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Thank you.



NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SCHOOL QUESTIONNAIRE

**NELS: 88
BASE YEAR**

Prepared for:

U.S. Department of Education
Center for Education Statistics

Prepared by:

WESTAT
An Employee-Owned Research Corporation
Rockville, Maryland

and

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 into high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.

INTRODUCTION

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

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

We realize that you are very busy; however, we ask that you complete the questionnaire and return it to your school's Study Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire to its original envelope and then seal the envelope before turning it in.

Thank you very much for your help.

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

Language-Minority (LM) Students: A student in whose home a non-English language typically is spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

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

English-as-a-Second Language (ESL) Program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to students.

SCHOOL CHARACTERISTICS

1. Circle all grade levels included in your school.

PK K 01 02 03 04 05 06 07 08 09 10 11 12 13+

2. As of October 1, 1987 (or the nearest date for which data are available), what was the total student enrollment in your school?

|_|_|_|_| Number

3. As of October 1, 1987 (or the nearest date for which data are available), what was the total eighth grade student enrollment in your school?

|_|_|_|_| Number

4. Which category best describes your school?

(CIRCLE ONE)

- Public School 1
Private, Catholic:
 Diocesan 2
 Parish 3
 Religious Order 4
Private, Other Religious Affiliation 5
Private, No Religious Affiliation 6

5. What is the major program orientation for eighth grade students in your school?

(CIRCLE ONE)

- General (comprehensive) 1 (SKIP TO Q.6)
Specialized 2 (GO TO A BELOW)

(CIRCLE ONE)

- A. Science/technology 1
 Arts 2
 Vocational 3
 Handicapped 4
 Gifted 5
 Foreign Language or Other
 Humanities 6
 Other (please specify) 7

6. How many days are there in the school year for eighth grade students in your school?

|_|_|_|_| Number of school days

7. How many class periods are there in the school day for eighth grade students in your school?

|_|_| Number of class periods

8. How many minutes long are class periods for eighth grade students in your school?

|_|_|_| Number of minutes

9. How long is the school day for eighth grade students in your school?

Hours |_|_| plus minutes |_|_|

10. Please provide the names and addresses of the high schools that eighth grade students in your school would commonly attend for the tenth grade.

Name

Address

A. _____

B. _____

C. _____

D. _____

STUDENT CHARACTERISTICS

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

|_|_|_| %

12. On the average, what percentage of eighth grade students enrolled at the beginning of the school year are still enrolled at the end of the school year? (Exclude those students who transferred into the school after the beginning of the school year in figuring this rate.)

|_|_|_| %

13. What percentages of your current eighth grade students are members of the following groups? (Enter zero if none. Percents should sum to 100.)

a. American Indian or Alaskan Native .....	|_|_|_|	|_|_|_|	|_|_|_|	%
b. Asian or Pacific Islander .....	|_|_|_|	|_|_|_|	|_|_|_|	%
c. Hispanic .....	|_|_|_|	|_|_|_|	|_|_|_|	%
d. Black, not of Hispanic origin .....	|_|_|_|	|_|_|_|	|_|_|_|	%
e. White, not of Hispanic origin .....	|_|_|_|	|_|_|_|	|_|_|_|	%

14. What percent of your eighth grade students would you estimate live in a single parent family?
(CIRCLE ONE)

None	01
1%-25%	02
26%-50%	03
51%-75%	04
76%-99%	05
All	06
Cannot estimate	07

15. What percent of the eighth grade students are limited English proficient (LEP)?
Circle the Percentage Range That Represents Your Best Estimate

(CIRCLE ONE)

10% or less	01
11-20%	02
21-30%	03
31-40%	04
41-50%	05
51-60%	06
61-70%	07
71-80%	08
81% or more	09

16. How many students in your school receive the following special services? (If service is not provided, enter zero.)

- a. Free and reduced-price school lunch program
- b. Remedial reading
- c. Remedial math
- d. Bilingual education
- e. English as a Second Language training (not Bilingual Education)
- f. Special education
- g. Gifted and talented education
- h. Job training

TEACHING STAFF CHARACTERISTICS

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

Number

18. What is the major way that your school is organized for eighth grade student instruction?

(CIRCLE ONE)

Self-contained class - the same students are taught by one or more teachers for all or part of the day 1

Departmentalized - students are taught by different teachers for each subject 2

Semi-departmentalized - students are taught by different teachers for some of their subjects 3

19. What is the base salary for a beginning teacher with a bachelor's degree (or minimum required degree) in your school district?

\$, .00
Dollar amount

20. How many of your full-time regular teaching staff are members of the following groups? (Enter zero if none.)

- a. American Indian or Alaskan Native
- b. Asian or Pacific Islander
- c. Hispanic
- d. Black, not of Hispanic origin
- e. White, not of Hispanic origin

21. How many members of your full-time regular teaching staff have a degree beyond the bachelor's degree?

Number

22. How many teachers are assigned to teach English language/language assistance classes for eighth grade (for example, LEP classes or ESL classes)? Include part-time teachers.

Number of teachers

23. Is the regular teaching staff in your school covered by a collective bargaining procedure(s)?

(CIRCLE ONE)

- Yes 1
- No 2
- Regulations prohibit such procedures 3

SCHOOL POLICIES and PRACTICES

24. Which of the following describe the practices for assignment of students to your school?

(CIRCLE ONE ON EACH LINE)

- | | Yes | No |
|--|-----|----|
| a. All pupils in a particular geographic area (or district) attend this school | 1 | 2 |
| b. Pupils in a particular geographic area (or district) are generally assigned to this school but transfers are frequently allowed | 1 | 2 |
| c. Pupils are assigned from particular areas to achieve desired racial or ethnic composition in the school | 1 | 2 |
| d. Pupils are assigned to this school based on an entrance test or other achievement criteria | 1 | 2 |
| e. Other (please specify) _____ | 1 | 2 |
| f. Private school, does not apply | 1 | 2 |

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

(CIRCLE ONE)

- Yes 1
- No 2 (SKIP TO Q.29)

26. How many students applied for admission to your school for the current school year?

|_|_|_|_|
Number

27. How many applicants were accepted for admission to your school for the current school year?

|_|_|_|_|
Number

28. How often is consideration given to the following items regarding your school's admission practices?

(CIRCLE ONE ON EACH LINE)

	Always	Usually	Sometimes	Seldom	Never
a. Level of performance on standardized achievement or aptitude test	1	2	3	4	5
b. Level of performance on written admission test	1	2	3	4	5
c. Personal interview with parent/guardian	1	2	3	4	5
d. Personal interview with student	1	2	3	4	5
e. Recommendation of a former principal	1	2	3	4	5
f. Recommendation of a former teacher	1	2	3	4	5
g. Recommendation from a non-family friend (e.g., pastor, rabbi)	1	2	3	4	5
h. Strong academic record	1	2	3	4	5

29. Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as sports?

(CIRCLE ONE)

- Yes 1
- No 2

30. Is this a public school?

(CIRCLE ONE)

- Yes 1 (SKIP TO Q35)
- No 2

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

\$|_|_|,|_|_||.00 - Amount

32. What percentage of your students pay the maximum yearly tuition?

(CIRCLE ONE)

- 0%-25% 1
- 26%-50% 2
- 51%-75% 3
- 76%-100% 4

33. For what percentage of the students in your school are you currently providing financial aid?

|_|_|_|%

Not applicable: No provisions
for financial aid (check here) |_|

34. In regard to your school's admissions practices, how often is consideration given to the student's (family's) ability to pay your school's tuition?

(CIRCLE ONE)

- Always considered 1
- Usually considered 2
- Sometimes considered 3
- Seldom considered 4
- Never considered 5

GRADING AND/OR TESTING STRUCTURE

35. Are standardized tests used to assign eighth graders to high school courses/programs?

(CIRCLE ONE)

- Yes 1
- No 2

36. For each item listed below, indicate the level of influence each has in the assignment and/or selection of high school courses/programs for eighth grade students in your school.

(CIRCLE ONE ON EACH LINE)

- | | A Lot | Moderate | A Little | None |
|----------------------|-------|----------|----------|------|
| a. Counselors | 1 | 2 | 3 | 4 |
| b. Teachers | 1 | 2 | 3 | 4 |
| c. Parents | 1 | 2 | 3 | 4 |
| d. Test Scores | 1 | 2 | 3 | 4 |

37. How often are standardized test results provided to families of students?

- | Always | Usually | Sometimes | Seldom | Never |
|--------|---------|-----------|--------|-------|
| 1 | 2 | 3 | 4 | 5 |

38. Are eighth grade students retained in their current grade for any of the following reasons?

(CIRCLE ONE ON EACH LINE)

	YES	NO
a. Failed competency test for reading	1	2
b. Failed competency test for mathematics	1	2
c. Failed competency test for science	1	2
d. Failed competency test for history	1	2
e. Failed competency test for general social studies	1	2
f. Failed competency test for English/language arts	1	2
g. Failed any required course	1	2

SCHOOL PROGRAMS

39. How much instruction is required for eighth grade students in each of the following subjects?

(CIRCLE ONE ON EACH LINE)

	No Specific Amount	Full Year	One-Half Year	Less Than One-Half Year
a. English/Reading	1	2	3	4
b. Mathematics	1	2	3	4
c. Science	1	2	3	4
d. History	1	2	3	4
e. General Social Studies	1	2	3	4
f. Computer Education	1	2	3	4
g. Foreign Language	1	2	3	4
h. Art	1	2	3	4
i. Music	1	2	3	4
j. Physical Education	1	2	3	4
k. Family Life and Sex Education	1	2	3	4
l. Moral/Ethics Education	1	2	3	4
m. Religious Education	1	2	3	4

40. Is there a gifted and talented program for the eighth grade students in your school?

(CIRCLE ONE)

Yes	1	
No	2	(SKIP TO Q.45)

41. What subjects does the gifted and talented program cover?

(CIRCLE ONE ON EACH LINE)

	Yes	No
a. Mathematics	1	2
b. Science	1	2
c. English/Literature	1	2
d. Social Studies	1	2
e. Foreign Language(s)	1	2
f. Computer Science	1	2
g. Music	1	2
h. Art	1	2
i. Other (please specify) _____	1	2

42. Does gifted and talented instruction take place primarily within your school/school building, or primarily outside it (for example, at another school)?

(CIRCLE ONE)

Within this school	1
At some other location	2

43. Which of the following statements BEST describes the way eighth grade gifted and talented instruction is organized for the students in your school:

(CIRCLE ONE)

Students are taken from their regular classes for supplemental gifted and talented instruction	1
Gifted and talented students are grouped together for all or most subjects and have their own curriculum	2
Gifted and talented students are given enriched instruction only in the particular subjects in which they excel	3
Gifted and talented students are given supplemental instruction within their own classroom	4
Other arrangement (please specify) _____	5

44. What main factors are considered in the selection of students for the gifted and talented program?

(CIRCLE ONE ON EACH LINE)

	Yes	No
a. Scores on standardized examinations given to all students	1	2
b. Additional test results	1	2
c. Teacher or counselor recommendations and reports	1	2
d. Parental requests	1	2
e. School grades	1	2
f. Providing opportunities for racial and ethnic groups	1	2
g. Personal interview	1	2
h. Student requests	1	2
i. Other (please specify) _____	1	2

45. Please indicate which of the following are offered by your school in the eighth grade.

(CIRCLE ONE ON EACH LINE)

- | | YES | NO |
|--|-----|----|
| a. English taught to LEP students | 1 | 2 |
| b. Which academic subjects are <u>taught in</u> a non-English language? | | |
| English/reading | 1 | 2 |
| Mathematics | 1 | 2 |
| Science | 1 | 2 |
| Social studies/history | 1 | 2 |
| c. What non-English languages are <u>academic</u> subjects (not foreign language courses) taught in? | | |
| French | 1 | 2 |
| Spanish | 1 | 2 |
| Other (please specify) _____ | 1 | 2 |
| d. Foreign language courses | 1 | 2 |

46. Are the following activities available to eighth grade students in your school?

(CIRCLE ONE ON EACH LINE)

- | | Yes | No |
|---|-----|----|
| a. Academic honor societies | 1 | 2 |
| b. Band | 1 | 2 |
| c. Chorus or choir | 1 | 2 |
| d. Computer club(s) | 1 | 2 |
| e. Drama clubs | 1 | 2 |
| f. Service clubs | 1 | 2 |
| g. Mathematics club(s) | 1 | 2 |
| h. Science club(s) | 1 | 2 |
| i. History club(s) | 1 | 2 |
| j. Other subject matter clubs (e.g., art) | 1 | 2 |
| k. Science fairs | 1 | 2 |
| l. Student council(s) | 1 | 2 |
| m. Student newspaper | 1 | 2 |
| n. Student yearbook | 1 | 2 |
| o. Foreign language clubs | 1 | 2 |
| p. Orchestra | 1 | 2 |
| q. Religious organizations | 1 | 2 |
| r. Debate or speech teams | 1 | 2 |
| s. Interscholastic sports | 1 | 2 |
| t. Intramural sports | 1 | 2 |
| u. Vocational education clubs | 1 | 2 |
| v. Cheerleading and related activities | 1 | 2 |

SCHOOL CLIMATE

47. For each of the characteristics listed below which help to define the climate of your school, indicate how much it describes your school.

(CIRCLE ONE ON EACH LINE)

	Not at all accurate for this school					Very much accurate for this school
a. There is conflict between teachers and administrators	1	.....	2	.....	3	.....
b. Discipline is emphasized at this school	1	.....	2	.....	3	.....
c. Students place a priority on learning	1	.....	2	.....	3	.....
d. The classroom environment for students is structured	1	.....	2	.....	3	.....
e. Teachers at this school encourage students to do their best	1	.....	2	.....	3	.....
f. Students are expected to do homework	1	.....	2	.....	3	.....
g. Teacher morale is high	1	.....	2	.....	3	.....
h. Teachers have a negative attitude about students	1	.....	2	.....	3	.....
i. Teachers find it difficult to motivate students	1	.....	2	.....	3	.....
j. The school day for students is structured	1	.....	2	.....	3	.....
k. Deviation by students from school rules is not tolerated	1	.....	2	.....	3	.....
l. The school environment is "flexible"	1	.....	2	.....	3	.....
m. Teachers take the time to respond to students' individual needs	1	.....	2	.....	3	.....
n. The school emphasizes sports	1	.....	2	.....	3	.....
o. Students face competition for grades	1	.....	2	.....	3	.....

48. Please indicate which of the following exists in your school.

(CIRCLE ONE ON EACH LINE)

	YES	NO
a. Visitors required to sign in at the main office	1	2
b. Hall passes required to visit library	1	2
c. Hall passes required to visit lavatory	1	2
d. Hall passes required to visit office	1	2
e. Hall passes required to visit counselor	1	2
f. Academic counseling for students	1	2
g. Behavioral problem counseling for students	1	2
h. Vocational counseling for students	1	2
i. Student uniform required	1	2
j. Certain forms of student dress forbidden	1	2
k. Students prohibited from leaving school or school grounds during school hours	1	2

49. Indicate the degree to which each of the following matters is a problem in your school.

(CIRCLE ONE ON EACH LINE)

	Serious	Moderate	Minor	Not a Problem
a. Student tardiness	1	2	3	4
b. Student absenteeism	1	2	3	4
c. Student class cutting	1	2	3	4
d. Physical conflicts among students	1	2	3	4
e. Robbery or theft	1	2	3	4
f. Vandalism of school property	1	2	3	4
g. Student use of alcohol	1	2	3	4
h. Student use of illegal drugs	1	2	3	4
i. Student possession of weapons	1	2	3	4
j. Physical abuse of teachers	1	2	3	4
k. Verbal abuse of teachers	1	2	3	4

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

(CIRCLE ONE ON EACH LINE)

FIRST OCCURRENCE

	No Action or Warning Issued	Minor Discipl. Action	Suspension	Expulsion
a. Cheating	0	1	2	3
b. Physical injury to another student	0	1	2	3
c. Possession of alcohol	0	1	2	3
d. Possession of illegal drugs	0	1	2	3
e. Possession of weapons	0	1	2	3
f. Use at school of alcohol	0	1	2	3
g. Use at school of illegal drugs	0	1	2	3
h. Smoking at school	0	1	2	3
i. Verbal abuse of teacher or staff member	0	1	2	3
j. Physical injury to a teacher or staff member	0	1	2	3
k. Theft of school property	0	1	2	3
l. Classroom disturbance	0	1	2	3
m. Use of profanity	0	1	2	3

REPEATED OCCURRENCES

	No Action or Warning Issued	Minor Discipl. Action	Suspension	Expulsion
a. Cheating	0	1	2	3
b. Physical injury to another student	0	1	2	3
c. Possession of alcohol	0	1	2	3
d. Possession of illegal drugs	0	1	2	3
e. Possession of weapons	0	1	2	3
f. Use at school of alcohol	0	1	2	3
g. Use at school of illegal drugs	0	1	2	3
h. Smoking at school	0	1	2	3
i. Verbal abuse of teacher or staff member	0	1	2	3
j. Physical injury to a teacher or staff member	0	1	2	3
k. Theft of school property	0	1	2	3
l. Classroom disturbance	0	1	2	3
m. Use of profanity	0	1	2	3

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

Name (please print)

() _____
Telephone Number

Home or
 Office

Best time of
day to call: _____ AM
PM

Appendix F

Questionnaire for Survey of Middle Grade Practices at NELS:88 Base Year Schools

A NELS:88 ENHANCEMENT SURVEY OF MIDDLE GRADES PRACTICES

October 26, 1988

Dear Principal:

Last week, we wrote to request your participation in the NELS:88 Enhancement Survey of Middle Grades Practices that we are conducting at The Johns Hopkins University Center for Research on Elementary and Middle Schools (CREMS). All schools in the NELS:88 survey are asked to complete the booklet and return it in the enclosed postage-paid envelope.

Schools in different districts and locations have different ideas about how to conduct education in the middle grades. Your participation is needed to assure a complete picture of the diversity of educational approaches and practices in schools today. It is important that you respond to each question as objectively as possible. There are no "right" answers. Select the responses that most closely reflect the current conditions in your school.

Only with this added information, can we make the best use of the valuable information that you, your teachers, and students provided in NELS:88 to address questions about the variety of school practices in the middle grades.

Joining us in requesting your cooperation in this survey is the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP). These organizations recognize the need for up-to-date information on middle level education, and will help disseminate the results to educators across the country.

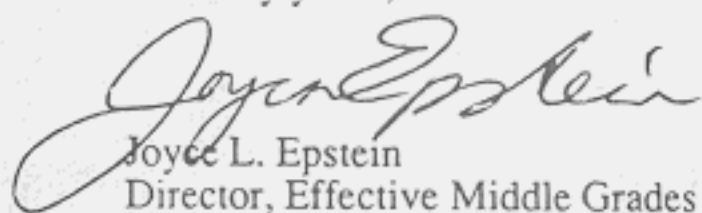
We want to assure you that your responses will remain confidential. They will be grouped with those of about 1000 other principals, and no names of people or schools will ever be used. All data are being collected by NORC, with whom you worked last spring, and only NORC can contact you directly.

We know that you are very busy and your time is valuable. To show our appreciation, you will receive a copy of the results of this study later this school year. We hope that you will find the survey and the reports helpful in your planning.

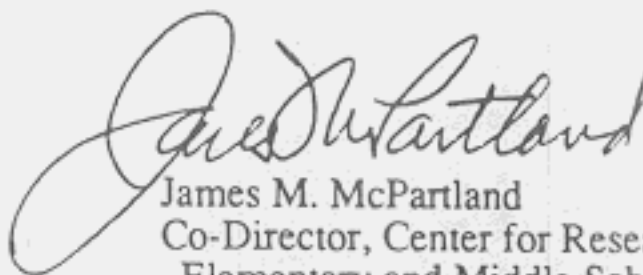
If the letter sent last week failed to reach you and you need more information before participating, you may call, collect, at 301-338-7570.

With your assistance, we will begin to develop a comprehensive base of information to improve understanding of education in the middle grades. Again, many thanks for your time and cooperation in this exchange of information.

Sincerely yours,



Joyce L. Epstein
Director, Effective Middle Grades Program



James M. McPartland
Co-Director, Center for Research on
Elementary and Middle Schools

ABOUT YOUR SCHOOL ORGANIZATION

Q-1 What are the LOWEST and HIGHEST grade levels in your school? (Circle TWO choices below.)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Q-2 How many eighth-grade students are currently enrolled in your school?

NUMBER OF 8TH-GRADE STUDENTS ENROLLED: _____

Q-3 How many of your teachers provide instruction to eighth-graders?

NUMBER OF FULL- AND PART-TIME TEACHERS OF 8TH-GRADE STUDENTS: _____

The next few questions ask about staffing, scheduling, and grouping practices in your school. These questions are about the major academic subjects only -- ENGLISH or language arts, READING, MATHEMATICS, SOCIAL STUDIES, SCIENCE, and FOREIGN LANGUAGE. For Questions 4-7, do NOT consider other subjects, or gifted or special education classes.

Q-4 What is the MAJOR way that your school is organized for eighth-grade student instruction? (Circle one choice.)

- SELF-CONTAINED CLASS -- students are taught all of their academic subjects by one teacher 1
- DEPARTMENTALIZED -- students are taught each of their academic subjects by a different teacher 2
- SEMI-DEPARTMENTALIZED -- students are taught their academic subjects by only 2 or 3 different teachers 3

Q-5 In the academic subjects -- English/language arts, reading, math, science, social studies, and foreign language -- how many different teachers does the "typical student" have during an average week? (Circle one choice for each grade that is in your school.)

The "TYPICAL STUDENT" in ...	How Many DIFFERENT Teachers?				
a) Grade 6	1	2	3	4	5+
b) Grade 7	1	2	3	4	5+
c) Grade 8	1	2	3	4	5+
d) Grade 9	1	2	3	4	5+

Q-6 Do students remain with the SAME group of classmates throughout the day for all of their academic subjects, or do they CHANGE classmates for 1 or 2 subjects (such as math and English), or do they CHANGE classmates for MOST subjects? (Circle one choice for each grade that is in your school.)

Do Students KEEP or CHANGE Classmates?

a) Grade 6	Keep same classmates	Change classmates for 1 or 2	Change classmates for most
b) Grade 7	Keep same classmates	Change classmates for 1 or 2	Change classmates for most
c) Grade 8	Keep same classmates	Change classmates for 1 or 2	Change classmates for most
d) Grade 9	Keep same classmates	Change classmates for 1 or 2	Change classmates for most

Q-7 For which academic subjects are students assigned to homogeneous classes based on similar abilities or achievement levels? (Circle ALL that apply in each grade that is in your school.)

Which Are Homogeneous Classes Based on Ability?

a) Grade 6	None	ALL	Reading	English	Math	Science	Soc. Stud.	For. Lang.
b) Grade 7	None	ALL	Reading	English	Math	Science	Soc. Stud.	For. Lang.
c) Grade 8	None	ALL	Reading	English	Math	Science	Soc. Stud.	For. Lang.
d) Grade 9	None	ALL	Reading	English	Math	Science	Soc. Stud.	For. Lang.

GUIDANCE AND ADVISORY PERIODS

Q-8 How often do the following activities occur during a HOMEROOM or GROUP ADVISORY period in your school? Please circle one choice on each line that comes closest to your program.

If you DO NOT have these periods, CHECK here _____ and continue with question Q-10

How Often In Homeroom or Advisory Period?

a) Take attendance for school records	Daily	Weekly	Monthly	A few per year	Never
b) Distribute notices to bring home	Daily	Weekly	Monthly	A few per year	Never
c) Make announcements	Daily	Weekly	Monthly	A few per year	Never
d) Meet with individual students about problems	Daily	Weekly	Monthly	A few per year	Never
e) Give career information and requirements	Daily	Weekly	Monthly	A few per year	Never
f) Discuss academic problems or issues	Daily	Weekly	Monthly	A few per year	Never
g) Discuss study skills or test-taking strategies	Daily	Weekly	Monthly	A few per year	Never
h) Discuss personal or family problems	Daily	Weekly	Monthly	A few per year	Never
i) Discuss social relationships, peers, and friends	Daily	Weekly	Monthly	A few per year	Never
j) Discuss health issues, e.g. drug use prevention, family planning, etc.	Daily	Weekly	Monthly	A few per year	Never
k) Discuss moral or ethical issues and values	Daily	Weekly	Monthly	A few per year	Never
l) Discuss race relations and multi-cultural issues	Daily	Weekly	Monthly	A few per year	Never
m) Develop student leadership in school or class government, committees, etc.	Daily	Weekly	Monthly	A few per year	Never
n) Use time for students to write about themselves or to write in a journal	Daily	Weekly	Monthly	A few per year	Never
o) Other (please describe)	Daily	Weekly	Monthly	A few per year	Never

Q-9 If your school has one or more periods set aside for some of the activities listed in Q-8, please WRITE IN what these periods are called and how they are scheduled. (If "homeroom" occurs as part of a regular "subject-matter" class, DO NOT count the minutes spent in subject-matter instruction.)

PERIOD(S) CALLED:	Periods Per Week?	Minutes Per Period?	Number of Students?
_____	_____ periods per week	_____ minutes per period	_____ students per class
_____	_____ periods per week	_____ minutes per period	_____ students per class

Q-10 About how many different students are assigned to each guidance counselor? Please estimate the guidance counselor-student ratio.

If you have NO guidance counselors, CHECK here: _____ and continue with question Q-12

NUMBER OF STUDENTS PER COUNSELOR: _____

Q-11 How do guidance counselors in the middle grades in your school divide their time? Please estimate the percent of time a guidance counselor spends on the following activities. The estimated % should add to 100%

- a) Testing -- administering achievement, competency, career interests, or other tests % of time
 - b) Scheduling -- setting up class schedules, test schedules, changing individual schedules % of time
 - c) Group meetings -- discussing academics, drugs, careers, or other topics with groups of students % of time
 - d) Individual counseling of students with problems % of time
 - e) Individual, routine meetings with each student at regular intervals % of time
 - f) Parent conferences % of time
 - g) Record-keeping and other clerical or administrative activities % of time
 - h) Teacher team meetings -- participating as a member of an interdisciplinary team of teachers % of time
 - i) Other (describe) % of time
- TOTAL = 100 %

Q-12 How well do your PRESENT practices match your IDEAL program for guidance, advice, and counseling of students in the middle grades? (Circle one choice.)

- EXCELLENT -- present practices fit students' needs exactly 1
- GOOD -- basic practices are in place, minor changes needed 2
- FAIR -- need to improve or add several practices 3
- WEAK -- need to design new practices, major changes needed 4

REWARDS, RECOGNITIONS, AND EVALUATIONS

Q-13 Schools reward students for different skills. How many eighth-grade students receive school-wide recognition or awards for their achievements in the following areas?

OFFICIAL RECOGNITION...	How many 8TH GRADE STUDENTS?					
a) For academic skills, writing, tests, honors	None	1 or 2	A few	Several	Many	Most
b) For art, music, mechanical, or other skills	None	1 or 2	A few	Several	Many	Most
c) For attendance	None	1 or 2	A few	Several	Many	Most
d) For citizenship, service	None	1 or 2	A few	Several	Many	Most
e) Other (describe)	None	1 or 2	A few	Several	Many	Most

Q-14 What kinds of information are given on student report cards? (Circle all that apply.)

- ACHIEVEMENT grade in each subject (e.g., A,B,C,D, or 80,85,90) 1
- CONDUCT grade in each subject (separate from achievement grade) 2
- PROGRESS grade in each subject for improvement in performance (separate from achievement grade) ... 3
- EFFORT grade in each subject (separate from achievement grade) 4
- HAND-WRITTEN COMMENTS by teacher on individual strengths and weaknesses in each subject 5
- Teacher-selected COMPUTER-GENERATED comments on strengths and weaknesses in each subject 6
- ATTENDANCE in each subject 7
- GRADE POINT AVERAGE (GPA) or class rank 8
- Other (describe) 9

Q-15 In 8th-grade English or math classes where the material is least difficult (e.g., in the lowest track or group) how many students typically receive high report card grades (A's or B's)? Circle the choice that best describes what happens in your school.

- NO STUDENTS in these classes receive high grades (A's or B's) 1
- VERY FEW STUDENTS receive high grades 2
- SEVERAL STUDENTS receive high grades, but fewer than in more difficult classes 3
- AS MANY STUDENTS in these classes receive high grades as in more difficult classes 4
- We have NO CLASSES in 8th-grade English or math where the material is less difficult than in other classes 5

Q-16 Think of students who are academically in the **LOWEST THIRD** of the eighth grade. Compared to students in the **MIDDLE THIRD** of the class, how often do the following activities occur for the lower group?

Circle one choice on each line, or circle "Do Not Have" if you do NOT have the activity for any students.

How Often in LOW Third Compared to Middle

a) Have schoolwork displayed on bulletin boards	Never	Much less often	Less often	About the same	Do Not Have
b) Are recognized for achievements in school assemblies	Never	Much less often	Less often	About the same	Do Not Have
c) Serve as student representatives or leaders	Never	Much less often	Less often	About the same	Do Not Have
d) Participate in clubs and activities	Never	Much less often	Less often	About the same	Do Not Have
e) Play on athletic teams that compete with other schools	Never	Much less often	Less often	About the same	Do Not Have
f) Make school announcements on the loudspeaker	Never	Much less often	Less often	About the same	Do Not Have
g) Do community service activities	Never	Much less often	Less often	About the same	Do Not Have

CURRICULUM AND INSTRUCTIONAL PRACTICES

Q-17 Estimate the proportion of your school's students who have these courses or experiences any time during the 7th or 8th grades. (Circle the choice that comes the closest to your estimate.)

	Students Taking These in 7th or 8th Grades				
a) A full year of ALGEBRA	None	10%	25%	50%	75%+
b) A course in READING separate from and in addition to a course in English or language arts	None	10%-	25%	50%	75%+
c) TWO full years of SCIENCE instruction	None	10%	25%	50%	75%+
d) A full year of a FOREIGN LANGUAGE (equivalent of high school level I)	None	10%	25%	50%	75%+
e) Short, exploratory, or MINI-COURSES in a variety of skills, topics, and talents	None	10%	25%	50%	75%+

Q-18 Schools set many important goals for their eighth-grade students. If you had to choose among the seven goals listed below, how would you rank their importance in your school program for ALL eighth-graders. Enter a "1" for the most important goal for ALL eighth-graders, "2" for the next most important goal, and so on.

HOW IMPORTANT FOR ALL EIGHTH-GRADERS?

RANK 1 to 7

- a) Basic skills (reading, math, writing, speaking, and subject matter mastery)
- b) Higher level skills (reasoning, problem solving, critical and creative thinking)
- c) Citizenship (including service to the school and community)
- d) Work habits (self discipline, autonomy, self-direction)
- e) Personal growth and development (self esteem, self-knowledge)
- f) Human relations (getting along with others, good race relations, multi-cultural education)
- g) Attitudes and commitment (positive attitudes about school, class participation, school activities)

Q-19 Schools vary in the ways they teach major academic subjects in the middle grades. For each of four major subjects, we have listed practices that some schools follow. Please think of a TYPICAL teacher of each subject -- not the best or weakest teacher -- in your school. Please ESTIMATE how often the typical teacher would use these approaches with AVERAGE or MIXED-ABILITY eighth-grade classes at your school.

Typical ENGLISH Teachers in this school...	How Often in an "Average" English Class?				
a) Have students write compositions or reports at least one page long	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
b) Drill and practice on language basics (vocabulary, punctuation, grammar)	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
c) Teach content and ideas in works of literature	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
d) Have students edit, rewrite, and resubmit their compositions after peer or teacher review	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
e) Have students make oral presentations	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>

Typical MATH Teachers in this school...	How Often in an "Average" Math Class?				
a) Organize peer-tutoring or cross-grade tutoring	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
b) Drill and practice in math computation	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
c) Emphasize creative problem solving, logic, and multiple ways of solving problems	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
d) Emphasize math applications in real-world situations	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>

Typical SCIENCE Teachers in this school...	How Often in an "Average" Science Class?				
a) Have students conduct hands-on laboratory research	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
b) Teach, drill, and practice basic science facts	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
c) Emphasize scientific methods of discovery	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
d) Use computer or video to provide scientific instruction and explanations	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>

Typical SOCIAL STUDIES Teachers in this school...	How Often in an "Average" Social Studies Class?				
a) Have students write at least one page of ideas on a topic as a composition	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
b) Have students work on joint or group projects	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
c) Drill and practice in important names, dates, and facts of history	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
d) Discuss controversial issues, values, and decisions in history and current events	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>
e) Have students BE historians (e.g., write histories, collect oral histories, conduct interviews, study archives, etc.)	<i>Every day</i>	<i>Every week</i>	<i>Most weeks</i>	<i>Monthly</i>	<i>Rarely or Never</i>

Q-20 All schools have some students who fall behind or learn more slowly than other students. Does your school offer any of the following remedial activities for these students? Circle YES or NO on each line. If YES, please provide a rough estimate of the number of eighth-graders who regularly participate in these programs in a typical school year.

	Have This Program?	About How Many Participate Regularly?
a) Pull-out program in reading or English	Yes No	_____eighth-graders
b) Pull-out program in math	Yes No	_____eighth-graders
c) Adult tutors work one-on-one with students in reading or English	Yes No	_____eighth-graders
d) Adult tutors work one-on-one with students in math	Yes No	_____eighth-graders
e) Peer-tutoring in any subject	Yes No	_____eighth-graders
f) Extra subject period instead of elective or exploratory course	Yes No	_____eighth-graders
g) After-school or before-school classes or coaching classes	Yes No	_____eighth-graders
h) Extra work or homework from classroom teacher	Yes No	_____eighth-graders
i) Saturday classes	Yes No	_____eighth-graders
j) Summer school	Yes No	_____eighth-graders
k) Mentoring program	Yes No	_____eighth-graders
l) Other(describe)	Yes No	_____eighth-graders

TRANSITIONS AND ARTICULATION

Q-21 How do you organize the transition from the MIDDLE grades to HIGH school? (Circle all that apply to your present practices.)

No transition -- high school grades continue in K-12, 7-12, or other program.	1
No special activities until students arrive at high school in the fall.	2
High school students present information at the middle grades school.	3
Middle grades students visit the high school for assembly.	4
Middle grades students attend regular classes at high school.	5
Buddy or big brother/big sister programs that pairs new student with older one at entry	6
Parents visit high school while children are still in middle grades.	7
Parents visit high school for orientation in the fall after children have entered.	8
Summer meetings at the high school.	9
High school counselors meet with students while they are still in the middle grades.	10
Middle grades and high school teachers meet together on courses and requirements.	11
Middle grades and high school administrators meet together on articulation and programs.	12
Middle grades counselors meet with high school counselors or staff.	13
Other(describe)	14

Q-22 How well do your present practices match your IDEAL program for your students' smooth transition from the middle grades into high school. (Circle one choice.)

EXCELLENT -- practices fit students' needs exactly	1
GOOD -- basic practices are in place, minor changes needed	2
FAIR -- need to improve or add several practices	3
WEAK -- need to design new practices and major changes	4

MIDDLE GRADES PROGRAMS AND PRACTICES.

Q-23 Practices and programs in the middle grades differ in every school. Some practices are tried and dropped. Others are maintained. Still others may be useful in the future. Some practices may never fit the program you plan for your school.

For each practice below, please circle YES or NO to tell if the practice WAS PART of your middle grades program any time in the PAST three years, IS PART of your program NOW, AND whether it WILL BE ADDED or KEPT in the next few years. Please circle 3 CHOICES on each line.

Circle YES or NO in EACH Column

	USED in PAST 3 yrs?	USE this NOW?	Will KEEP or ADD?
a) Written standards for promotion from grade to grade	yes no	yes no	yes no
b) Minimum competency tests for promotion to high school	yes no	yes no	yes no
c) Common academic curriculum for all eighth-grade students	yes no	yes no	yes no
d) Independent projects for all eighth-grade students in English or social studies	yes no	yes no	yes no
e) Independent projects for all eighth-grade students in math or science	yes no	yes no	yes no
f) Departments organized with their own chairpersons or heads	yes no	yes no	yes no
g) Interdisciplinary teams of teachers who share the same students	yes no	yes no	yes no
h) Flexible time schedules such that today's class periods may be different in length from tomorrow's	yes no	yes no	yes no
i) Common planning period for members of departments	yes no	yes no	yes no
j) School or district policy concerning the amount or frequency of homework..	yes no	yes no	yes no
k) Students assigned to the same homeroom or advisory teacher for all years in the middle grades	yes no	yes no	yes no
l) Classes organized for cooperative learning where students earn group rewards for mastery of academic skills	yes no	yes no	yes no
m) Students from more than one grade level assigned together to the same academic classes	yes no	yes no	yes no
n) The same student can be in a high-ability class for one academic subject and a low-ability class for another	yes no	yes no	yes no
o) Exploratory or mini-courses for all eighth-grade students	yes no	yes no	yes no
p) An eight period day	yes no	yes no	yes no
q) Extra-curricular activities or activity periods for all students	yes no	yes no	yes no
r) Minimum academic requirements for student participation in extra-curricular activities (e.g., sports, band, etc.)	yes no	yes no	yes no
s) Schools-within-a-school with their own administrative staffs	yes no	yes no	yes no
t) Systematic methods for early identification of students at risk of dropping out of school	yes no	yes no	yes no
u) Staff development in a coherent program of activities on early adolescent development and teaching strategies for middle grades	yes no	yes no	yes no

Q-24 How well do your present practices match your IDEAL of a successful program for students in the middle grades? (Circle one choice.)

- EXCELLENT -- present practices fit students' needs exactly -- exemplary program 1
- GOOD -- basic practices are in place, minor changes needed -- solid program 2
- FAIR -- need to improve or add some practices -- developing program 3
- WEAK -- need to design new practices and major revisions -- changing program 4

Q-25 Some school practices are influenced by policies or official guidelines of the State Department of Education. Which of your school's practices have been STRONGLY INFLUENCED by your state's policies and recommendations? (Circle all that have been strongly influenced by the state)

- Testing 1
- Promotion 2
- Curriculum requirements 3
- Instructional methods 4
- Personnel qualifications/certification 5
- Middle grades philosophy or policy 6
- Tracking and grouping 7
- Dropout prevention programs 8
- Remedial instruction 9
- Staff development programs 10
- Others (describe) 11

INVOLVEMENT OF PARENTS

Q-26 Not much is known about whether and how parents of middle grades students are involved in their children's schools and education. Please estimate the percent of parents of your middle grades students who are involved in the following ways each year. (Please circle one % on each line as a rough estimate for your school.)

% OF MIDDLE GRADES PARENTS WHO...

- a) Volunteer time frequently to help in classrooms or other school areas 0% 5% 10% 20% 35% 50% 75%+
- b) Regularly attend workshops about school programs, early adolescence, other topics about middle grades 0% 5% 10% 20% 35% 50% 75%+
- c) Receive information frequently from academic subject teachers on how to help their child at home on specific skills or homework 0% 5% 10% 20% 35% 50% 75%+
- d) Regularly monitor homework and assist child with homework and needed skills 0% 5% 10% 20% 35% 50% 75%+
- e) Join the PTA, PTO, or other parent organization 0% 5% 10% 20% 35% 50% 75%+
- f) Actively and regularly participate at PTA/PTO meetings or events 0% 5% 10% 20% 35% 50% 75%+
- g) Attend parent-teacher conferences each year with all of the academic subject teachers who teach their child 0% 5% 10% 20% 35% 50% 75%+
- h) Set up home conditions that support and encourage learning in the middle grades 0% 5% 10% 20% 35% 50% 75%+

TEAMS OF TEACHERS

Q-27 Does your school use DEPARTMENT (SINGLE SUBJECT) Team Teaching? Teachers in the SAME DEPARTMENT plan and teach together creating small group and large group activities by combining classes or regrouping students.

Circle all grades in which you use DEPARTMENT teams:

6 7 8 9 DO NOT USE

Q-28 Does your school use INTERDISCIPLINARY Team Teaching? Two or more teachers of DIFFERENT SUBJECTS share the same group of students and/or coordinate their instructional programs across subjects.

Circle all grades in which you use INTERDISCIPLINARY teams:

6 7 8 9 DO NOT USE

IF YOU USE "Interdisciplinary Team Teaching" in Grade 8, please continue. IF NOT, CHECK here _____ and skip to Q-33

Q-29 How many teachers are on a typical interdisciplinary team to teach eighth graders at your school?

Circle the NUMBER OF TEACHERS on a typical team:

2 3 4 5 6 7 or more

Q-30 What subjects are taught by teachers on a typical eighth-grade interdisciplinary team? Please circle ALL subjects taught by the teachers on a team.

Subjects taught by teachers on team Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other

Q-31 How much COMMON planning time is OFFICIALLY SCHEDULED EACH WEEK for all members of an eighth-grade interdisciplinary team? (Circle one.)

No official common planning time	1
Less than 30 minutes per week	2
Between one-half and 1 hour per week	3
Between 1 and 2 hours per week	4
Between 2 and 3 hours per week	5
More than 3 hours per week	6

Q-32 In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. If NO team planning occurs, CHECK here: _____ and skip to question Q-33

How Much Time Per Planning Period?

	None	Little	Less than half	About half	More than half
a) Individual Teacher Preparation. Teachers work on their own lessons, tests, grades.	None	Little	Less than half	About half	More than half
b) Coordinate Content. Teachers decide common themes and related topics for instruction.	None	Little	Less than half	About half	More than half
c) Revise Schedules. Teachers arrange or alter schedules for classes that need more time.	None	Little	Less than half	About half	More than half
d) Regroup Students. Teachers arrange small or large groups of students to match lessons to abilities.	None	Little	Less than half	About half	More than half
e) Diagnose Individual Students. Teachers discuss problems of specific students and arrange appropriate help.....	None	Little	Less than half	About half	More than half
f) Plan Special Events. Teachers arrange assemblies, trips, or other team activities.	None	Little	Less than half	About half	More than half
g) Conduct Conferences With Parents. Teachers meet as a team with parents to solve problems, provide assistance.....	None	Little	Less than half	About half	More than half
h) Other (describe)	None	Little	Less than half	About half	More than half

ABOUT YOUR STUDENTS, STAFF, AND YOURSELF

The final questions ask for information about your students, staff, and yourself that will permit the information you provide to be grouped with schools that are similar to your own.

Q-33 Approximately what percentage of the students currently enrolled in your school are from families in the following categories? *WRITE IN the % for each category. If NONE, write 0%. Column should sum to 100%.*

	% of Students' Families
a) Professional and managerial personnel	_____ %
b) Sales, clerical, technical, or skilled workers	_____ %
c) Factory or other blue collar workers	_____ %
d) Farm workers	_____ %
e) Military	_____ %
f) On welfare or unemployed	_____ %
	TOTAL = 100 %

Q-34 How would you rate the average academic ability of the students when they *ENTER* this school? (*Circle one choice.*)

Considerably above the national norm	1
Somewhat above the national norm	2
At the national norm	3
Somewhat below the national norm	4
Considerably below the national norm	5

Q-35 At the end of last school year (after summer school), about how many students were promoted to the next grade and how many were retained to repeat the same grade this year? (*Give approximate numbers for grades present in your school.*)

For 1988 School Year AFTER Summer School...	NUMBER OF STUDENTS...	
a) From Grade 6	_____ promoted	_____ retained
b) From Grade 7	_____ promoted	_____ retained
c) From Grade 8	_____ promoted	_____ retained
d) From Grade 9	_____ promoted	_____ retained

Q-36 What are the major reasons most eighth-grade students are retained to repeat a grade in your school? (*Circle all that apply as major reasons that eighth-graders are retained.*)

By policy, we do not retain eighth-grade students	1
Failing one academic course	2
Failing two or three academic courses	3
Failing more than three academic courses	4
Excessive absence or lateness	5
Consistently refusing to complete assigned schoolwork	6
Failing achievement or proficiency tests	7
Other(describe)	8

Q-37 Based on your experience, past records, or best guesses, please estimate the percent of your present 8th Grade BOYS and GIRLS who will PROBABLY NOT graduate from high school.

	% Unlikely To Finish School
a) PERCENT of present 8th grade BOYS who will probably NOT graduate from high school	_____ %
b) PERCENT of present 8th grade GIRLS who will probably NOT graduate from high school	_____ %

Q-38 The training and certification of eighth-grade teachers varies widely. Some may have SECONDARY or ELEMENTARY certification or licenses; others may have MIDDLE GRADES certification or endorsements. How many of your eighth-grade teachers (including provisional or emergency certified teachers) are certified in these different ways? (Please give your best estimates of these numbers. The number of teachers should match the total in question 3.)

How Many Teachers of Eighth Grade Students?	Number
a) Teachers with ELEMENTARY certification ONLY	_____
b) Teachers with SECONDARY certification ONLY	_____
c) Teachers with specific MIDDLE GRADES certification ONLY	_____
d) Teachers with both ELEMENTARY and specific MIDDLE GRADES certification or endorsement ..	_____
e) Teachers with both SECONDARY and specific MIDDLE GRADES certification or endorsement	_____
f) UNCERTIFIED teachers	_____
g) Other (describe)	_____

Q-39 Including the 1988-89 school year, how many years have you been principal of this school?
 YEARS (INCLUDING THIS ONE) AS PRINCIPAL OF THIS SCHOOL: _____

Q-40 What other experiences in education have you had in the past? (Circle all that apply for you.)

- Principal of another elementary school 1
- Principal of another middle/junior high school 2
- Principal of another high school 3
- Assistant principal or other school administrator 4
- High school grades teacher 5
- Middle grades teacher 6
- Elementary grades teacher 7
- Guidance counselor at any school level 8
- Coach/athletic director 9
- Other(describe) 10

Please use the space below for any other comments or ideas that you would like to add.

THANK YOU VERY MUCH FOR YOUR TIME AND YOUR HELP!

Please return your completed survey in the postage-paid envelope provided. Or mail your booklet to --
 NELS:88 Enhancement Survey, NORC, 1155 East 60th Street, Chicago, IL 60637.