	2	6748	29.8%	34.5%
We haven't thought about this yet	3	8023	35.4%	42.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1074	4.7%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85I Tape Pos. 324-324 Format: I1

BYP85I DON'T SEE WAY TO GET MONEY FOR COLLEGE

I do not see any way of getting enough money for my eighth grader to go to college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	2112	9.3%	11.3%
False	2	13865	61.2%	71.7%
We haven't thought about this yet	3	3302	14.6%	17.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1067	4.7%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question 85J Tape Pos. 325-325 Format: I1

BYP85J RELTVS WILL HELP PAY CHILD COLL EXPENSES

Other relatives will help to pay my eighth grader's college expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
True	1	2152	9.5%	11.1%
False	2	14746	65.1%	76.5%
We haven't thought about this yet	3	2411	10.6%	12.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.0%	(MISS)
MISSING	8	1037	4.6%	(MISS)
LEGITIMATE SKIP	9	2303	10.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

(Refer to Question 85)

Question BYQWT Tape Pos. 326-333 Format: R8.3

BYQWT = BASE YEAR STUDENT QUESTIONNAIRE WEIGHT

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
2.441 thru 836.909	1.000	22651	100.0%	100.0%
TOTALS:		22651	100.0%	100.0%

Question BYTXPAFG Tape Pos. 334-334 Format: I1

BYTXPAFG STUDENT TESTS & PARENT QUEX AVAILABLE

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the questionnaire and have a parent questionnaire completed	0	727	3.2%	3.2%
Completed the questionnaire and test and had a parent questionnaire completed	1	21924	96.8%	96.8%
TOTALS:		22651	100.0%	100.0%

Question BYTEPAFG Tape Pos. 335-335 Format: I1

BYTEPAFG PARENT & AT LEAST 1 TEACHER QUEX AVAIL

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not complete the questionnaire and have a parent questionnaire and at least one teacher questionnaire completed	0	816	3.6%	3.6%
Completed the questionnaire and had a parent questionnaire completed and at least one teacher questionnaire completed	1	21835	96.4%	96.4%
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question BYIEPFLG — Tape Pos. 336-336, Format: I1

BYIEPFLG INDIVIDUALIZED EDUCATION PROGRAM FLAG

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
Did not satisfy the criteria below (see NOTE)	0	22592	99.7%	99.7%
The student satisfied the criteria below (see NOTE)	1	59	.3%	.3%
TOTALS:		22651	100.0%	100.0%

NOTE: The student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard of hearing, deaf-blind, or multiple handicap (only if hard of hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes

Question BYSPANFG — Tape Pos. 337-337, Format: I1

BYSPANFG BASE YEAR SPANISH PARENT QUEX FLAG

RESPONSE	CODES	FREQ	PER-CENT	VALID PCT
An English language questionnaire was used	0	22076	97.5%	97.5%
The parent completed a Spanish language questionnaire	1	575	2.5%	2.5%
TOTALS:		22651	100.0%	100.0%

Question G8TYPE — Tape Pos. 338-338, Format: I1

G8TYPE GRADE SPAN OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
P or K or 1 through 8	1	3451	15.2%	14.4%
P or K or 1 through 12	2	1364	6.0%	4.3%
6 or 7 or 8 thrlugh 12	3	2252	9.9%	8.4%
3 or 4 or 5 through 8	4	1353	6.0%	7.6%
6 through 8	5	5645	24.9%	27.4%
7 through 8	6	4237	18.7%	20.3%
7 through 9/8 through 9	7	3587	15.8%	17.4%
RESERVED CODES:				
MISSING	8	762	3.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8CTRL — Tape Pos. 339-339, Format: I1

G8CTRL SCHOOL CONTROL COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public school	1	18157	80.2%	88.4%
Catholic school	2	2177	9.6%	7.2%
Private, Other Religious Affiliation	3	956	4.2%	2.8%
Private, No Religious Affiliation	4	1361	6.0%	1.5%
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYSCENRL — Tape Pos. 340-340, Format: I1

BYSCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-199 students	1	1047	4.6%	4.5%
200-399	2	4403	19.4%	18.7%
400-599	3	5678	25.1%	24.8%
600-799	4	4846	21.4%	21.5%
800-999	5	3031	13.4%	14.3%
1000-1199	6	1817	8.0%	8.3%
1200+	7	1829	8.1%	7.8%
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8ENROL — Tape Pos. 341-341, Format: I1

G8ENROL 8TH GRADE ENROLLMENT COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1-49 students	1	4087	18.0%	15.2%
50-99	2	3401	15.0%	12.6%
100-199	3	4823	21.3%	23.5%
200-299	4	4579	20.2%	22.1%
300-399	5	3121	13.8%	14.2%
400+	6	2640	11.7%	12.4%
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8URBAN — Tape Pos. 342-342, Format: I1

G8URBAN URBANICITY COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Urban	1	6859	30.3%	24.5%
Suburban	2	9369	41.4%	43.5%
Rural	3	6423	28.4%	32.0%
TOTALS:		22651	100.0%	100.0%

Question G8REGON Tape Pos. 343-343 Format: I1

G8REGON COMPOSITE GEOGRAPHIC REGION OF SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Northeast - New England and Middle Atlantic states	1	4167	18.4%	18.7%
North Central - East North Central and West North Central states	2	5894	26.0%	26.4%
South - South Atlantic, East South Central, and West South Central states	3	8037	35.5%	36.0%
West - Mountain and Pacific states	4	4518	19.9%	19.0%
RESERVED CODES:				
MISSING	8	35	.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question G8MINOR Tape Pos. 344-344 Format: I1

G8MINOR PERCENT MINORITY IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	2747	12.1%	13.0%
1-5%	1	4926	21.7%	24.8%
6-10%	2	2493	11.0%	10.8%
11-20%	3	2968	13.1%	13.0%
21-40%	4	3402	15.0%	14.5%
41-60%	5	1960	8.7%	8.4%
61-90%	6	1964	8.7%	8.1%
91-100%	7	1627	7.2%	7.4%
RESERVED CODES:				
MISSING	8	564	2.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question G8LUNCH Tape Pos. 345-345 Format: I1

G8LUNCH PERCENT FREE LUNCH IN SCHOOL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	0	3782	16.7%	11.2%
1-5%	1	2932	12.9%	14.3%
6-10%	2	2281	10.1%	10.7%
11-20%	3	3642	16.1%	17.7%
21-30%	4	2981	13.2%	14.9%
31-60%	5	3528	15.6%	16.5%
61-75%	6	2104	9.3%	10.5%
76-100%	7	990	4.4%	4.1%
RESERVED CODES:				
MISSING	8	411	1.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question NOMSECT Tape Pos. 346-346 Format: I1

NOMSECT SECTOR OF 1ST NOMINATED 10TH GRADE SCHL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Public school	1	18135	80.1%	90.7%
Catholic school	2	1624	7.2%	5.9%
Other private	3	1689	7.5%	3.4%
RESERVED CODES:				
MISSING	8	1203	5.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question SEX Tape Pos. 347-347 Format: I1

SEX COMPOSITE SEX

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Male	1	11287	49.8%	50.1%
Female	2	11364	50.2%	49.9%
TOTALS:		22651	100.0%	100.0%

Question RACE Tape Pos. 348-348 Format: I1

RACE COMPOSITE RACE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Asian or Pacific Islander	1	1357	6.0%	3.3%
Hispanic, regardless of race	2	2754	12.2%	9.7%
Black, not of Hispanic origin	3	2731	12.1%	12.9%
White, not of Hispanic origin	4	15357	67.8%	73.0%
American Indian or Alaskan Native	5	215	.9%	1.0%
RESERVED CODES:				
MISSING	8	237	1.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question HISP Tape Pos. 349-349 Format: I1

HISP HISPANIC SUBGROUPS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Non-Hispanic	0	19660	86.8%	90.3%
Mexican, Mexican-American, Chicano	1	1714	7.6%	6.0%
Cuban	2	123	.5%	.4%
Puerto Rican	3	289	1.3%	1.0%
Other Hispanic	4	604	2.7%	2.3%
RESERVED CODES:				
MISSING	8	251	1.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question API — Tape Pos. 350-351, Format: I2

API ASIAN/PACIFIC ISLANDER RACE COMPOSITE

Which of these best categorizes your ethnic background?

ASIAN OR PACIFIC ISLANDER (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Non-API	0	21057	93.0%	96.7%
Chinese	1	277	1.2%	.6%
Filipino	2	255	1.1%	.6%
Japanese	3	87	.4%	.2%
Korean	4	174	.8%	.4%
Southeast Asian (Vietnamese Laotian, Cambodian/Kampuchean, Thai, etc.)	5	221	1.0%	.4%
Pacific Islander (Samoan, Guamanian, etc.)	6	85	.4%	.3%
South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.)	7	116	.5%	.3%
West Asian (Iranian, Afghan, Turkish, etc.)	8	23	.1%	.1%
Middle Eastern (Iraqi, Israeli, Lebanese, etc.)	9	40	.2%	.1%
Other Asian	10	82	.4%	.3%
RESERVED CODES:				
MISSING	98	234	1.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question HEARIMP — Tape Pos. 352-352, Format: I1

HEARIMP HEARING IMPAIRED FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not reported as hearing-impaired	0	21901	96.7%	96.6%
Hearing impaired	1	750	3.3%	3.4%
TOTALS:		22651	100.0%	100.0%

Question HANDPAST — Tape Pos. 353-353, Format: I1

HANDPAST PAST HANDICAP PROGRAM RECIPIENT FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not past handicap program recipient	0	17196	75.9%	78.5%
Past handicap program recipient	1	4494	19.8%	21.5%
RESERVED CODES:				
MISSING	8	961	4.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYHANDPR — Tape Pos. 354-354, Format: I1

BYHANDPR PARENT-REPORTED HANDICAP PGM RECIPIENT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Not current program participant	0	21135	93.3%	95.7%
Current program recipient for orthopedically handicapped or learning disabilities	1	853	3.8%	4.3%
RESERVED CODES:				
MISSING	8	663	2.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYHANDTR — Tape Pos. 355-355, Format: I1

BYHANDTR TEACHER-REPORTED HANDICAP

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Neither teacher reported any handicaps interfering with school performance	0	19857	87.7%	93.8%
Either teacher reports a handicap	1	1263	5.6%	6.2%
RESERVED CODES:				
MISSING	8	1531	6.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BIRTHMO — Tape Pos. 356-357, Format: I2

BIRTHMO MONTH OF BIRTH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
January	1	1635	7.2%	7.4%
February	2	1606	7.1%	7.3%
March	3	1875	8.3%	8.5%
April	4	1841	8.1%	8.2%
May	5	1897	8.4%	8.3%
June	6	1837	8.1%	8.3%
July	7	1945	8.6%	9.0%
August	8	2046	9.0%	9.3%
September	9	1930	8.5%	8.7%
October	10	1870	8.3%	8.5%
November	11	1747	7.7%	7.9%
December	12	1850	8.2%	8.7%
RESERVED CODES:				
MISSING	98	572	2.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BIRTHYR — Tape Pos. 358-359, Format: I2

BIRTHYR YEAR OF BIRTH

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1972 or before	72	1213	5.4%	5.8%
1973	73	6616	29.2%	30.2%
1974	74	14243	62.9%	63.2%
1975 or after	75	256	1.1%	.9%
RESERVED CODES:				
MISSING	98	323	1.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question BYLOCUS1 — Tape Pos. 360-363, Format: R4.2

BYLOCUS1 LOCUS OF CONTROL 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.01 thru 1.52	1.00	22489	99.3%	100.0%
RESERVED CODES:				
MISSING	99.98	162	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYLOCU1T Tape Pos. 364-364 Format: I1

BYLOCU1T TERTILE CODING OF VARIBLE BYLOCUS1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low	1	7286	32.2%	32.6%
Tertile 2 medium	2	7417	32.7%	33.1%
Tertile 3 high	3	7786	34.4%	34.3%
RESERVED CODES:				
MISSING	8	162	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYLOCUS2 Tape Pos. 365-368 Format: R4.2

BYLOCUS2 LOCUS OF CONTROL 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.01 thru 1.52	1.00	22498	99.3%	100.0%
RESERVED CODES:				
MISSING	99.98	153	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYLOCU2T Tape Pos. 369-369 Format: I1

BYLOCU2T TERTILE CODING OF VARIBLE BYLOCUS2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low	1	7261	32.1%	32.5%
Tertile 2 medium	2	7617	33.6%	33.8%
Tertile 3 high	3	7620	33.6%	33.7%
RESERVED CODES:				
MISSING	8	153	.7%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYCNCPT1 Tape Pos. 370-373 Format: R4.2

BYCNCPT1 SELF CONCEPT 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.61 thru 1.15	1.00	22511	99.4%	100.0%
RESERVED CODES:				
MISSING	99.98	140	.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYCNCP1T Tape Pos. 374-374 Format: I1

BYCNCP1T TERTILE CODING OF VARIBLE BYCNCPT1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low	1	8364	36.9%	37.6%
Tertile 2 medium	2	6138	27.1%	27.3%
Tertile 3 high	3	8009	35.4%	35.1%
RESERVED CODES:				
MISSING	8	140	.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYCNCPT2 Tape Pos. 375-378 Format: R4.2

BYCNCPT2 SELF CONCEPT 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.61 thru 1.25	1.00	22511	99.4%	100.0%
RESERVED CODES:				
MISSING	99.98	140	.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYCNCP2T Tape Pos. 379-379 Format: I1

BYCNCP2T TERTILE CODING OF VARIBLE BYCNCPT2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Tertile 1 low	1	7402	32.7%	33.2%
Tertile 2 medium	2	7484	33.0%	33.4%
Tertile 3 high	3	7625	33.7%	33.4%
RESERVED CODES:				
MISSING	8	140	.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYSES Tape Pos. 380-384 Format: R5.3

BYSES SOCIO-ECONOMIC STATUS COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-2.97 thru 2.56	1.000	22650	100.0%	100.0%
RESERVED CODES:				
MISSING	99.998	1	.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYSESQ Tape Pos. 385-385 Format: I1

BYSESQ QUARTILE CODING OF VARIABLE BYSES

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5343	23.6%	24.3%
Quartile 2	2	5340	23.6%	25.1%
Quartile 3	3	5441	24.0%	25.3%
Quartile 4 high	4	6526	28.8%	25.3%
RESERVED CODES:				
MISSING	8	1	.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question BYPARED — Tape Pos. 386-386, Format: I1

BYPARED PARENTS' HIGHEST EDUCATION LEVEL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Did not finish H.S.	1	2336	10.3%	10.2%
H.S. grad or GED	2	4206	18.6%	20.4%
Gt H.S. & lt 4yr degree	3	9293	41.0%	43.1%
College graduate	4	3417	15.1%	14.2%
M.A. or equivalent	5	2091	9.2%	8.1%
Ph.D., M.D., other	6	1283	5.7%	3.9%
Don't know	7	24	.1%	.1%
RESERVED CODES:				
MISSING	8	1	.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYPSEPLN — Tape Pos. 391-392, Format: I2

BYPSEPLN POST-SECONDARY EDUCATION PLANS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Won't finish high school	1	307	1.4%	1.4%
Will graduate from high school but won't go any further	2	2137	9.4%	10.4%
Will go to vocational, trade, or business school after high school	3	1934	8.5%	9.3%
Will attend college	4	2821	12.5%	13.1%
Will graduate college	5	9546	42.1%	43.2%
Will attend a higher level of school after graduating from college	6	5727	25.3%	22.7%
RESERVED CODES:				
MISSING	98	179	.8%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYFAMSIZ — Tape Pos. 387-388, Format: I2

BYFAMSIZ FAMILY SIZE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2	2	816	3.6%	3.6%
3	3	3371	14.9%	15.2%
4	4	8066	35.6%	36.5%
5	5	5586	24.7%	25.0%
6	6	2524	11.1%	10.9%
7	7	1094	4.8%	4.8%
8	8	536	2.4%	2.2%
9	9	352	1.6%	1.4%
10+	10	88	.4%	.4%
RESERVED CODES:				
MISSING	98	218	1.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYHOMEWK — Tape Pos. 393-394, Format: I2

BYHOMEWK NUMBER OF HRS SPENT ON HOMEWORK PER WEEK

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
None	1	597	2.6%	3.1%
.50 to 1.99 hours	2	1451	6.4%	7.2%
2.00 to 2.99 hours	3	4965	21.9%	24.2%
3.00 to 5.49 hours	4	6960	30.7%	33.3%
5.50 to 10.49 hours	5	3991	17.6%	18.9%
10.50 to 12.99 hours	6	939	4.1%	4.1%
13.00 to 20.99 hours	7	1584	7.0%	6.8%
21.00 and up hours	8	687	3.0%	2.4%
RESERVED CODES:				
MISSING	98	1477	6.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYFCOMP — Tape Pos. 389-389, Format: I1

BYFCOMP FAMILY COMPOSITION COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Mother & father	1	14744	65.1%	64.3%
Mother & male guardian	2	2390	10.6%	11.5%
Father and female guardian	3	532	2.3%	2.6%
Mother only	4	3530	15.6%	16.0%
Father only	5	558	2.5%	2.5%
Other relative or non-relative	6	679	3.0%	3.1%
RESERVED CODES:				
MISSING	8	218	1.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYLEP — Tape Pos. 395-395, Format: I1

BYLEP LIMITED ENGLISH PROFICIENCY FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
The student is not reported to be Limited English Proficiency	0	21862	96.5%	97.9%
The student is self-reported as Limited English Proficiency or so reported by one of his or her teachers	1	547	2.4%	2.1%
RESERVED CODES:				
MISSING	8	242	1.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYHMLANG — Tape Pos. 390-390, Format: I1

BYHMLANG HOME LANGUAGE BACKGROUND

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Non-English Only	1	801	3.5%	2.9%
Non-English Dominant	2	1890	8.3%	6.1%
English Dominant	3	2067	9.1%	7.3%
English Only	4	17889	79.0%	83.7%
RESERVED CODES:				
MISSING	8	4	.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYLM — Tape Pos. 396-396, Format: I1

BYLM LANGUAGE MINORITY FLAG

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
The student is not considered Language Minority	0	19452	85.9%	89.0%
The student is classified Language Minority	1	3193	14.1%	11.0%
RESERVED CODES:				
MISSING	8	6	.0%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYGRADS

Tape Pos. 397-398
Format: R2.1

BYGRADS GRADES COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	.5	73	.3%	.4%
	.6	23	.1%	.1%
	.7	3	.0%	.0%
	.8	40	.2%	.2%
	.9	41	.2%	.2%
	1.0	172	.8%	.8%
	1.1	73	.3%	.4%
	1.2	67	.3%	.3%
	1.3	192	.8%	.9%
	1.4	116	.5%	.6%
	1.5	323	1.4%	1.5%
	1.6	229	1.0%	1.1%
	1.7	22	.1%	.1%
	1.8	572	2.5%	2.6%
	1.9	228	1.0%	1.1%
	2.0	1310	5.8%	6.0%
	2.1	156	.7%	.7%
	2.2	25	.1%	.1%
	2.3	1376	6.1%	6.3%
	2.4	226	1.0%	1.1%
	2.5	2610	11.5%	12.1%
	2.6	24	.1%	.1%
	2.7	124	.5%	.6%
	2.8	2071	9.1%	9.4%
	2.9	19	.1%	.1%
	3.0	3251	14.4%	14.2%
	3.1	7	.0%	.0%
	3.3	2396	10.6%	10.4%
	3.5	2306	10.2%	10.1%
	3.7	41	.2%	.2%
	3.8	1695	7.5%	7.6%
	4.0	2591	11.4%	10.9%
RESERVED CODES:				
MISSING	9.8	249	1.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYGRADSQ

Tape Pos. 399-399
Format: I1

BYGRADSQ QUARTILE CODING OF VARIABLE BYGRADS

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5267	23.3%	24.4%
Quartile 2	2	4848	21.4%	22.2%
Quartile 3	3	5654	25.0%	24.7%
Quartile 4 high	4	6633	29.3%	28.7%
RESERVED CODES:				
MISSING	8	249	1.1%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYTXRQ

Tape Pos. 400-400
Format: I1

BYTXRQ READING QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5237	23.1%	24.9%
Quartile 2	2	5282	23.3%	24.9%
Quartile 3	3	5282	23.3%	24.5%
Quartile 4 high	4	6074	26.8%	25.7%
RESERVED CODES:				
MISSING	8	776	3.4%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYTXMQ

Tape Pos. 401-401
Format: I1

BYTXMQ MATHEMATICS QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5075	22.4%	24.3%
Quartile 2	2	5273	23.3%	25.1%
Quartile 3	3	5284	23.3%	24.6%
Quartile 4 high	4	6228	27.5%	26.0%
RESERVED CODES:				
MISSING	8	791	3.5%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYTXSQ

Tape Pos. 402-402
Format: I1

BYTXSQ SCIENCE QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5212	23.0%	24.7%
Quartile 2	2	5209	23.0%	24.1%
Quartile 3	3	5644	24.9%	26.2%
Quartile 4 high	4	5779	25.5%	25.0%
RESERVED CODES:				
MISSING	8	807	3.6%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYTXHQ

Tape Pos. 403-403
Format: I1

BYTXHQ HISTORY/CIT/GEOG QUARTILE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5106	22.5%	24.6%
Quartile 2	2	5120	22.6%	24.3%
Quartile 3	3	5633	24.9%	26.1%
Quartile 4 high	4	5901	26.1%	25.1%
RESERVED CODES:				
MISSING	8	891	3.9%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYTXQURT

Tape Pos. 404-404
Format: I1

BYTXQURT STANDARDIZED TEST QUARTILE (1=LOW)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Quartile 1 low	1	5073	22.4%	24.2%
Quartile 2	2	5166	22.8%	24.3%
Quartile 3	3	5566	24.6%	26.0%
Quartile 4 high	4	6115	27.0%	25.5%
RESERVED CODES:				
MISSING	8	731	3.2%	(MISS)
TOTALS:		22651	100.0%	100.0%

NELS:88 BASE YEAR PARENT QUESTIONNAIRE

Question BYTXRPRO

Tape Pos. 405-405
Format: I1

BYTXRPRO OVERALL READING PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Below Level 1.....	1	2700	11.9%	13.2%
Level 1, but not Level 2.....	2	10676	47.1%	52.3%
Level 2.....	3	7639	33.7%	34.5%
RESERVED CODES:				
MISSING.....	8	1636	7.3%	(MISS)
TOTALS:		22651	100.0%	100.0%

Question BYTXMPRO

Tape Pos. 406-406
Format: I1

BYTXMPRO OVERALL MATH PROFICIENCY

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
Below Level 1.....	1	3529	15.6%	18.3%
Level 1, but not Level 2 or 3.	2	7754	34.2%	39.9%
Level 1 and 2, but not 3.....	3	4560	20.1%	22.5%
Proficient at all 3 levels....	4	4455	19.7%	19.3%
RESERVED CODES:				
MISSING.....	8	2353	10.4%	(MISS)
TOTALS:		22651	100.0%	100.0%