
NLSY79 Child School Survey of 1994-1995

Revised User's Guide

- June 2002 -

**Center for Human Resource Research
The Ohio State University**

This report was prepared with funds obtained under grant #R01HD28722 from the National Institute of Child Health and Human Development (NICHD).

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Notes to Users:

The 1994-95 NLSY79 Child School Survey dataset is designed to be used in conjunction with the NLSY79 Child dataset. Users who are unfamiliar with the NLSY79 Child data are encouraged to become acquainted with the Child data before using the School Survey dataset. New users of the NLSY79 Child data should review the following publications: the *NLSY Child Handbook - Revised Edition* (1993) and the current *NLSY79 Child and Young Adult Data Users Guide*. Both are available through the below contact address, and the latter document is also available online at <http://www.bls.gov/nls/>.

Users who do not have the printed copy of the Child School Survey Users Guide may obtain a printed copy from the address below. While it is possible to use the codebook file included to gain a basic understanding of the topics which each variable refers to, the printed School Survey user's guide includes the actual questionnaires used in the Child School Survey. Without the questionnaires, the actual wording of questions and skip patterns within the questionnaires will be unclear in many instances.

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THE NLSY79 CHILD SCHOOL SURVEY OF 1994-1995

THE NLSY79 CHILD SCHOOL SAMPLE

With support from a grant funded by the National Institute of Child Health and Human Development, a large body of personal and institutional information about the schooling and schools attended by a subset of children born to female respondents in the NLSY79 was collected in 1995 and 1996. The original eligible universe of children consisted of those enrolled between grades one and twelve at that time. For a few children, their enrollment status referred to their 1993-1994 school year. For most of the children, the reference year was the 1994-1995 school year. Additional eligibility criteria were that children under the age of 15 (as of the end of 1994) were included if they were living with their mother; older children could be living either with their mother or in other residences. Children also needed to be at least age 5 at the time of interview. We have estimated that 4,441 children available to be interviewed in 1994 met these eligibility criteria.

For 3,620 or 81.5 percent of these eligible children, we obtained parental permission to contact and obtain information about the school and the child directly from the school. Thus, for about 18 percent, permission was not obtained. The patterning of attrition by consent status is clarified in Table 1.

The objective of this data collection was to obtain information from an NLSY79 child's school to complement the extensive data available about the child's family environment and his or her development. From an analytical perspective, this enables researchers to build a more complete picture of the child's total environment. The data collection had several components. First, there was a questionnaire completed by the principal of the school (the "Principal" questionnaire) that included a variety of information about characteristics of the school, school policies and practices, and school-community interfaces. Second, a questionnaire completed by school office personnel (the "Child Schooling" questionnaire) obtained a variety of information about the child, including grade, attendance, involvement in special programs and grade level information. Where a completed questionnaire was not obtainable, an attempt was made to collect a limited amount of high priority information using a very abbreviated interview schedule. This schedule was however utilized only for a modest number of cases. We also requested transcripts for these children, which yielded standardized test scores for about 34

percent of the children. All of these data elements are defined below. Copies of the principal and child questionnaires are available in Appendix A and B of this document, and should be examined by users when accessing these data. The variable identification number used is equivalent to the questionnaire item in the annotated versions of the principal or child questionnaire. This is detailed further below.

DATA COLLECTION

As mentioned above, the objective was to collect a variety of school-related information for the children of NLSY79 female respondents who were enrolled in elementary, middle, or senior high school at their 1994 interview. Prior to the data collection effort, waivers were administered to parents to permit NORC (the data collection agency) to contact the school(s) of the children. School names and addresses were obtained from a large majority of the eligible sample of children whose mothers were interviewed in the 1994 NLSY79 survey round. Permission was asked for those children who were enrolled in grades one through twelve and who resided with their mother at the interview date, and for those not living with their mother but who were over age 15. Permission was also obtained from the parents of a significant number of children who were enrolled below grade one at the interview date, but who entered grade one at some point during the interview window. A supplementary mailing was made in April 1995 to parents of children for whom a waiver could not be located to augment the list of children for whom consent was already available.

Data collection began in the second half of the 1994-1995 school year to ensure that schools would have available reasonably detailed records about the child. The intention was to initially contact all of the schools by telephone in the second half of the 1994-1995 school year and to follow up immediately with a mailing to the school. Schools were given ten dollars for each child that they were requested to provide information about "for costs associated with processing and mailing". This procedure was not very successful; as of the end of the 1994-1995 school year, NORC had received materials, sometimes partial, sometimes complete, from about a third of the eligible sample. Part of this low response rate reflected the fact that the school contact process was delayed for a variety of reasons, and the interview process did not begin until April-May 1995.

The interview process was then interrupted for the summer months and restarted in September with the Fall term of the 1995-1996 school year. Initially, the continuation involved recontacting many schools and sending additional materials. This led to a modest augmentation of completion rates to about 40 percent. At that point, a major change in contact procedures was made. This included additional mailings and new telephone contacts and was implemented in November 1995. In January 1996, it was decided to follow up intensively with field telephone calls from locally knowledgeable interviewers. In selected instances, NORC interviewers on site in many of the school locales made personal local contact with the remaining schools, and in some instances visited the schools and helped complete the interview schedules. These more intensive procedures continued through the end of the school year, May, 1996. As a result of this enhanced data collection effort, we ultimately received at least some information for about 67 percent of the children who were part of the original contact list, and for about 82 percent of the children for whom parental consent had been obtained.

For 334 children, we obtained information from more than one school, as the child attended more than one school during the interview window. Additionally, some children were eligible for inclusion in only one of the two years, so the data collection window encompassed only that one school year. The data file includes all of the information available for these children for up to two schools. It is emphasized that information collected during the 1995-1996 year could only be collected for schools attended during the preceding two years as the waiver formed signed by the parent only permitted access to records available in the schools the children had attended during that period.

The aptitude and achievement information, typically recorded on a school transcript, was data-entered at CHRR. These transcripts in some instances were obtained from more than one school. We have one or more national achievement test score recorded for 1,222 children, or about a third of the children for whom consent forms had been obtained. In many instances, a youth has a standardized score available for several domains--mathematics, reading or other verbal. Additionally, a youth may have taken a particular achievement test more than once. The distribution of these children by the assessment(s) they completed is also described below. We allowed for up to nine different scores for each child as well as the dates these assessments were given. It is important to note that even though the transcript data were obtained during the interview window, they often include achievement test information for earlier years/grades.

Data from the principal and child questionnaires were entered at NORC. The transcript data were processed and standardized test score information transcribed at CHRR. The files processed at NORC were then forwarded to CHRR and combined with the transcript data.

ELIGIBILITY AND COMPLETION CRITERIA

Eligibility criteria were originally determined by a youth's enrollment status, grade, age, and residency as of the 1994 survey round. Given the lengthier than anticipated field period, this definition was extended to include youth who were in grades one through twelve at some point during the whole interview window. For example, youth below grade one as of the 1994 interview date were eligible if they attained grade eligibility following that date, but during the interview window. This was of course constrained by the fact that only schools listed by the parent on the waiver form as of the 1994 interview could be approached for information. However, a significant number of children continued in the same school when making the kindergarten/nursery to grade one transition.

The criteria for defining "completion" are indeed somewhat subjective. In the original completion definition as defined by NORC, the data collection agency, there were a number of children for whom principal and child questionnaires were returned from the school, that were initially defined as completions. On closer examination at CHRR, it was found that a modest percent of these schedules had no entries.

Based on this, we examined all of the principal and child questionnaires, and made the decision to redefine completion on the basis of selected questionnaire item completion; four items were chosen from the principal questionnaire and four items from the child questionnaire. They were selected on the basis of their analytical importance and their placement at the beginning, middle and near the end of the questionnaires. A questionnaire in which at least three of the four items was completed was considered a completed questionnaire. The items selected from the principal questionnaire were Q5 (public or private?), Q23 (library media center?), Q26 (school admission policy), and Q36 (single parent homes in neighborhood). The items selected for defining child questionnaire completion were questions 5 and 23 (enrollment status), Q6 (year first attended school), Q41 (ever skipped grade?), and Q57 (Do students have computers?).

For a modest number of youth, a complete interview could not be obtained. As a last resort, NORC attempted to obtain more limited information in an abbreviated interview.

Additionally, for some youth, it was possible to obtain either a principal or child questionnaire, but not both. The discussion that follows clarifies the proportion of youth who completed all or portions of the survey.

Completion Rates

Table 1 includes summary completion information according to the several criteria suggested above.

TABLE 1. Completion Status for the NLSY79 School Survey

	SAMPLE SIZE	CONSENT RECEIVED	TOTAL COMPLETION RATE
Complete Principal and Child Quex	2,247	62.1%	50.6%
- Including Abbreviated Survey	2,602	71.8%	58.6%
- Including. Partial Completions	2,982	82.3%	67.1%
Full Child Questionnaire Complete	2,353	65.0%	53.0%
Abbrev. Child Questionnaire Complete	381	10.5%	8.6%
Full Principal Questionnaire Complete	2,531	69.9%	57.0%
Abbrev. Principal Quex. Complete	319	8.8%	7.2%
Transcript with Test Scores Available	1,222	33.7%	27.5%
Total Sample	4,441	3,620	

Table 1 describes completion rates both including and excluding children for whom parental consent had been obtained. The denominator in the larger sample (Total Completion Rate column), includes youth for whom consent had not been obtained- everyone in the first through twelfth grade at some point during the interviewing window. We also provide completion rates based on the actual sample eligible after excluding children whose mother did not sign the school waiver form (Consent Received Completion Rate column). Completion rates for this group are a better measure of the effectiveness of the interviewing process. In this report, we include selected completion rates and some discussion of potential bias using both of these criteria. Completion rates are only reported for the first school a youth attended, even if information for more than one school is available.

As may be noted in Table 1, at least *some* information was collected for 67 percent of the full sample, and 82 percent of the sample for whom consent had been obtained. In contrast, “complete survey data—both principal and child questionnaires” are available for 62 percent of children with consent forms. Another 9 percent completed at least some form of the principal and child questionnaire.

ACHIEVEMENT TEST TRANSCRIPTS

What Tests Were Taken

It is important to note that only 1,222 or 41 percent of the transcripts include achievement test information. As may be noted in Table 2, relatively large numbers of those reporting test results completed at least one of five different tests: the Iowa Test of Basic Achievement, the Stanford achievement test, the California Achievement test, the Comprehensive test of Basic Skills or the Metropolitan Achievement Test. In many instances, children have taken more than one of these tests, or have taken a particular test more than once.

TABLE 2. Distribution of Achievement Tests Taken by NLSY79 Children

	TOTAL NUMBER OF TESTS TAKEN	NUMBER TAKEN AS 1ST TEST
Iowa Test of Basic Skills	988	357
Stanford Achievement Test	669	267
California Achievement Test	699	271
Comprehensive Test of Basic Skills	648	232
Metropolitan Achievement Test	256	89
American Testronics	23	5
Metropolitan Readiness Test	1	1
Total Tests	3,284	1,222

Who Received Consent and Who Completed the Survey

In this section, we examine differences in (1) child and family characteristics related to which parents were willing to give consent for the school survey and (2) school characteristics related to which schools were willing to complete the survey. Table 3 summarizes this

information in relation to the age and grade of the children. Table 4 suggests how interview completion patterns may vary by selected school characteristics.

**TABLE 3. Consent Status and Completion Status By Child Age and Grade
(Percent Distribution)**

	Total Sample	No Consent	Consent	Consent & Complete	Consent & Partial Complete	Consent No Data
Child Age						
Under 8	18.8	14.9	19.6	22.8	12.4	14.4
8-9 yrs.	21.5	20.7	21.7	22.2	18.2	24.4
10-13 yrs.	38.1	36.8	38.4	35.6	47.6	38.1
14-15 yrs.	13.6	15.0	13.3	12.7	15.0	13.8
16 & over.	8.0	12.5	7.0	6.4	6.8	9.2
Child Grade						
3 & under	37.0	30.9	38.3	42.3	23.8	34.9
4-5	20.9	21.0	20.9	19.1	25.0	22.7
6	9.9	9.7	10.0	9.6	13.1	8.0
7-8	15.5	15.8	15.5	14.0	18.9	17.1
9	5.7	6.9	5.4	5.1	6.6	5.2
10& over	10.2	15.6	7.3	8.4	8.2	12.1
Sample Size	4441	821	3620	2247	735	638

TABLE 4. Completion Status by Selected School and Area Characteristics for Children with Signed Consent Forms (Percent Distribution)

	Complete	Partial Complete
Metro Status of School		
- Urban	35.5	36.7
- Suburban	46.0	47.2
- Rural	18.4	16.1
% Public School	93.0	98.1
Race/Ethnicity Composition		
School more than 75% white	37.9	28.8
School more than 25% Black	33.4	37.6
School more than 25% Hispanic	15.8	24.3

ACCESSING AND USING THE DATA

The release of this school file is independent of other NLSY79 releases although these data can be joined with the NLSY79 Child releases by matching the child identification codes on the school survey file with the child identification codes on the Child public release.

TABLE 5: File listing

FILE NAME ON DISK	DESCRIPTION OF FILE	FILE NAME WHEN EXTRACTED
DATA.EXE	Raw data file	SSURV.DAT
README.TXT	Description of disk contents and decompression instructions	(ASCII file, no compression)
CODEBK.EXE	Codebook file (means and frequencies for all variables)	SSURV.CBK
SASCC.EXE	SAS Control Cards	CCARDS.SAS
SPSSCC.EXE	SPSS Control Cards	CCARDS.SPS
UGUIDE.EXE	User's guide (in Microsoft Word format)	GUIDE.DOC
SASFL.EXE	SAS formatting & linking statements	SAS_FORMATS.SAS SAS_LINKS.SAS

All files, except for the README file, are in a self-extracting format. The following steps will allow users to access the data. First, create a directory on your computer's hard drive

named “C:/SchoolSurvey.” Second, copy the contents of both floppy disks into this directory. Third, run every file that ends in the .EXE extension; this will decompress the contents of each file. Finally, delete all files that end in the .EXE extension. The files will be decompressed in the C:/SchoolSurvey directory and ready for use.

SAS formatting and linking statements are provided for user convenience; an example of the use of SAS formats and links in producing means and frequencies is presented in Appendix C. Users who wish to produce formatted frequencies using SPSS may use the SAS statements in Appendix C as a guide.

Data file design and control cards

The raw data file containing the school survey data is rectangular, with each student having a separate line of data in the dataset assembled. For each student, the child questionnaire data for the first school is followed by data for the second school, for those who have second school information. The child questionnaire data is followed by the principal questionnaire data; as with the child questionnaire data, school one data is followed by school two data. Information taken from the student’s transcript regarding standardized test results follows, with scores for up to nine different test scores per student. SAS and SPSS control cards are statements used to read the school survey data from the raw dataset SSURV.DAT and attach labels to all variables.

Instructions for Merging with the NLSY79 Child Dataset

To combine the Child School Survey file with the NLSY79 Child, the critical variables are the school survey variable CHILDDID and the (7-digit) NLSY79 Child dataset child identification variable (C0000100). Thus, a user can link school survey data on a case-by-case basis to information on the students represented in the NLSY79 Children dataset. Once the school survey and NLSY79 Child dataset have been combined using the appropriate ID variable, users can conduct research using variables from both the school survey and the NLSY79 Child data. For example, after linking the two datasets, a researcher may examine the relationship between number of days a student missed in 1994 (Child Questionnaire variable C1Q14) and that student’s home environment (via the HOME environment inventory contained in the NLSY79 Child dataset). Examples of merging programs for SAS and SPSS are contained in Appendix C. Note that in the school survey dataset the length for the CHILDDID and MOMID

variables are 8 and 6, respectively, while for the NLSY79 Child dataset the lengths for CHILDDID and MOMID are 7 and 5, respectively. This will not affect the success of the merging process, however, as the data for these identification variables are identical in the two datasets.

Data Release Restrictions to Preserve Confidentiality

A number of changes have been made to the School Survey data in order to ensure that the confidentiality of respondents was maintained. Some items were either removed or had their responses aggregated into categories or into new variables. This section details these changes.

Certain items have been removed from the dataset. For the most part, these are questions which either specified the day that the questionnaire was filled out, or asked for specific verbatim answers from the respondent. For the Child questionnaire, the questions which have been dropped are questions 1B, 4OS, 6B, 10B, 11OS, 16OS, 22OS, 26B, 27OS, 32OS and 38OS. For the Principal questionnaire, questions 1B, 4OS, 5OS, 6OS, 9B, 13B, 17OS1, 17OS2, 19OS1, 19OS2, 19OS3, 21OS, 26OS, 30OS, 32A3 though 32F3, and 33OS have been removed.

The responses on special education for question 19M1 through 19M3 administered in the Principal questionnaire have been aggregated into one variable, 19M. On the Principal questionnaire, the responses on 21C through 21G have been combined into variable 21O, which is the combined percentage of students in the programs mentioned in 21C through 21G. A number of other variables have had their responses aggregated into four or fewer categories, so that approximately a quarter of all valid responses fall into each category. For example, for question 15 in the principal questionnaire (% of teachers that are female), category one is 0%-65%, category two is 66%-85%, three is 86%-95%, and 4 is 96%-100%. The items affected by these changes in the Principal questionnaire are items 15, 16, 19A-19L, 21A-21B, 22, 24A-24C, and 39A-39C. For the Child Schooling

questionnaire, items 51, 52, and 54 have been changed in this way. The category details may be found in Table 6:

TABLE 6: Category Definitions for Aggregated Variables

Child Questionnaire Question 51 1 = '0% - 0%' 2 = '1% - 100%'	Principal Questionnaire Question 19E 1 = '0% - 3%' 2 = '4% - 11%' 3 = '12% - 29%' 4 = '30% - 100%'	Principal Questionnaire Question 21B 1 = '0% - 22%' 2 = '23% - 42%' 3 = '43% - 69%' 4 = '70% - 100%'
Child Questionnaire Question 52 1 = '0% - 95%' 2 = '96% - 100%'	Principal Questionnaire Question 19F 1 = '0% - 3%' 2 = '4% - 9%' 3 = '10% - 19%' 4 = '20% - 100%'	Principal Questionnaire Question 22F 1 = '0% - 89%' 2 = '90% - 95%' 3 = '96% - 98%' 4 = '99% - 100%'
Child Questionnaire Question 54 1 = '0% - 2%' 2 = '3% - 32%' 3 = '33% - 63%' 4 = '64% - 100%'	Principal Questionnaire Question 19G 1 = '0% - 2%' 2 = '3% - 6%' 3 = '7% - 11%' 4 = '12% - 100%'	Principal Questionnaire Question 24A 1 = '0 - 5000' 2 = '5001 - 8000' 3 = '8001 - 11900' 4 = '11901 - 500000'
Principal Questionnaire Question 15 1 = '0% - 66%' 2 = '67% - 85%' 3 = '86% - 95%' 4 = '96% - 100%'	Principal Questionnaire Question 19H 1 = '0% - 1%' 2 = '2% - 9%' 3 = '10% - 60%' 4 = '61% - 100%'	Principal Questionnaire Question 24B 1 = '0 - 50' 2 = '51 - 120' 3 = '121 - 250' 4 = '251 - 25000'
Principal Questionnaire Question 16 1 = '0% - 1%' 2 = '2% - 6%' 3 = '7% - 12%' 4 = '13% - 100%'	Principal Questionnaire Question 19I 1 = '0% - 16%' 2 = '17% - 38%' 3 = '39% - 73%' 4 = '74% - 100%'	Principal Questionnaire Question 24C 1 = '0 - 0' 2 = '1 - 10' 3 = '11 - 30' 4 = '31 - 3000'
Principal Questionnaire Question 19A 1 = '0% - 5%' 2 = '6% - 12%' 3 = '13% - 24%' 4 = '25% - 100%'	Principal Questionnaire Question 19J 1 = '0% - 24%' 2 = '25% - 44%' 3 = '45% - 71%' 4 = '72% - 100%'	Principal Questionnaire Question 39A 1 = '0% - 22%' 2 = '23% - 60%' 3 = '61% - 90%' 4 = '91% - 100%'
Principal Questionnaire Question 19B 1 = '0% - 7%' 2 = '8% - 14%' 3 = '15% - 24%' 4 = '25% - 100%'	Principal Questionnaire Question 19K 1 = '0% - 1%' 2 = '2% - 6%' 3 = '7% - 16%' 4 = '17% - 100%'	Principal Questionnaire Question 39B 1 = '0% - 0%' 2 = '1% - 100%'
Principal Questionnaire Question 19C 1 = '0% - 1%' 2 = '2% - 4%' 3 = '5% - 13%' 4 = '14% - 100%'	Principal Questionnaire Question 19L 1 = '0% - 0%' 2 = '1% - 1%' 3 = '2% - 5%' 4 = '6% - 100%'	Principal Questionnaire Question 39C 1 = '0% - 4%' 2 = '5% - 19%' 3 = '20% - 54%' 4 = '55% - 100%'
Principal Questionnaire Question 19D 1 = '0% - 0%' 2 = '1% - 2%' 3 = '3% - 9%' 4 = '10% - 100%'	Principal Questionnaire Question 21A 1 = '0% - 20%' 2 = '21% - 40%' 3 = '41% - 65%' 4 = '66% - 100%'	

DATA DICTIONARY

Variable Identifier Naming Convention

Child Schooling questionnaire: Variable names for the child questionnaire responses are in the following format: Variables starting with “C” designate them as responses to items in the child questionnaire; either a “1” or “2” appears next, designating whether this is information for the student’s first or second school. This is followed by a “Q” and the number of the relevant question in the child questionnaire. For example, the variable “C1Q14” contains the responses to question 14 for the child questionnaire received from the student’s first school. Also, the “OS” abbreviation at the end of certain variable identifiers is short for “Other specified.” Variables with the “OS” abbreviation are open-ended questions that specify the type of “other,” when “other” is the response to that question. For example, child questionnaire question Q4OS contains the open-ended responses for those who answered “other” (7) for question 4 in the child questionnaire (“What is your current title at this school?”).

Principal questionnaire: Variable identifiers for the principal questionnaire responses are in the following format: Variables starting with “P” designate them as responses to items in the principal questionnaire; either a “1” or “2” appears next, designating whether this is information for the student’s first or second school. This is followed by a “Q” and the number of the relevant question in the principal questionnaire. For example, the variable “P1Q12” contains the responses to question 12 for the principal questionnaire received from the student’s first school. Also, the “OS” abbreviation at the end of certain variable identifiers is short for “Other specified,” as is the case for child questionnaire items (see discussion above).

Transcript data: Unlike the child and principal questionnaire data, variable identifiers for the data taken from the transcripts are not classified by school, but by the number of standardized test scores available for that student. Variable identifiers are in the following format: all transcript variables that begin with “T” designate them as data from the student’s transcript(s); transcript variables end with a number “1” through “9”, with the number representing the cumulative number of national achievement tests taken by the student. For example, if a student’s transcript contains information for 9 separate tests, variable TTESTT1 would indicate the type of test for the first test taken, TTESTT2 would indicate the type of test for the second test taken, and so on to TTESTT9. If the student’s transcript contains information on 5 separate

tests, then that student would be expected to have information for variables TTEST1 through TTEST5; TTEST6 through TTEST9 would be empty for this student, as would TMONTH6 through TMONTH9, and so on to TMATTOT6 through TMATTOT9. Note also that the sequence of reported tests is not necessarily in chronological order; however, the month and year of each test is available through the variables TYEAR and TMONTH.

Missing data codes

All variables have missing values coded to give users, whenever possible, information regarding the reason for the data being missing. The following is the convention used:

Missing data code	MEANING
-8	No grade information available for student
-7	Abbreviated form received - question not asked on abbreviated form
-6	Non-completion of questionnaire (See “ELIGIBILITY AND COMPLETION CRITERIA” section for criteria on what constitutes a “completed” questionnaire.)
-5	“Data Not Available” (where this is a valid response to question; for example, see variable C1q15, response “N/A”) OR “Not Offered” (only used for Principal question 19)
-4	Not applicable (valid skip of item)
-3	Missing data (indicates invalid skip of item for Child and Principal questionnaire items)
-2	“Don’t know” response

Note that missing codes are coded ONLY -3 for all Transcript variables. Without a skip pattern to follow for the Transcript portion, it is impossible to differentiate types of missing values, as is possible for items from the child and principal questionnaire. Also note that, for child and principal questionnaire items, if the child does not have any second school information, then all second school items for that child will have code -6 (“non-completion of questionnaire”).

Definition of variables

INITIAL NLSY79-EXTRACTED ITEMS: These are selected items extracted from the 1994 NLSY79 Child dataset. Users are encouraged to use data from the NLSY79 Child dataset (see merging section) whenever possible, as the breadth of NLSY79 data which have been added to the School Survey dataset is limited. Child and Main NLSY79 data are now also available for several subsequent rounds of data collection beyond the 1994 round.

INITIAL NLSY79-EXTRACTED ITEMS:

CHILDDID, MOMID: CHILDDID is the child's identification number, MOMID is the mother's identification number; use in merging is explained in section "Instructions for Merging with the NLSY79 Child Dataset."

AGE: age of child at 1994 NLSY79 interview date. Note that in a small number of cases, there are discrepancies between the age value for the child in the school survey dataset and the age value for the child in the NLSY79 dataset. In these instances, users are encouraged to use the NLSY79 Child data for age of child.

HHIFLAG: Usual residence of child; constructed variable from NLSY79 1994 fertility section, questions Q9-30D.1+ (R48272+): "Where does child usually live?"

HHIFLAG Code	MEANING
1	In this (NLSY79 respondent's) household
2	With his/her mother/father (not in respondent's household)
3	With other relatives
4	With foster care
5	With adoptive parents
6	Long-term care institution
7	Away at school
8	Deceased
9	Part-time with NLSY79 respondent, part-time with other parent
10	Part-time with NLSY79 respondent, part-time with other person
11	Other

HHOPAR: Does child live within mother's household full-time, or part-time with mother and part-time with other parent? If either, HHOPAR = 1. (Q9-179.1+ in NLSY79 1994)

GRADE: Grade level of student in 1994, constructed variable from NLSY79 Child supplement and Young Adult CAPI questionnaire.

GRADE code	MEANING
-8	No grade information available for student
0	Kindergarten
1-13	1 st grade through 13 th grade
90	Nursery school/kindergarten
95	Ungraded

COMPLE1: Completion assessment variable one. Gives detail on completion status of Principal and Child questionnaire for first school data. Note that criteria for "completion" is described in the section "ELIGIBILITY AND COMPLETION CRITERIA."

COMPLE1 Code	MEANING
1	Principal and Child Questionnaire - Both Full Forms Completed
2	Principal Full Form and Child Abbreviated Form completed
3	Principal Abbreviated Form and Child Full Form completed
4	Principal Abbreviated Form and Child Abbreviated Form completed
5	Principal Questionnaire not completed, Child Full Form completed
6	Principal Full Form completed, Child Questionnaire not completed
7	Either Principal Abbreviated Form or Child Abbreviated Form completed (other not completed)
8	Neither Principal nor Child Questionnaire completed

See “ELIGIBILITY AND COMPLETION CRITERIA” section for parameters on what constitutes a “completed” questionnaire.

COMPLE2: Completion assessment variable two. Information on full form available by school.

COMPLE2 Code	MEANING
1	Full Form Questionnaire Data (Child, Principal, or both) Available for One School
2	Full Form Questionnaire Data (Child, Principal, or both) Available for Two Schools
3	Full Form Questionnaire Data (Child, Principal, or both) Available for No Schools

CHILD AND PRINCIPAL QUESTIONNAIRE VARIABLES: Users should check variables against the Child and Principal printed questionnaire presented later in the User’s Guide for such items as question wording and skip patterns. Remember that variable identifiers end with the number of the question for the appropriate questionnaire (child or principal). Child questionnaire questions Q9, Q12, Q13, Q25, Q28, Q29, and Q44 all refer to child’s grade level in some form; for these variables, code “90” equals the ‘K’ or ‘Kindergarten’ response.

TRANSCRIPT VARIABLES:

NTESTS: Total number of achievement tests taken by student

TTESTT#: National achievement test type taken by student

TTESTT#	TEST TYPE
1	Iowa Test of Basic Skills
2	Stanford Achievement Test
3	California Achievement Test

4	Comprehensive Test of Basic Skills
5	Metropolitan Readiness Test (K)
6	Metropolitan Achievement Test
7	American Testronics

TMONTH#: The month the national achievement test was taken.

TYEAR#: The year the national achievement test was taken.

TGRADE#: Grade level of student at the time the national achievement test was taken ('k' = kindergarten).

TVOCAB#: National percentile rank achieved in the category of vocabulary.

TREACOM#: National percentile rank achieved in the category of reading comprehension.

TREATOT#: National percentile rank achieved in the category of reading total.

TLANTOT#: National percentile rank achieved in the category of language total.

TMATTOT#: National percentile rank achieved in the category of math total.

APPENDIX A

Child Schooling Questionnaire

4714
3/95

NORC
University of Chicago

CHILD SCHOOLING QUESTIONNAIRE

School label attached here

School name
School address
School pin #

Student label attached here

Student Name
Student birthdate
Child ID#

Our survey organization is currently following a national sample of children, measuring their cognitive, emotional, and behavioral development. This year we are examining their scholastic environment. As the school principal or administrator of one or more of these children, you are best qualified to provide information about their schooling experiences and information about the characteristics, policies and resources of your school. Any information provided about the child is strictly confidential and protected under the Privacy Act of 1974.

This study is sponsored by the U.S. Department of Labor, Bureau of Labor Statistics and The National Institute of Child Health and Human Development. Your participation is voluntary, but vital to the success of the study. All information provided in this survey will be held in strict confidence and will be used only for research purposes. Study results will only be made available in summary or statistical form so as not to identify individual participants.

INSTRUCTIONS

The following questions refer to the schooling experience of the student whose name appears on the front cover. We have identified this child as a current or former student at your school. The child's mother has given her written permission to procure this information which will be part of a national study on child development used widely by educators and social scientists throughout the United States. We realize that you have a busy schedule and appreciate you taking the time to respond to this questionnaire.

In addition to this questionnaire, it is also important that we obtain a copy of the student's school transcript and a legend explaining this document, if possible. It may be necessary to access files that are separate from the transcript to answer some of the questions. Where these questions concern test scores not available on the transcript, we would greatly appreciate copies of these items also. If you have any questions or concerns please contact Laura Stein at 1-800-854-8520.

SAMPLE QUESTIONS

Below are examples of the types of questions you may encounter in the questionnaire. It is important that you follow the directions for responding to each kind of questions. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE CATEGORY)

- Brown 1
Blue 2
Green 3
Another color 4

If the color of your eyes is green, you would circle the number 3 as shown.

B. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

- | | Yes | Not
Sure | No |
|--|-----------|-------------|----|
| a. Rent a
videotape | 1 | 2 | 3 |
| b. Go to a base-
ball game | 1 | 2 | 3 |
| c. Study at a
friend's
house | 1 | 2 | 3 |

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to study at a friend's house, you would circle one item on each line as shown.

C. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

- Saw a play 1
Went to a movie 2
Attended a sporting event 3

If you went to a movie and attended a sporting event last week, you would circle the two items as shown.

SECTION I - QUESTIONS ABOUT THE PERSON COMPLETING THIS QUESTIONNAIRE

In case we should need to clarify your answers, it is important that we have some information about the individual completing the questionnaire. Below are a few questions that will enable us to contact you if necessary.

1. What is today's date

Q1A / /95
MONTH DAY

2. What is your name?

FIRST NAME LAST NAME

3. What is your daytime telephone number?

()
AREA CODE TELEPHONE NUMBER

4. What is your current title at this school?

Q4

- Principal 1
Vice Principal 2
Headmaster/Headmistress 3
Administrative Associate 4
Secretary 5
Guidance Counselor 6
Other (Specify) _____ 7

SECTION II. - QUESTIONS ABOUT THE STUDENT

5. Was this student ever enrolled in this school during either the 1993-94 or 1994-95 academic year?

(CIRCLE ONE)

Q5

Yes 1

No (SKIP TO Q. 60, PAGE 24) 2

6. What date did this student first attend this school?

Q6A

MONTH

DAY

Q6C

YEAR

7. Was this student ever enrolled in this school during the 1994-95 academic year?

(CIRCLE ONE)

Q7

Yes 1

No (SKIP TO Q. 23 ON PAGE 11) 2

8. Is this student currently enrolled in your school? (i.e., 1994-1995 school year)

(CIRCLE ONE)

Q8

Yes 1

No (SKIP TO Q. 10 ON PAGE 6) 2

9. In what grade is this student currently enrolled? (CIRCLE ONLY ONE)

Q9

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

PLEASE SKIP TO QUESTION 14, PAGE 7

Questions about students who are not currently attending your school.

10. What date did student stop attending this school?

Q10A
Q10C

MONTH
DAY
YEAR

11. What is the one main reason student left at that time?

(CIRCLE ONLY ONE ANSWER)

- Q11 {
- a. Received degree, completed course work,
promoted to next school level 1
 - b. Expelled or suspended 2
 - c. Transferred to different school 3
 - d. Deceased 4
 - e. Other (Please specify) _____ 5

12. What was the highest grade of schooling attended by this student? (CIRCLE ONLY ONE)

Q12 K 01 02 03 04 05 06 07 08 09 10 11 12

13. What was the highest grade of schooling completed by this student? (CIRCLE ONLY ONE)

Q13 K 01 02 03 04 05 06 07 08 09 10 11 12

The following questions refer to the 1994-1995
academic school year.

14. How many days of school has this student missed in the 1994-95 academic year? (Do not count days student was not enrolled)

Q14

Enter number of days. If answer is "none", enter "0".

..... # DAYS

Data not available. NA

15. Please indicate the number of times this student has been suspended during the 1994-95 academic year. (Suspension means the student is asked to leave for a period of time, but is permitted to come back to the school that year).

Q15

Enter number of times. If answer is "never", enter "0".

..... # TIMES

Data not available. NA

16. Please indicate this student's participation or enrollment in the following programs or services offered at this school during the academic year 1994-95. We realize that some categories may not be appropriate to the grade levels included in your school. In that case, circle "NOT OFFERED".

Q16A

Q16M

(CIRCLE ONE ON EACH LINE)			
	Yes Participated	No Did not Participate	Not Offered at School/ Grade Level
a. Remedial math	1	2	3
b. Remedial reading/English language arts	1	2	3
c. ESL/bilingual	1	2	3
d. Migrant education	1	2	3
e. A state or locally funded program for remediation of students who score poorly on a state or local minimum competency test	1	2	3
f. Summer school (report for summer immediately prior to the current school year)	1	2	3
g. Gifted and talented	1	2	3
h. Cooperative education	1	2	3
i. School breakfast program	1	2	3
j. Free or reduced price lunch	1	2	3
k. Dropout prevention program	1	2	3
l. Pregnancy/parenting counseling	1	2	3
m. Special Education Type (SPECIFY) _____ _____ _____ _____	1	2	3

17. Is this student enrolled in grades 6 through 12 in the 1994-95 academic year?

(CIRCLE ONE ANSWER)

Q17

Yes 1

No (SKIP TO Q. 23 ON PAGE 11) 2

18. Do you maintain/calculate a cumulative grade point average for the 1994/95 academic year?

(CIRCLE ONE ANSWER)

Q18

Yes 1

No (SKIP TO Q.21 ON PAGE 10) 2

19. What is the maximum/highest grade point average (GPA) possible for 1994/95 academic year?

Q19

Maximum GPA

20. What is this student's cumulative grade point average (GPA) for the 1994-95 academic year to date?

Q20

Student's GPA _____

Data not available. NA

21. Has your school administered any state competency exam for this student's grade level during the 1994-95 school year?

Q21

(CIRCLE ONE ANSWER)

Yes 1

No (SKIP TO Q. 23, ON PAGE 11) ... 2

22. For each competency exam administered at this student's grade level during the 1994-95 school year, please indicate whether or not this student took the exam in box 22A and the results of the exam in box 22B.

		22A			22B		
		Did student take competency exam?			Exam Results		
		YES	NO	DATA NOT AVAILABLE	PASSED	FAILED	DATA NOT AVAILABLE
a.	Reading	1	2	NA	1	2	NA
b.	English/Language Arts	1	2	NA	1	2	NA
c.	Math	1	2	NA	1	2	NA
d.	Other (Specify)	1	2	NA	1	2	NA

Q22 AA
Q22 BA
Q22 CA
Q22 DA

Q22 AB
Q22 BB
Q22 CB
Q22 DB

The following questions refer to the 1993-1994 academic school year.

23. Was this student ever enrolled in your school in the 1993-94 academic school year?

(CIRCLE ONE)

Q23

Yes 1

No (SKIP TO Q.39 ON PAGE 17) 2

24. Did this student complete the 1993-94 academic year in this school?

(CIRCLE ONE)

Q24

Yes 1

No (SKIP TO Q. 26 ON PAGE 12) ... 2

25. In what grade was this student enrolled in the 1993-94 academic year? (CIRCLE ONLY ONE)

Q25

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

SKIP TO QUESTION 30 ON PAGE 13

Questions about students who attended, but did not complete the 1993-1994 school year at your school.

26. What date did student stop attending this school?

Q26A / / Q26C
 MONTH DAY YEAR

27. What is the one main reason student left at that time?

(CIRCLE ONLY ONE)

- Q27 {
- a. Received degree, completed course work, promoted to next school level 1
 - b. Expelled or suspended 2
 - c. Transferred to different school 3
 - d. Deceased 4
 - e. Other (Please specify) _____ 5

28. What was the highest grade of schooling attended by this student? (CIRCLE ONLY ONE)

Q28
 K 01 02 03 04 05 06 07 08 09 10 11 12

29. What was the highest grade of schooling completed by this student? (CIRCLE ONLY ONE)

Q29
 K 01 02 03 04 05 06 07 08 09 10 11 12

Questions about students who ever attended your school during the 1993-1994 academic school year.

30. How many days of school did this student miss in the 1993-94 academic year? (Do not count days student was not enrolled)

Q30

Enter number of days. If answer is "none", enter "0".

..... # DAYS

Data not available NA

31. Please indicate the number of times this student was suspended during the 1993-94 academic year. (Suspension means the student is asked to leave for a period of time, but is permitted to come back to the school that year).

Q31

Enter number of times. If answer is "never", enter "0".

..... # TIMES

Data not available. NA

32. Please indicate this student's participation or enrollment in the following programs or services offered at this school during the academic year 1993-94. We realize that some categories may not be appropriate to the grade levels included in your school. In that case, circle "NOT OFFERED".

Q32A

Q32M

(CIRCLE ONE ON EACH LINE)			
	Yes Participated	No Did not Participate	Not Offered at School/ Grade Level
a. Remedial math	1	2	3
b. Remedial reading/English language arts	1	2	3
c. ESL/bilingual	1	2	3
d. Migrant education	1	2	3
e. A state or locally funded program for remediation of students who score poorly on a state or local minimum competency test	1	2	3
f. Summer school (report for summer immediately prior to the current school year)	1	2	3
g. Gifted and talented	1	2	3
h. Cooperative education	1	2	3
i. School breakfast program	1	2	3
j. Free or reduced price lunch	1	2	3
k. Dropout prevention program	1	2	3
l. Pregnancy/parenting counseling	1	2	3
m. Special Education Type (SPECIFY) _____ _____ _____ _____	1	2	3

33. Was this student enrolled in grades 6 through 12 in the 1993-94 academic year?

(CIRCLE ONE ANSWER)

Q33

Yes 1

No (SKIP TO Q. 39 ON PAGE 17) 2

34. Did you maintain/calculate a cumulative grade point average for the 1993/94 academic year?

(CIRCLE ONE ANSWER)

Q34

Yes 1

No (SKIP TO Q.37 ON PAGE 16) 2

35. What is the maximum/highest grade point average (GPA) possible for the 1993/94 academic year?

Q35

Maximum GPA

36. What was this student's cumulative grade point average (GPA) for the 1993-94 academic year?

Q36

Student's GPA _____

Data not available NA

37. Did your school administer any state competency exams for this student's grade level during the 1993-94 school year?

(CIRCLE ONE ANSWER)

Q37

Yes 1

No (SKIP TO Q.39 ON PAGE 17) 2

38. For each competency exam offered at this student's grade level during the 1993-94 school year, please indicate whether or not this student took the exam in box 38A and the results in 38B.

		38A			38B		
		Did student take competency exam?			Exam Results		
		YES	NO	DATA NOT AVAILABLE	PASSED	FAILED	DATA NOT AVAILABLE
a.	Reading	1	2	NA	1	2	NA
b.	English/Language Arts	1	2	NA	1	2	NA
c.	Math	1	2	NA	1	2	NA
d.	Other (Specify) _____	1	2	NA	1	2	NA

Q38AA

Q38BA

Q38CA

Q38DA

Q38AB

Q38BB

Q38CB

Q38DB

PLEASE CONTINUE

39. Please indicate the number of times this student has EVER been expelled from school.
(Expulsion means the student is asked to permanently withdraw).

Enter number of times. If answer is "never" enter "0"

Q39

TIMES

Data not available (SKIP TO Q.41) NA

40. a. Has this student ever repeated a grade in school or been held back?

Q40A

Yes (GO TO Q.40b) 1

No (SKIP TO Q.41) 2

Data not available (SKIP TO Q.41) 3

- b. Which grade(s) has this student repeated? (CIRCLE ALL THAT APPLY)

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

Q40B K —————> Q40B 12

41. a. Has this student ever skipped a grade in school or been accelerated?

Yes (GO TO Q.41b) 1

Q41A

No (SKIP TO Q.42 ON PAGE 18) 2

Data not available (SKIP TO Q.42 ON PAGE 18) . . . 3

- b. Which grade(s) has this student skipped? (CIRCLE ALL THAT APPLY)

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

Q41B K —————> Q41B 12

INSTRUCTIONS

Please check to see if this student's transcript and other photocopied materials have been enclosed in the proper envelope.

SECTION III - QUESTIONS ABOUT GRADE LEVEL

Now we would like to ask you to provide some information about school characteristics and policies that are specifically relevant to the grade level in which this student was last enrolled. Please fill in the grade level (pre-K through 12) for this student in Question 44 below for the academic year, 1994-95. If the student was never enrolled in the 1994-95 academic year, fill in the grade level for the 1993-94 academic year for this student. Then indicate which academic year the grade level refers to in Question 45. Please refer to this grade level and academic year for the questions which follow in this section.

Q44 44. Student's most recent grade level
Grade

(CIRCLE ONLY ONE)

Q45 45. Grade level refers to academic year 1994-95 1
Grade level refers to academic year 1993-94 2

THE FOLLOWING QUESTIONS REFER TO THE GRADE LEVEL
AND ACADEMIC YEAR AS INDICATED IN QUESTIONS 44 AND 45
ABOVE

46. What was the enrollment for this grade level at the beginning of the school year?

ENTER NUMBER OF STUDENTS.

Q 46 A Number of male students
Q 46 B Number of female students
Q 46 C Total number of students

47. What was the average class size at this grade level? ENTER NUMBER OF STUDENTS.

Q47 Students

48. How many hours were there in a typical school day at this grade level?

ENTER NUMBER OF HOURS AND MINUTES.

Q48A Hours

Q48B Plus minutes

49. How many students were suspended from school at this grade level? (Suspension means a student is asked to leave for a period of time, but is permitted to come back to the school that year).

ENTER NUMBER OF STUDENTS.

Q49 Students

50. How many students were expelled from school at this grade level? (Expulsion means a student is asked to permanently withdraw).

ENTER NUMBER OF STUDENTS.

Q50 Students

51. Approximately what percentage of students for this grade level were repeating the same grade from the previous academic year? If no students were repeating the grade, enter "0".

ENTER PERCENT.

Q51 Percent

52. Approximately what percentage of students enrolled at this grade level during the given academic year were (will be) promoted to the next higher grade?

ENTER PERCENT.

Q52 Percent

53. Please indicate the number of full-time (or full-time equivalent) classroom teachers at this grade level for the given academic year.

ENTER NUMBER OF TEACHERS.

Q53

Teachers

54. About what percentage of full-time classroom teachers at this grade level have at least a master's degree?

ENTER PERCENT.

Q54

Percent

55. Please indicate the degree to which blended classrooms were used at this grade level. That is, to what extent are children of different grade levels combined into the same classrooms?

(CIRCLE ONE)

Q55

Frequently 1

Sometimes 2

Rarely 3

Never 4

56. Please indicate the degree to which team teaching typically occurred in the major academic areas for this grade level?

(CIRCLE ONE)

Q56

Frequently 1

Sometimes 2

Rarely 3

Never 4

57. Did students at this grade level typically have access to computers in the classroom during the school day?

(CIRCLE ONE)

Q57

Yes 1

No 2

58. To what degree were handicapped or special needs children mainstreamed at this grade level during the academic year?

(CIRCLE ONE)

Q58

Frequently 1

Sometimes 2

Rarely 3

Never 4

59. Approximately how much homework was assigned each day for this grade level?

(CIRCLE ONE)

Q59

None 1

Less than 1/2 hour 2

30-59 minutes 3

60-89 minutes 4

90-119 minutes 5

2 hours or more 6

APPENDIX B

Principal Questionnaire

4714
3/95

NORC
University of Chicago

SCHOOL PRINCIPAL QUESTIONNAIRE

School label attached here

School name
School address
School pin #

Our survey organization is currently following a national sample of children, measuring their cognitive, emotional, and behavioral development. This year we are examining their scholastic environment. As the school principal or administrator of one or more of these children, you are best qualified to provide information about their schooling experiences and information about the characteristics, policies and resources of your school. Any information provided about the child is strictly confidential and protected under the Privacy Act of 1974.

This study is sponsored by the U.S. Department of Labor, Bureau of Labor Statistics and The National Institute of Child Health and Human Development. Your participation is voluntary, but vital to the success of the study. All information provided in this survey will be held in strict confidence and will be used only for research purposes. Study results will only be made available in summary or statistical form so as not to identify individual participants.

INSTRUCTIONS

The following questions refer to the characteristics and policies of your school. We have identified one or more children as current or former students at your school. The mothers of these children have given written permission to procure information about their children which will be part of a national study on child development used widely by educators and social scientists throughout the United States. We realize that you have a busy schedule and appreciate you taking the time to respond to this questionnaire. Information obtained from this questionnaire will be used to supplement information about the scholastic environment in which this development is taking place. If you have any questions or concerns, please contact Laura Stein at 1-800-854-8520.

B. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

Yes No

a. Rent a videotape 1 2 3

If you do not plan to rent a videotape, are you going to a basketball game next week, and plan to study at a friend's house, you would circle that item on each line as shown.

b. Go to a basketball game 1 2 3

c. Study at a friend's house 1 2 3

C. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

Saw a play 1

If you went to a movie and attended a meeting, you would check the two items as shown.

Went to a movie 2

Attended a meeting 3

SAMPLE QUESTIONS

Below are examples of the types of questions you may encounter in the questionnaire. It is important that you follow the directions for responding to each kind of questions. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE CATEGORY)

Brown 1

Blue 2

Green 3

Another color 4

If the color of your eyes is green, you would circle the number 3 as shown.

B. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

	Yes	Not Sure	No
--	-----	-------------	----

a. Rent a videotape 1 2 3

b. Go to a baseball game 1 2 3

c. Study at a friend's house 1 2 3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to study at a friend's house, you would circle one item on each line as shown.

C. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

Saw a play 1

Went to a movie 2

Attended a sporting event 3

If you went to a movie and attended a sporting event last week, you would circle the two items as shown.

SECTION I - QUESTIONS ABOUT THE ADMINISTRATOR

In case we should need to clarify your answers, it is important that we have some information about the individual completing the questionnaire. Below are a few questions that will enable us to contact you if necessary.

1. What is today's date

Q1A / /95
MONTH DAY

2. What is your name?

FIRST NAME LAST NAME

3. What is your daytime telephone number?

() _____
AREA CODE TELEPHONE NUMBER

4. What is your current title at this school?

Q4

- {
- Principal 1
 - Vice Principal 2
 - Headmaster/Headmistress 3
 - Administrative Associate 4
 - Secretary 5
 - Guidance Counselor 6
 - Other (Specify) _____ 7

SECTION II. - SCHOOL CHARACTERISTICS AND RESOURCES

5. Is your school public or private?

(CIRCLE ONE)

Q5

- Public 1
Private 2
Other (please specify) 3

6. Which characteristics best describe your school?

(CIRCLE ALL THAT APPLY)

Q6A

- a. Comprehensive public school
(not incl. magnet school
or school of choice) 1
b. Public school of choice
(open enrollment/non-specialized
curriculum) 2
c. Public magnet school 3
d. Charter school 4
e. Year round school 5
f. Technical or vocational school 6
g. Catholic diocesan 7
h. Catholic parish 8
i. Catholic religious order 9
j. Other religious affiliation 10
k. Private school, no religious affiliation 11
l. Boarding school 12
m. Indian reservation school 13
n. Military academy 14
o. Other (Please specify) 15

Q60

7. Is your school co-educational?

(CIRCLE ONE)

Q7

Yes 1

No, it is an all-female school 2

No, it is an all-male school 3

8. Please circle all grade levels included in your school. Q8GPK → Q8G13

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

9. On what date did this school year begin?

Q9A / Q9C
MONTH DAY YEAR

10. Approximately, what was the school enrollment at the beginning of this school year?

Q10A Number of male students
Q10B Number of female students
Q10C Total number of students

11. Approximately, what has been the average daily attendance for this school in the current school year?

Q11A-B-C
(%) (N) Number of students

12. What is the minimum number of days required by your state for school to be in session?

Q12 Number of days

13. On what date do you expect this school year to end?

Q13A / Q13C
MONTH DAY YEAR

14. Please indicate the number of full-time (or full-time equivalent) personnel at your school.

Number of counselors Q14A
Number of classroom teachers Q14B
Number of classroom teachers with at least an M.A. Q14C

15. Approximately what percentage of regular classroom teachers are female?

Percentage female Q15 %

16. Approximately what percentage of regular classroom teachers are new to your school this year?

Percentage new Q16 %

17. Approximately what percentage of students and faculty belong to each of the following racial/ethnic groups?

	Students	Faculty
a. Asian or Pacific Islander	% <u>Q17A1</u>	% <u>Q17A2</u>
b. Black, not Hispanic	% <u>Q17B1</u>	% <u>Q17B2</u>
c. White, not Hispanic	% <u>Q17C1</u>	% <u>Q17C2</u>
d. Hispanic	% <u>Q17D1</u>	% <u>Q17D2</u>
e. Native American	% <u>Q17E1</u>	% <u>Q17E2</u>
f. Other (SPECIFY)	% <u>Q17F1</u>	% <u>Q17F2</u>

COLUMN TOTAL(S) SHOULD EQUAL 100%

18. What is the annual salary for a full-time classroom teacher with the following characteristics?

a. Entry level with bachelors degree \$ Q18A .00
b. Entry level with masters \$ Q18B .00
c. 10 yrs. experience with a B.A. \$ Q18C .00
d. 10 yrs. experience with M.A. \$ Q18D .00

19. Please estimate the percentage of your student body participating or enrolled in the following programs or services offered at this school. We realize that some categories may not be appropriate to the grade levels included in your school. In that case, check the box for "NOT OFFERED".

	Percent Participating	Not Offered
a. Remedial math	Q19A %	
b. Remedial reading/English/language arts	%	
c. ESL/bilingual	%	
d. Migrant education	%	
e. A state or locally funded program for remediation of students who score poorly on a state or local minimum competency test.	%	
f. Summer school (report for summer immediately prior to the current school year)	%	
g. Gifted and talented	%	
h. Cooperative education	%	
i. School breakfast program	%	
j. Free or reduced price lunch	%	
k. Dropout prevention program	%	
l. Pregnancy/parenting counseling	%	
m. Special education Type (SPECIFY)	Q19M %	
_____	%	
_____	%	
_____	%	

20. Does your school include grade 12?

(CIRCLE ONLY ONE)

Q20

Yes 1

No (SKIP TO Q.23 ON PAGE 10) 2

21. Please estimate the percentage of 12th grade students in each of the following instructional programs.

(WRITE IN PERCENT; IF NONE ENTER "0")

	Percent of students	
a. General high school program	<u>Q21A</u>	%
b. College prep, academic or specialized	<u>Q21B</u>	%
c. Industrial arts/technology or trade education ...	<u>Q21C</u>	%
d. Agricultural program	<u>Q21D</u>	%
e. Business/Marketing program	<u>Q21E</u>	%
f. Fine arts	<u>Q21F</u>	%
g. Other (Specify)	<u>Q21G</u>	%

22. What percentage of students enrolled in the 12th grade last year graduated?
Include summer graduates.

Q22

Percent %

23. Does this school have a library/media center?

Q23

Yes 1

No (SKIP TO Q. 25) 2

24. Please enter the approximate number of each type of catalogued library/media resource:

Enter Number of Books: **Q24A**

Enter Number of Videos: **Q24B**

Enter Number of Compact Discs: **Q24C**

25. Below is a list of instructional materials. Please circle the 3 you consider to be the most important to classroom instruction. Circle one choice under the column for 1st most important, one choice for 2nd most important, and so on.

	(1) 1st Most Important	(2) 2nd Most Important	(3) 3rd Most Important
--	------------------------------	------------------------------	------------------------------

- | | | | |
|--|---|---|---|
| a. Audiovisual equipment & materials (including VCR, television) | 1 | 2 | 3 |
| b. Computers/computer software | 1 | 2 | 3 |
| c. Life skills materials (e.g. newspapers, forms, applications) | 1 | 2 | 3 |
| d. Manipulative materials (e.g. games, puzzles) | 1 | 2 | 3 |
| e. Programmed instructional materials (students proceed at own pace) | 1 | 2 | 3 |
| f. Teacher-developed materials | 1 | 2 | 3 |
| g. Textbooks | 1 | 2 | 3 |
| h. Trade books (e.g., novels, biographies, non-fiction) | 1 | 2 | 3 |
| i. Vocational education equipment and materials | 1 | 2 | 3 |
| j. Workbooks and practice sheets | 1 | 2 | 3 |

Q25A

Q25J

SECTION III. SCHOOL POLICY AND PRACTICES

26. Which of the following best describes admission policies for students in your school?

(CIRCLE ONE ON EACH LINE)

	Never	Exceptional cases only	Some only	All cases
Q26A a. Students in a particular geographic area (or district) attend this school.	0	1	2	3
b. Students in a particular geographic area (or district) are generally assigned to this school, but transfers are allowed.	0	1	2	3
c. Students are assigned from particular areas to achieve desired racial or ethnic composition in the school or school system.	0	1	2	3
d. Students are admitted to this school based on achievement entrance tests, auditions or other competitive criteria.	0	1	2	3
e. Students are admitted to this school based on a lottery or random selection.	0	1	2	3
f. Admittance is determined on a first-come, first-serve basis.	0	1	2	3
g. Admittance is based on recommendations by former principals, teachers or non-family members.	0	1	2	3
h. Admittance is based on student/parent preferences.	0	1	2	3
i. Admittance is based on student/parent ability to pay.	0	1	2	3
Q26J j. Other (PLEASE SPECIFY) _____	0	1	2	3

27. Does your school include grade 1?

Q27

Yes 1

No (SKIP TO Q. 29 ON PAGE 12) 2

28. Please indicate what percentage of your 1st grade students were in the following categories at the beginning of the school year.

Age 5 or younger Q28A %
 Age 6 Q28B %
 Age 7 or older Q28C %

29. Indicate the importance your school gives to each of the following in setting grades for students (exclude special education students).

(CIRCLE ONE RESPONSE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	Extremely Important	Not Applicable
a. Individual student's achievement relative to the rest of the class	1	2	3	4	5
b. Individual student's absolute level of achievement	1	2	3	4	5
c. Individual improvement or progress over past performance	1	2	3	4	5
d. Effort	1	2	3	4	5
e. Class participation	1	2	3	4	5
f. Completing homework assignments	1	2	3	4	5
g. Consistently attending class	1	2	3	4	5

Q29A



Q29G

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

(CIRCLE ONLY ONE)

Q30

- a. Letter grade 1
- b. Grade-point 2
- c. Numerical scale 3
- d. Other 4

(If "OTHER", PLEASE DESCRIBE:)

31. What is the lowest passing grade in your school?

Q31

Lowest passing grade:

32. Please provide numerical estimates for the letter grade used in your school in the space provided below. If no letter grades are used or a numerical equivalent is not available, please indicate the grading scale equivalent that corresponds to the letter grades below under "Other grading system used".

(WRITE IN RANGE FOR EACH LETTER GRADE)

Numerical equivalent	Other Grading system Used
A = <u>Q32A1</u> to <u>Q32A2</u>	
B = <u>Q32B1</u> to <u>Q32B2</u>	
C = <u>Q32C1</u> to <u>Q32C2</u>	
D = <u>Q32D1</u> to <u>Q32D2</u>	
F = <u>Q32F1</u> to <u>Q32F2</u>	

33. Which of the following statements describe your school's grade retention policy?

(CIRCLE ALL THAT APPLY.)

Q33A

Q33F

- We do not have a specific policy 1
- Students are retained due to a lack of maturity to continue to the next grade (e.g., lack of social/emotional skills) 2
- Students are retained due to academic deficiencies as assessed primarily by teachers (e.g., below grade level or failing course grades) 3
- Students may be promoted to the next grade, but required to repeat lower level courses. 4
- Students may be retained in grade but may be permitted to take some higher level courses 5
- Other (SPECIFY) 6

SECTION IV. SCHOOL-COMMUNITY INTERFACE

34. Please indicate the degree to which the parents of your students are involved in the following activities relating to your school.

(CIRCLE ONE RESPONSE ON EACH LINE.)

Q34A

	Very Involved	Somewhat Involved	Not Involved	Activity Not Offered
a. Meetings of the parent-teacher association	0	1	2	3
b. Other informal parent-teacher contacts	0	1	2	3
c. Meetings of parent advisory organization for special programs	0	1	2	3
d. Advising on the design of special programs	0	1	2	3
e. Participating in policy decisions	0	1	2	3
f. Evaluating the overall instructional program	0	1	2	3
g. Monitoring teachers	0	1	2	3
h. Serving as volunteers in the classroom	0	1	2	3
i. Serving as volunteers in the after school program	0	1	2	3
j. Serving as volunteers outside the classroom	0	1	2	3
k. Working as paid instructional aides	0	1	2	3
l. Fund raising and other support activities	0	1	2	3
m. Helping the students with school-work at home	0	1	2	3
n. Scheduling parent-teacher conferences for their own child(ren)	0	1	2	3

Q34N

✓
35. Please indicate which of the following occur at your school.

(CIRCLE ALL THAT APPLY.)

Q35A

- a. Parents are given interim reports during grading periods 1
- b. Parents are requested to sign off on homework 2
- c. Parents are notified about children's ability group placements 3
- d. Parents are given written information about the goals and objectives of the regular instructional program 4
- e. Parents are mailed a school newsletter on a regular basis 5

Q35E

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

(CIRCLE ONE)

Q36

- 0 - 9% 0
- 10% - 24% 1
- 25% - 39% 2
- 40% - 74% 3
- 75% - 90% 4
- 91% - 100% 5

37. Indicate which of the following are offered at your school.

(CIRCLE ONE RESPONSE FOR EACH LINE.)

	<u>Offered</u>	<u>Not</u> <u>Offered</u>
Q37A		
a. School sports (softball, gymnastics, etc.)	1	2
b. Band or orchestra	1	2
c. Chorus or choir	1	2
d. Acting or dancing in school plays or musicals	1	2
e. Clubs	1	2
f. Student government	1	2
Q37G		
g. School newspaper/yearbook	1	2

38. Please indicate the degree to which each of the following is a problem with students in your school.

(CIRCLE ONE RESPONSE ON EACH LINE.)

	Not a problem	Minor problem	Moderate problem	Serious problem
a. Tardiness	1	2	3	4
b. Absenteeism	1	2	3	4
c. Class cutting	1	2	3	4
d. Physical conflicts among students	1	2	3	4
e. Gang activity	1	2	3	4
f. Robbery or theft	1	2	3	4
g. Vandalism	1	2	3	4
h. Lack of parental supervision	1	2	3	4
i. Inadequate nutrition	1	2	3	4
j. Lack of proper rest	1	2	3	4
k. Insufficient clothing	1	2	3	4
l. Use of alcohol	1	2	3	4
m. Use of illegal drugs	1	2	3	4
n. Use of legal drugs (e.g., diet pills, NoDoz)	1	2	3	4
o. Possession of weapons	1	2	3	4
p. Physical abuse of teachers	1	2	3	4
q. Verbal abuse of teachers	1	2	3	4
r. Students' verbal abuse of each other	1	2	3	4
s. Racial/ethnic conflict among students	1	2	3	4
t. Teenage pregnancy	1	2	3	4
u. Substance abuse by other family members	1	2	3	4

Q38A

Q38U

39. Please estimate the percentage of students in this school who are in the following categories.

- a. Total students bussed Q39A %
- b. Students bussed for racial balance Q39B %
- c. Students who walk to school Q39C %

40. To what extent are the following characteristics true about the environment surrounding the school?

(CIRCLE ONE RESPONSE FOR EACH LINE.)

	Frequently	Sometimes	Rarely	Never
a. People other than this school's students and faculty loiter outside the school	1	2	3	4
b. Outside noises and other distractions interfere with learning	1	2	3	4
c. A security guard or police officer patrols the school during the school day	1	2	3	4
d. Vehicle traffic is a safety problem	1	2	3	4
e. Neighborhood crime is a safety problem	1	2	3	4

Q40A
Q40B
Q40C
Q40D
Q40E

APPENDIX C

Sample SAS & SPSS Programs

* This is an example of an SPSS program that
 * merges data from the NLSY79 School Survey with
 * data from the NLSY79 Child dataset.
 *
 * In this example, 'ssurv.dat' is the raw
 * dataset for the school survey, while
 * 'child.dat' is a sample extract file
 * created from the NLSY79 Child dataset.
 *
 * In this example, 'ssurv.sys' is the SPSS
 * system file generated for the school survey,
 * while 'child.sys' is the generated SPSS
 * system file for the NLSY79 Child dataset.
 * The raw data are converted to system files to
 * expedite merging of the two data sets.
 *

file handle SCHOOL/name='ssurv.dat' lrecl=2055
 file handle SCHSYS/name='ssurv.sys'
 file handle CHILD/name='child.dat' lrecl=16
 file handle CHILDSYS/name='child.sys'

*
 * Begin input of School Survey variables
 *

data list file SCHOOL records=1 notable

/1	CHILDDID	1-8
	MOMID	9-14
	AGE	15-17
	.	.
	.	.
	.	.

*
 * Note that the lrecl for the school survey
 * file handle statement above does not match
 * the length of the inputted statements;
 * we are showing only part of the entire
 * input statement contained on the SPSS
 * control card
 *

*

* Label School Survey variables

*

variable labels childid = 'Id code of Child'

variable labels momid = 'Id code of Mother of Child'

variable labels age = 'Age of child at 1994 NLSY79 DOI'

*

* Sort School Survey data by childid

*

sort cases by childid

descriptives variables=all

*

* Generate SPSS system file 'SCHSYS' for

* School Survey data

*

save outfile=schsys/ keep=childid momid age

*

* Begin input of NLSY79 Child variables

*

data list file CHILD records=1 notable

/1	C0000100	1-7
	C0000200	8-12
	C0007000	13-14

*

* Rename NLSY79 Child variables to fit school survey variable identifiers

*

rename variables (G0000100=CHILDDID)

(C0000200=MOMID)

(C0540100=AGEMOMB)

*

* Label NLSY79 Child variables

*

```
variable labels childid = 'Id code of Child'  
variable labels momid = 'Id code of Mother of Child'  
variable labels ageomomb = 'Age of mother at birth of child'
```

```
*
```

```
* Sort NLSY79 Child data by childid
```

```
*
```

```
sort cases by childid
```

```
descriptives variables=all
```

```
*
```

```
* Generate SPSS system file 'CHILDSYS' for NLSY79 Child data
```

```
*
```

```
save outfile=childsys/ keep=childid momid ageomomb
```

```
*
```

```
* Merge system files CHILDSYS and SCHSYS
```

```
* by childid
```

```
*
```

```
Match files file=childsys /file=schsys /by childid
```

```
descriptives variables=all
```

```
options pagesize=59 linesize=120 nocenter;
```

```
/******  
/* This is an example of a SAS program which */  
/* merges data from the school survey with */  
/* data from the NLSY79 Child dataset. */  
/******
```

```
/******  
/* In this example, 'ssurv.dat' is the raw */  
/* dataset for the school survey, while */  
/* 'child.dat' is a sample extract file */  
/* created from the NLSY79 Child dataset. */  
/******
```

```
filename school 'ssurv.dat' lrecl=2055;  
filename child 'child.dat' lrecl=16;
```

```
/******  
/* Begin input of School Survey variables */  
/******
```

```
data survstep;  
infile school missover;  
input  
@1 CHILDID 8.  
@9 MOMID 6.  
@15 AGE 3.;
```

```
/******  
/* Note that the lrecl for the school survey */  
/* filename statement above does not match */  
/* the length of the inputted statements; */  
/* we are showing only part of the entire */  
/* input statement contained on the SAS */  
/* control card */  
/******
```

```
/******  
/* Label School Survey variables */  
/******
```

```
label childid = 'Id code of Child';  
label momid = 'Id code of Mother of Child';  
label age = 'Age of child as of 1994 NLSY79';  
/******
```



```

/* Sort School Survey data by childid */
/*****/

proc sort; by childid;

/*****/
/* Begin input of NLSY79 Child variables */
/*****/

data chldstep;
infile child missover;
input
C0000100 7.
C0000200 5.
C0007000 2.
;

/*****/
/* Rename NLSY79 Child variables to fit */
/* school survey variable identifiers */
/*****/

rename C0000100=childid;
rename C0000200=momid;
rename C0007000=agemomb;

/*****/
/* Label NLSY79 Child variables */
/*****/

label childid = 'Id code of Child';
label momid = 'Id code of Mother of Child';
label agemomb = 'Age of mother at birth of child';

/*****/
/* Sort NLSY79 Child data by childid */
/*****/

proc sort; by childid;

/*****/
/* Merge completed here. Dataset */
/* 'merge' contains the merged */
/* data. */
/*****/

```

```
data mergstep;  
    merge survstep chldstep;  
    by childid;  
  
proc means;  
  
endsas;
```

```
options errors=1 nocenter noovp date pagesize=59 linesize=120;
```

```
/******  
/* This file reads the final raw data file          */  
/*      for the School Survey 1995, then prints      */  
/*      out formatted means & frequencies          */  
/******
```

```
/******  
/* This is the raw data file for the school survey.    */  
/******
```

```
filename school 'SSURV.DAT' lrecl=2055;
```

```
/******  
/* This file contains the formatting statements for the */  
/*      school survey dataset                          */  
/******
```

```
filename fmt 'SAS_FORM.SAS';
```

```
/******  
/* This file contains statements that link the formats */  
/* for the school survey variables to the school survey */  
/* variables                                           */  
/******
```

```
filename lnk 'SAS_LINK.SAS';
```

```
data ssurv;  
infile school missover;  
input
```

```
/******  
/*Users: place input statements from SAS control cards here */  
/******  
;
```

```
/******  
/* Users: place variable labeling statements from          */  
/* SAS control cards here                                */  
/******
```

```
/******
```

```

/* This macro applies the statements from the file 'SAS_FORMATS.SAS' */
/*****/
%include fmt;

/*****/
/* Produce means for the school survey variables */
/*****/

proc means n mean min max;
title '1995 NLSY79 School Survey Means' ;

/*****/
/* Produce frequencies for the school survey variables, */
/* initial NLSY79 items */
/*****/

proc freq;
tables childid--comple2;
%include lnk;
title '1995 NLSY79 School Survey Freqs - Selected NLSY79 Data';

/*****/
/* Produce frequencies for the school survey variables, */
/* child questionnaire school one */
/*****/

proc freq;
tables c1Q1A--c1Q59;
%include lnk;
title '1995 NLSY79 School Survey Freqs - Child School 1 Data';

/*****/
/* Produce frequencies for the school survey variables, */
/* child questionnaire school two */
/*****/

proc freq;
tables c2Q1A--c2Q59;
%include lnk;
title '1995 NLSY79 School Survey Freqs - Child School 2 Data';

/*****/
/* Produce frequencies for the school survey variables, */

```

```

/* principal questionnaire school one */
/*****

proc freq;
  tables P1Q1A--P1Q40E;
  %include lnk;
  title '1995 NLSY79 School Survey Freqs - Principal School 1 Data';

/*****
/* Produce frequencies for the school survey variables, */
/* principal questionnaire school two */
/*****

proc freq;
  tables P2Q1A--P2Q40E;
  %include lnk;
  title '1995 NLSY79 School Survey Freqs - Principal School 2 Data';

/*****
/* Produce frequencies for the school survey variables, */
/* transcript items */
/*****

proc freq;
  tables NTESTS--TMATTOT9;
  %include lnk;
  title '1995 NLSY79 School Survey Freqs - Transcript Data';

run;
endsas;

```


APPENDIX D

Duplication of Transcript Scores

From an examination of the hard copy transcripts for selected students, we have discovered that certain students' transcripts are duplicated in the NLSY79 Child School Survey data set.

The transcript scores were originally collected on a school-by-school basis; the student's scores were then compiled on a child-by-child basis from this school-based file, so that the transcript information could be combined with the other elements of the (child-based) School Survey. Unfortunately, this procedure resulted in a certain amount of duplication. This occurred when students moved to a second school after taking an achievement test(s) in their first school, and the transcript from the first school was forwarded to the second school when the student moved. As a result, the scores for the test taken in school one appeared in the transcripts from both school one and school two. When the transcripts were compiled, scores for the tests taken in school one were reported twice. All of the transcript variables are affected by this duplication.

We have found the following cases to have duplication in them:

CHILDDIDs: 11101 11102 12801 25201 54201 63502 76402 103002 119101 122802 153201
154902 158401 173401 206301 210204 210302 210502 226801 239401 239901 245901 255903
272201 274401 277001 303602 320102 359401 364801 370402 383902 398801 399502 412002
477201 480901 486302 486303 509901 512301 521902 559502 567401 598301 603601 611902
622101 626501 651601 674402 699503 751801 779702 783601 783602 834302 850503 853202
863901 881801 897001 904002 918202 918301 925702 926102 937402 1057301 1058102
1179201 1185601 1187601 1187701 1190201 1193001 1195102 1201502 1201701 1202901
1217202 1251502

For More Information, Please Contact:

NLS User Services, Center for Human Resource Research
921 Chatham Lane, Suite 200, Columbus, Ohio 43221-2418

Phone: (614) 442-7366, FAX: (614) 442-7329, e-mail: usersvc@chrr.ohio-state.edu

APPENDIX E

Variable List

Variable	Label
childid	Child ID
MOMID	Mother's ID
AGE	Age of child as of 1994 NLSY
HHIFLAG	Usual residence of child as of '94 NLSY
GRADE	Current/most recent grade as of '94NLSY
comple1	Completion assessment variable 1
comple2	Completion assessment variable 2
C1Q1A	Todays Month
C1Q4	Qx Person's Title
C1Q5	Was stu enrolled 93-94 or 94-95
C1Q6A	Month stu first attended
C1Q6C	Year stu first attended
C1Q7	Was stu enrolled in 94-95
C1Q8	Is stu currently enrolled
C1Q9	In What grade stu currently enrolled
C1Q10A	Month stu stopped attending
C1Q10C	Year stu stopped attending
C1Q11	Reason stu left school
C1Q12	Highest gr attend by stu not now att.
C1Q13	Highest gr comple by stu not now att.
C1Q14	Number of days missed by stu
C1Q15	Number suspensions 94-95 schl yr
C1Q16A	Stu. enrolled in: Remedial math
C1Q16B	Stu. enrolled in: Remedial lang arts
C1Q16C	Stu. enrolled in: ESL/biligual
C1Q16D	Stu. enrolled in: Migrant education
C1Q16E	Stu. enrolled in: Rem. st. poor test
C1Q16F	Stu. enrolled in: Summer school
C1Q16G	Stu. enrolled in: Gifted/talented
C1Q16H	Stu. enrolled in: Coop Ed
C1Q16I	Stu. enrolled in: Schl breakfast pgm
C1Q16J	Stu. enrolled in: Free/reduced lunch
C1Q16K	Stu. enrolled in: Dropout prev pgm
C1Q16L	Stu. enrolled in: Preg/parenting pgm
C1Q16M	Stu. enrolled in:Oth. spec. ed pgm
C1Q17	Stu enrolled grades 6-12 in 94-95
C1Q18	Is there a cumulative GPA for 94-95
C1Q19	Max GPA possible for 94-95
C1Q20	Stu cumulative GPA for 94-95
C1Q21	State exam for stu grade admin 94-95
C1Q22AA	Stu take Reading exam
C1Q22AB	Reading exam results
C1Q22BA	Stu take English exam
C1Q22BB	English exam results
C1Q22CA	Stu take Math exam
C1Q22CB	Math exam results
C1Q22DA	Stu take Other exam
C1Q22DB	Other exam results
C1Q23	Was stu enrolled 93-94
C1Q24	Did stu complete 93-94
C1Q25	Stu enrolled what grade 93-94
C1Q26A	Month stu stopped attending 9394
C1Q26C	Year stu stopped attending 9394
C1Q27	Reason stu left 93-94
C1Q28	Highest grade attended 93-94
C1Q29	Highest grade completed 93-94
C1Q30	N of Days stu absent 93-94
C1Q31	Times suspended 93-94

C1Q32A	Stu partic. 93-94: Remed. math
C1Q32B	Stu partic. 93-94: Remed. lang
C1Q32C	Stu partic. 93-94: ESL/bilingual
C1Q32D	Stu partic. 93-94: Migrant edu
C1Q32E	Stu partic. 93-94: Rem.st.poortest
C1Q32F	Stu partic. 93-94: Sum. school
C1Q32G	Stu partic. 93-94: Gifted/talened
C1Q32H	Stu partic. 93-94: Coop Educ.
C1Q32I	Stu partic. 93-94: Sch. breakf.
C1Q32J	Stu partic. 93-94: Free/red. lunch
C1Q32K	Stu partic. 93-94: Dropout prev
C1Q32L	Stu partic. 93-94: Preg/parenting
C1Q32M	Stu partic. 93-94: Oth. Spec. Educ
C1Q33	Was stu enroll grades 6-12 in 93-94
C1Q34	Is there cumulative GPA for 93-94
C1Q35	What is max GPA possible for 93-94
C1Q36	Stu cumulative GPA for 93-94
C1Q37	State exam for stu grade adm. 93-94
C1Q38AA	Stu take Reading exam 93-94
C1Q38AB	Reading exam results 93-94
C1Q38BA	Stu take English exam 93-94
C1Q38BB	English exam results 93-94
C1Q38CA	Stu take Math exam 93-94
C1Q38CB	Math exam results 93-94
C1Q38DA	Stu take Other exam 93-94
C1Q38DB	Other exam results 93-94
C1Q39	N times stu ever expelled
C1Q40A	Stu ever repeated grade
C1Q41A	Stu ever skipped a grade
C1Q44	Stu most recent grade level
C1Q45	For which school year
C1Q46A	Number of Male students this grade
C1Q46B	Number of Female students this grade
C1Q46C	Total Number of students this grade
C1Q47	Average class size this grade
C1Q48A	Hrs in typ. sch. day this grade
C1Q48B	Addit. Min in school day this grade
C1Q49	# Stu suspended this grade
C1Q50	# Stu expelled this grade
C1Q51	% Stu repeating this grade
C1Q52	% Stu this grade will be be promoted
C1Q53	N of full time teachers this grade
C1Q54	% fulltime teach with M.A. this grade
C1Q55	Blended class used this grade level
C1Q56	Team teaching used this grade level
C1Q57	This grade typical computer access
C1Q58	Degree of mainstreaming in this grad
C1Q59	Amount homework each day this grade
C1Q40B1	Grade stu. repeated: Grade 01
C1Q40B2	Grade stu. repeated: Grade 02
C1Q40B3	Grade stu. repeated: Grade 03
C1Q40B4	Grade stu. repeated: Grade 04
C1Q40B5	Grade stu. repeated: Grade 05
C1Q40B6	Grade stu. repeated: Grade 06
C1Q40B7	Grade stu. repeated: Grade 07
C1Q40B8	Grade stu. repeated: Grade 08
C1Q40B9	Grade stu. repeated: Grade 09
C1Q40B10	Grade stu. repeated: Grade 10
C1Q40B11	Grade stu. repeated: Grade 11
C1Q40B12	Grade stu. repeated: Grade 12

C1Q40BK	Grade stu. repeated: Kindergarden
C1Q41B1	Grade stu. skipped: Grade 01
C1Q41B2	Grade stu. skipped: Grade 02
C1Q41B3	Grade stu. skipped: Grade 03
C1Q41B4	Grade stu. skipped: Grade 04
C1Q41B5	Grade stu. skipped: Grade 05
C1Q41B6	Grade stu. skipped: Grade 06
C1Q41B7	Grade stu. skipped: Grade 07
C1Q41B8	Grade stu. skipped: Grade 08
C1Q41B9	Grade stu. skipped: Grade 09
C1Q41B10	Grade stu. skipped: Grade 10
C1Q41B11	Grade stu. skipped: Grade 11
C1Q41B12	Grade stu. skipped: Grade 12
C1Q41BK	Grade stu. skipped: Kindergarden
C2Q1A	Todays Month
C2Q4	Qx Person's Title
C2Q5	Was stu enrolled 93-94 or 94-95
C2Q6A	Month stu first attended
C2Q6C	Year stu first attended
C2Q7	Was stu enrolled in 94-95
C2Q8	Is stu currently enrolled
C2Q9	In What grade stu currently enrolled
C2Q10A	Month stu stopped attending
C2Q10C	Year stu stopped attending
C2Q11	Reason stu left school
C2Q12	Highest gr attend by stu not now att.
C2Q13	Highest gr comple by stu not now att.
C2Q14	Number of days missed by stu
C2Q15	Number suspensions 94-95 schl yr
C2Q16A	Stu. enrolled in: Remedial math
C2Q16B	Stu. enrolled in: Remedial lang arts
C2Q16C	Stu. enrolled in: ESL/biligual
C2Q16D	Stu. enrolled in: Migrant education
C2Q16E	Stu. enrolled in: Rem. st. poor test
C2Q16F	Stu. enrolled in: Summer school
C2Q16G	Stu. enrolled in: Gifted/talented
C2Q16H	Stu. enrolled in: Coop Ed
C2Q16I	Stu. enrolled in: Schl breakfast pgm
C2Q16J	Stu. enrolled in: Free/reduced lunch
C2Q16K	Stu. enrolled in: Dropout prev pgm
C2Q16L	Stu. enrolled in: Preg/parenting pgm
C2Q16M	Stu. enrolled in:Oth. spec. ed pgm
C2Q17	Stu enrolled grades 6-12 in 94-95
C2Q18	Is there a cumulative GPA for 94-95
C2Q19	Max GPA possible for 94-95
C2Q20	Stu cumulative GPA for 94-95
C2Q21	State exam for stu grade admin 94-95
C2Q22AA	Stu take Reading exam
C2Q22AB	Reading exam results
C2Q22BA	Stu take English exam
C2Q22BB	English exam results
C2Q22CA	Stu take Math exam
C2Q22CB	Math exam results
C2Q22DA	Stu take Other exam
C2Q22DB	Other exam results
C2Q23	Was stu enrolled 93-94
C2Q24	Did stu complete 93-94
C2Q25	Stu enrolled what grade 93-94
C2Q26A	Month stu stopped attending
C2Q26C	Year stu stopped attending

C2Q27	Reason stu left
C2Q28	Highest grade attended 93-94
C2Q29	Highest grade completed 93-94
C2Q30	N of Days stu absent 93-94
C2Q31	Times suspended 93-94
C2Q32A	Stu partic. 93-94: Remed. math
C2Q32B	Stu partic. 93-94: Remed. lang
C2Q32C	Stu partic. 93-94: ESL/bilingual
C2Q32D	Stu partic. 93-94: Migrant edu
C2Q32E	Stu partic. 93-94: Rem.st.poortest
C2Q32F	Stu partic. 93-94: Sum. school
C2Q32G	Stu partic. 93-94: Gifted/talened
C2Q32H	Stu partic. 93-94: Coop Educ.
C2Q32I	Stu partic. 93-94: Sch. breakf.
C2Q32J	Stu partic. 93-94: Free/red. lunch
C2Q32K	Stu partic. 93-94: Dropout prev
C2Q32L	Stu partic. 93-94: Preg/parenting
C2Q32M	Stu partic. 93-94: Oth. Spec. Educ
C2Q33	Was stu enroll grades 6-12 in 93-94
C2Q34	Is there cumulative GPA for 93-94
C2Q35	What is max GPA possible for 93-94
C2Q36	Stu cumulative GPA for 93-94
C2Q37	State exam for stu grade adm. 93-94
C2Q38AA	Stu take Reading exam 93-94
C2Q38AB	Reading exam results 93-94
C2Q38BA	Stu take English exam 93-94
C2Q38BB	English exam results 93-94
C2Q38CA	Stu take Math exam 93-94
C2Q38CB	Math exam results 93-94
C2Q38DA	Stu take Other exam 93-94
C2Q38DB	Other exam results 93-94
C2Q39	N times stu ever expelled
C2Q40A	Stu ever repeated grade
C2Q41A	Stu ever skipped a grade
C2Q44	Stu most recent grade level
C2Q45	For which school year
C2Q46A	Number of Male students this grade
C2Q46B	Number of Female students this grade
C2Q46C	Total Number of students this grade
C2Q47	Average class size this grade
C2Q48A	Hrs in typ. sch. day this grade
C2Q48B	Addit. Min in school day this grade
C2Q49	# Stu suspended this grade
C2Q50	# Stu expelled this grade
C2Q51	% Stu repeating this grade
C2Q52	% Stu this grade will be be promoted
C2Q53	N of full time teachers this grade
C2Q54	% fulltime teach with M.A. this grade
C2Q55	Blended class used this grade level
C2Q56	Team teaching used this grade level
C2Q57	This grade typical computer access
C2Q58	Degree of mainstreaming in this grad
C2Q59	Amount homework each day this grade
C2Q40B1	Grade stu. repeated: Grade 01
C2Q40B2	Grade stu. repeated: Grade 02
C2Q40B3	Grade stu. repeated: Grade 03
C2Q40B4	Grade stu. repeated: Grade 04
C2Q40B5	Grade stu. repeated: Grade 05
C2Q40B6	Grade stu. repeated: Grade 06
C2Q40B7	Grade stu. repeated: Grade 07

C2Q40B8	Grade stu. repeated: Grade 08
C2Q40B9	Grade stu. repeated: Grade 09
C2Q40B10	Grade stu. repeated: Grade 10
C2Q40B11	Grade stu. repeated: Grade 11
C2Q40B12	Grade stu. repeated: Grade 12
C2Q40BK	Grade stu. repeated: Kindergarden
C2Q41B1	Grade stu. skipped: Grade 01
C2Q41B2	Grade stu. skipped: Grade 02
C2Q41B3	Grade stu. skipped: Grade 03
C2Q41B4	Grade stu. skipped: Grade 04
C2Q41B5	Grade stu. skipped: Grade 05
C2Q41B6	Grade stu. skipped: Grade 06
C2Q41B7	Grade stu. skipped: Grade 07
C2Q41B8	Grade stu. skipped: Grade 08
C2Q41B9	Grade stu. skipped: Grade 09
C2Q41B10	Grade stu. skipped: Grade 10
C2Q41B11	Grade stu. skipped: Grade 11
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P1Q1A	Todays Month
P1Q4	Qx Person Title
P1Q5	Schl: Public_Private ?
P1Q7	Schl: Co Ed ?
P1Q9A	Month school year began
P1Q9C	Year school year began
P1Q10A	N Male students?
P1Q10B	N Female students?
P1Q10C	Total N students
P1Q11A	Percent/N ave daily attend
P1Q11C	Aprox N days ave attend
P1Q11B	Aprox % days attend
P1Q12	Minimum state required days
P1Q13A	Month schl year to end
P1Q13C	Year schl year to end
P1Q14A	# FT Counselors
P1Q14B	# FT Teachers
P1Q14C	# FT teachers w/MA
P1Q15	% Regular teachers Female
P1Q16	% Regular teachers New this yr
P1Q17A1	% Stu Asian
P1Q17B1	% Stu Black
P1Q17C1	% Stu White
P1Q17D1	% Stu Hispanic
P1Q17E1	% Stu Am Ind
P1Q17F1	% Stu Other Spc
P1Q17A2	% Fac Asian
P1Q17B2	% Fac Black
P1Q17C2	% Fac White
P1Q17D2	% Fac Hispanic
P1Q17E2	% Fac Am Ind
P1Q17F2	% Fac Other Spc
P1Q18A	Teacher salary \$ B.A.
P1Q18B	Teacher salary \$ M.A.
P1Q18C	Teacher salary \$ B.A. +10 yrs
P1Q18D	Teacher salary \$ M.A. +10 yrs
P1Q19A	% Stu in Remedial Math
P1Q19B	% Stu in Remedial lang arts
P1Q19C	% Stu in ESL/bilingual
P1Q19D	% Stu in Migrant edu
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P1Q19F	% Stu in Summer schl
P1Q19G	% Stu in Gifted/talented
P1Q19H	% Stu in Coop Ed
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P1Q19K	% Stu in Dropout prev pgm
P1Q19L	% Stu in Preg/parenting pgm
P1Q20	Schl has grade 12?
P1Q21A	% Stu in General HS pgm
P1Q21B	% Stu in Academic pgm
P1Q22	What % 12 graders graduated
P1Q23	Schl has library/media cntr
P1Q24A	N of Books in library
P1Q24B	N of Videos in library
P1Q24C	N of CDs in library
P1Q25A	Import of: AV materials
P1Q25B	Import of: Computer hard/software
P1Q25C	Import of: Life skills
P1Q25D	Import of: Manipulative skills
P1Q25E	Import of: Programmed instr mater
P1Q25F	Import of: Teacher developed mater
P1Q25G	Import of: Textbooks
P1Q25H	Import of: Trade books
P1Q25I	Import of: VocEd equip/materials
P1Q25J	Import of: Workbooks/practice sheets
P1Q26A	Admiss pol: From one area only
P1Q26B	Admiss pol: From one area,xfrsallow
P1Q26C	Admiss pol: Assign racial balancing
P1Q26D	Admiss pol: Based upon achievement
P1Q26E	Admiss pol: Based lot/random select
P1Q26F	Admiss pol: First-come basis
P1Q26G	Admiss pol: Based recommendations
P1Q26H	Admiss pol: Student/parent prefer
P1Q26I	Admiss pol: Ability to pay
P1Q26J	Admiss pol: Other
P1Q27	School has grade 1
P1Q28A	% of Gr.1 Students: Age 5
P1Q28B	% of Gr.1 Students: Age 6
P1Q28C	% of Gr.1 Students: Age 7
P1Q29A	Import of: Relative achievement
P1Q29B	Import of: Absolute achievement
P1Q29C	Import of: Indiv progress
P1Q29D	Import of: Effort
P1Q29E	Import of: Class participation
P1Q29F	Import of: Completing homework
P1Q29G	Import of: Attendance
P1Q30	What type of grading system
P1Q31	Lowest passing grade
P1Q32A1	Num. est. for gr: Low A to
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P1Q32B1	Num. est. for gr: Low B to
P1Q32B2	Num. est. for gr: High B
P1Q32C1	Num. est. for gr: Low C to
P1Q32C2	Num. est. for gr: High C
P1Q32D1	Num. est. for gr: Low D to
P1Q32D2	Num. est. for gr: High D
P1Q32F1	Num. est. for gr: Low F to
P1Q32F2	Num. est. for gr: High F
P1Q34A	Parent invol lvl: PTA meetings
P1Q34B	Parent inv lvl: Inform par-teach mtg

P1Q34C	Parent inv lvl: Mtg of par.advis spec
P1Q34D	Parent inv lvl: Advis design specprog
P1Q34E	Parent inv lvl: Part in policy decis
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P1Q34L	Parent inv lvl: Fund raising/support
P1Q34M	Parent inv lvl: Help stu with homew
P1Q34N	Parent inv lvl: Sched par-teach conf
P1Q36	What % stu in single parent home
P1Q37A	Schl offers: Sports
P1Q37B	Schl offers: Band/orchestra
P1Q37C	Schl offers: Chorus
P1Q37D	Schl offers: Acting/plays/musicals
P1Q37E	Schl offers: Clubs
P1Q37F	Schl offers: Student government
P1Q37G	Schl offers: Newspaper/yearbook
P1Q38A	Problem: Tardiness
P1Q38B	Problem: Absenteeism
P1Q38C	Problem: Class cutting
P1Q38D	Problem: Physical confli among stu
P1Q38E	Problem: Gang activity
P1Q38F	Problem: Robbery/theft
P1Q38G	Problem: Vandalism
P1Q38H	Problem: Lack of parent supervision
P1Q38I	Problem: Inadequate nutrition
P1Q38J	Problem: Lack of proper rest
P1Q38K	Problem: Insufficient clothing
P1Q38L	Problem: Use of alcohol
P1Q38M	Problem: Use of illegal drugs
P1Q38N	Problem: Use of legal drugs
P1Q38O	Problem: Possession of weapons
P1Q38P	Problem: Physical abuse of teachers
P1Q38Q	Problem: Verbal abuse of teachers
P1Q38R	Problem: Students verb abuse eachoth
P1Q38S	Problem: Racial conflict
P1Q38T	Problem: Teenage pregnancy
P1Q38U	Problem: Subst abuse by family mem
P1Q39A	Total % stu bussed
P1Q39B	% stu bussed for racial balance
P1Q39C	% stu who walk to school
P1Q40A	Env near schl: Oth loiter near schl
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P1Q6G	School type: Catholic Diocesan
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P1Q6J	School type: Other Religious
P1Q6K	School type: Priv-no reli
P1Q6L	School type: Boarding schl
P1Q6M	School type: Indian Reserv
P1Q6N	School type: Mili Academy
P1Q6O	School type: Other Spc
P1Q8G1	Schl offers: Grade 01
P1Q8G2	Schl offers: Grade 02
P1Q8G3	Schl offers: Grade 03
P1Q8G4	Schl offers: Grade 04
P1Q8G5	Schl offers: Grade 05
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P1Q8G7	Schl offers: Grade 07
P1Q8G8	Schl offers: Grade 08
P1Q8G9	Schl offers: Grade 09
P1Q8G10	Schl offers: Grade 10
P1Q8G11	Schl offers: Grade 11
P1Q8G12	Schl offers: Grade 12
P1Q8G13	Schl offers: Grade 13+
P1Q8GPK	Schl offers: PreKinder
P1Q8GK	Schl offers: Kinder
P2Q1A	Todays Month
P2Q4	Qx Person Title
P2Q5	Schl: Public_Private ?
P2Q7	Schl: Co Ed ?
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P2Q29F	Import of: Completing homework
P2Q29G	Import of: Attendance
P2Q30	What type of grading system
P2Q31	Lowest passing grade
P2Q32A1	Num. est. for gr: Low A to

P2Q32A2	Num. est. for gr: High A
P2Q32B1	Num. est. for gr: Low B to
P2Q32B2	Num. est. for gr: High B
P2Q32C1	Num. est. for gr: Low C to
P2Q32C2	Num. est. for gr: High C
P2Q32D1	Num. est. for gr: Low D to
P2Q32D2	Num. est. for gr: High D
P2Q32F1	Num. est. for gr: Low F to
P2Q32F2	Num. est. for gr: High F
P2Q34A	Parent invol lvl: PTA meetings
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P2Q36	What % stu in single parent home
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P2Q38U	Problem: Subst abuse by family mem
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P2Q39C	% stu who walk to school
P2Q40A	Env near schl: Oth loiter near schl
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P2Q6C	School type: Pub Magnet schl
P2Q6D	School type: Charter schl
P2Q6E	School type: Year round
P2Q6F	School type: Vo/Tech schl
P2Q6G	School type: Catholic Diocesan
P2Q6H	School type: Catholic Parish
P2Q6I	School type: Catholic Rel ord
P2Q6J	School type: Other Religious
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P2Q6M	School type: Indian Reserv
P2Q6N	School type: Mili Academy
P2Q6O	School type: Other Spc
P2Q8G1	Schl offers: Grade 01
P2Q8G2	Schl offers: Grade 02
P2Q8G3	Schl offers: Grade 03
P2Q8G4	Schl offers: Grade 04
P2Q8G5	Schl offers: Grade 05
P2Q8G6	Schl offers: Grade 06
P2Q8G7	Schl offers: Grade 07
P2Q8G8	Schl offers: Grade 08
P2Q8G9	Schl offers: Grade 09
P2Q8G10	Schl offers: Grade 10
P2Q8G11	Schl offers: Grade 11
P2Q8G12	Schl offers: Grade 12
P2Q8G13	Schl offers: Grade 13+
P2Q8GPK	Schl offers: PreKinder
P2Q8GK	Schl offers: Kinder
plq21o	% Stu in Misc. Instructional Programs
p2q21o	% Stu in Misc. Instructional Programs
PlQ19M	% Stu in Special Ed
P2Q19M	% Stu in Special Ed
NTESTS	Number of achieve. tests taken by child
TTESTT1	1st test listed: test-type taken
TMONTH1	1st test listed: Month test taken
TYEAR1	1st test listed: Year test taken
TGRADE1	1st test listed: Gradelvl at test time
TVOCAB1	1st test listed: nat. % rank on vocab.
TREACOM1	1st test listed: nat. % rank on readcom
TREATOT1	1st test listed: nat. % rank on readtot
TLANTOT1	1st test listed: nat. % rank on langtot
TMATTOT1	1st test listed: nat.% rank on mathtot.
TTESTT2	2nd test listed: test-type taken
TMONTH2	2nd test listed: Month test taken
TYEAR2	2nd test listed: Year test taken
TGRADE2	2nd test listed: Gradelvl at test time
TVOCAB2	2nd test listed: nat. % rank on vocab.

TREACOM2	2nd test listed: nat. % rank on readcom
TREATOT2	2nd test listed: nat. % rank on readtot
TLANTOT2	2nd test listed: nat. % rank on langtot
TMATTOT2	2nd test listed: nat.% rank on mathtot.
TTESTT3	3rd test listed: test-type taken
TMONTH3	3rd test listed: Month test taken
TYEAR3	3rd test listed: Year test taken
TGRADE3	3rd test listed: Gradelvl at test time
TVOCAB3	3rd test listed: nat. % rank on vocab.
TREACOM3	3rd test listed: nat. % rank on readcom
TREATOT3	3rd test listed: nat. % rank on readtot
TLANTOT3	3rd test listed: nat. % rank on langtot
TMATTOT3	3rd test listed: nat.% rank on mathtot.
TTESTT4	4th test listed: test-type taken
TMONTH4	4th test listed: Month test taken
TYEAR4	4th test listed: Year test taken
TGRADE4	4th test listed: Gradelvl at test time
TVOCAB4	4th test listed: nat. % rank on vocab.
TREACOM4	4th test listed: nat. % rank on readcom
TREATOT4	4th test listed: nat. % rank on readtot
TLANTOT4	4th test listed: nat. % rank on langtot
TMATTOT4	4th test listed: nat.% rank on mathtot.
TTESTT5	5th test listed: test-type taken
TMONTH5	5th test listed: Month test taken
TYEAR5	5th test listed: Year test taken
TGRADE5	5th test listed: Gradelvl at test time
TVOCAB5	5th test listed: nat. % rank on vocab.
TREACOM5	5th test listed: nat. % rank on readcom
TREATOT5	5th test listed: nat. % rank on readtot
TLANTOT5	5th test listed: nat. % rank on langtot
TMATTOT5	5th test listed: nat.% rank on mathtot.
TTESTT6	6th test listed: test-type taken
TMONTH6	6th test listed: Month test taken
TYEAR6	6th test listed: Year test taken
TGRADE6	6th test listed: Gradelvl at test time
TVOCAB6	6th test listed: nat. % rank on vocab.
TREACOM6	6th test listed: nat. % rank on readcom
TREATOT6	6th test listed: nat. % rank on readtot
TLANTOT6	6th test listed: nat. % rank on langtot
TMATTOT6	6th test listed: nat.% rank on mathtot.
TTESTT7	7th test listed: test-type taken
TMONTH7	7th test listed: Month test taken
TYEAR7	7th test listed: Year test taken
TGRADE7	7th test listed: Gradelvl at test time
TVOCAB7	7th test listed: nat. % rank on vocab.
TREACOM7	7th test listed: nat. % rank on readcom
TREATOT7	7th test listed: nat. % rank on readtot
TLANTOT7	7th test listed: nat. % rank on langtot
TMATTOT7	7th test listed: nat.% rank on mathtot.
TTESTT8	8th test listed: test-type taken
TMONTH8	8th test listed: Month test taken
TYEAR8	8th test listed: Year test taken
TGRADE8	8th test listed: Gradelvl at test time
TVOCAB8	8th test listed: nat. % rank on vocab.
TREACOM8	8th test listed: nat. % rank on readcom
TREATOT8	8th test listed: nat. % rank on readtot
TLANTOT8	8th test listed: nat. % rank on langtot
TMATTOT8	8th test listed: nat.% rank on mathtot.
TTESTT9	9th test listed: test-type taken
TMONTH9	9th test listed: Month test taken

TYEAR9	9th test listed: Year test taken
TGRADE9	9th test listed: Gradelvl at test time
TVOCAB9	9th test listed: nat. % rank on vocab.
TREACOM9	9th test listed: nat. % rank on readcom
TREATOT9	9th test listed: nat. % rank on readtot
TLANTOT9	9th test listed: nat. % rank on langtot
TMATTOT9	9th test listed: nat.% rank on mathtot.