



Early Childhood Longitudinal Program (ECLS)

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Birth Cohort (ECLS-B)

Study Information

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) was designed to provide policy makers, researchers, child care providers, teachers, and parents with detailed information about children's early life experiences. Data collected for the ECLS-B focus on children's health, development, care, and education during the formative years from birth through kindergarten entry.

[For the ECLS-B 9-month collection, click here for information on response rates and sample and population sizes by selected child and family characteristics.](#)  (94 KB)

[For the ECLS-B 2-year collection, click here for information on response rates and sample and population sizes by selected child and family characteristics.](#)  (51 KB)

[For the ECLS-B preschool year collection, click here for information on response rates and sample and population sizes by selected child and family characteristics.](#)  (96 KB)

[For the ECLS-B kindergarten 2006-07 year collection, click here for information on response rates and sample and population sizes by selected child and family characteristics.](#)  (73 KB)

[For the ECLS-B kindergarten 2007-08 year collection, click here for information on response rates and sample and population sizes by selected child and family characteristics.](#)  (72 KB)

What

Children, their parents, their child care and early education providers, and their teachers provided information on children's cognitive, social, emotional, and physical development across multiple settings (e.g., home, child care, school). Additionally, information on children's elementary schools is available by linking the ECLS-B data to school data from NCES's Common Core of Data (CCD) and Private School Survey (PSS) universe files, which pertain to U.S. public and private schools, respectively.

Who

A nationally representative sample of approximately 14,000 children born in the U.S. in 2001. The children participating in the study came from diverse socioeconomic and racial/ethnic backgrounds with oversamples of Chinese children, other Asian and Pacific Islander children, American Indian and Alaska Native children, twins, and children born with low and very low birth weight.

Where

Information was collected from children, their families, their child care and early education providers, and their teachers all across the United States.

How

In every round of data collection, children participated in assessment activities and parent respondents (usually the children's mother) were asked about themselves, their families, and their children. Resident fathers were asked about themselves and their role in the ECLS-B children's lives in the 9-month, 2-year, and preschool collections. Similar information was collected from nonresident biological fathers in the 9-month and 2-year collections. In addition, beginning when the children were 2 years old, their child care and early education providers were asked to provide information about their own experience and training and their setting's learning environment. At 2 years and preschool, a subsample of children in regular nonparental care and education arrangements had their arrangements observed to obtain information on

When

The ECLS-B is a longitudinal study. The same children were followed from birth through kindergarten entry. Information about these children was collected when they were approximately 9 months old (2001-02), 2 years old (2003-04), and 4 years old/preschool age (2005-06). Additionally, in the fall of 2006, data were collected from all participating sample children, approximately 75 percent of whom were in kindergarten or higher. In the fall of 2007, data were collected from the approximately 25 percent of participating sample children who had not yet entered kindergarten or higher in the previous collection, as well as children who were repeating kindergarten in the 2007-08 school year.

the quality of those arrangements. When the ECLS-B children were in kindergarten, their teachers were asked to provide information about children's early learning experiences and the school and classroom environments. Also, the before- and after-school care and education providers of children enrolled in kindergarten were asked to provide information about their own experience, their training, and their setting's learning environment.

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ECLS-B 9-month Sample and Population Sizes

Table 1. Percentage distribution of children born in 2001 at the 9-month data collection, by child and family characteristics: 2001-02

Characteristics	Sample ¹ (rounded to the nearest 50)	Population (rounded to the nearest 100)	Population percentage
Total	10,700	3,997,200	100
Child's sex			
Male	5,450	2,043,100	51
Female	5,250	1,954,000	49
Child's race/ethnicity			
White, non-Hispanic	4,400	2,128,300	53
Black, non-Hispanic	1,700	546,500	14
Hispanic	2,200	1,018,100	26
Asian/ Pacific Islander, non-Hispanic	1,250	118,800	3
Other, non-Hispanic	1,100	177,400	4
Child's assessment age			
6-7 months	50	15,000	#
8 months	1,450	614,000	16
9 months	3,450	1,328,800	35
10 months	2,350	814,000	21
11 months	1,200	405,000	11
12 months	700	238,700	6
13 months	400	155,300	4
14-22 months	600	248,400	7
Birth weight			
Normal birth weight	7,850	3,696,100	93
Moderately low birth weight	1,650	247,900	6
Very low birth weight	1,150	51,400	1
Born premature			
No	7,650	3,488,000	88
Yes	2,850	461,900	12
Plurality			
Single	8,850	3,864,100	97
Twin	1,650	119,500	3
Higher order (e.g., triplet)	100	7,200	#
Maternal age at child's birth			
15-17 years	400	144,100	4
18-19 years	800	296,000	7
20-24 years	2,650	1,011,100	25
25-29 years	2,600	1,054,200	26
30-34 years	2,550	937,800	23
35-39 years	1,300	450,800	11
40+ years	300	96,800	2
Mother's education (at 9-month interview) ²			
Less than high school	2,050	788,100	20
HS diploma /GED/some college/vocational/technical	5,800	2,229,400	56
Bachelor's degree or higher	2,800	974,600	24
Poverty status (at 9-month interview)			
Below poverty threshold	2,750	971,500	24
At or above poverty threshold	7,900	3,025,600	76
Primary language spoken in home (at 9-month interview)			
Non-English	2,300	749,400	19
English	8,400	3,247,700	81

Estimate rounds to zero.

¹The total sample size in this column is the number of children with parent interview data from the 9-month data collection.

²Children living in households with no mother or mother figure are not included in these estimates.

NOTE: Estimates may not sum to total due to rounding and/or missing data. Estimates weighted by W1R0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Longitudinal 9-Month—Kindergarten 2007 Restricted-Use Data File.

ECLS-B 9-month Response Rates

Response rates can be either unweighted or weighted. The unweighted rate, computed using the raw number of cases, provides a useful description of the success of the operational aspects of the survey. The weighted rate, computed by summing the weights (usually the reciprocals of the probability of selecting the units) for both the numerator and denominator, gives a better description of the success of the survey with respect to the population sampled, since the weights allow for inference of the sample data (including response status) to the population level. Both rates are usually similar unless the probabilities of selection and the unit response rates in the categories with different selection probabilities vary considerably.

Weighted Response Rates

The weighted unit response rate for the 9-month parent interview, which is calculated as the weighted number of children with completed 9-month parent interviews divided by the weighted number of children eligible to participate in the 9-month collection, was 74.1 percent.

Some cases that have a completed parent interview did not complete one or more of the other study components. Therefore, it is necessary to calculate separate weighted unit response rates for these components. These rates are conditioned on the presence of a complete 9-month parent interview (as well as additional eligibility criteria), because having a complete 9-month parent interview was the criterion for being considered a participant in the 9-month data collection. The weighted unit response rate for the 9-month child assessment was 95.6 percent. The weighted unit response rate for the resident father questionnaire, calculated for cases where a resident father was living in the household with the sampled child, was 76.1 percent. The weighted unit response rate for the nonresident father questionnaire, calculated for cases in which mothers reported that the sampled child had a biological father living outside the household who met predetermined criteria for frequency and recency of contact with either the mother or child (and for whom mothers provided consent for participation), was 50.0 percent.

Unweighted Response Rates

Unweighted unit response rates are calculated in the same way as weighted response rates, but with unweighted numbers. The unweighted unit response rate for the 9-month parent interview was 76.8 percent. The unweighted unit response rate for the 9-month child assessment was 95.6 percent. The unweighted unit response rate for the resident father questionnaire was 75.1 percent. The unweighted unit response rate for the nonresident father questionnaire was 51.2 percent.



Common Core of Data (CCD)

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Common Core of Data

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Common Core of Data

The **Common Core of Data (CCD)** is a program of the U.S. Department of Education's National Center for Education Statistics that annually collects fiscal and non-fiscal data about all public schools, public school districts and state education agencies in the United States. The data are supplied by state education agency officials and include information that describes schools and school districts, including name, address, and phone number; descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures.

CCD DATA TOOLS

- [Elementary/Secondary Information System \(ELSi\)](#) View public and private school data and create custom tables using ELSi—a quick and easy tool for obtaining basic statistical data using the most common variables and tables from CCD and PSS.
- [Search For Public Schools](#) Use the Search For Public Schools locator to retrieve information on public schools from CCD's databases.
- [Search For Public School Districts](#) Use the Search For Public School Districts locator to retrieve information on public school districts from CCD's databases.
- [Public School District Finance Peer Search](#) Use NCES's Public School District Finance Peer Search tool to compare the finances of a school district with its peers (districts which share similar characteristics).
- [Public School District Longitudinal Data Tool](#) Use this data tool to compare fiscal and nonfiscal school district data over time from 1990 to 2002.
- [State Education Data Profiles](#) Use this state profiles tool to search for statewide information in elementary/secondary education characteristics and finance, postsecondary education, public libraries, assessments, and selected demographics for all states.

HIGHLIGHTS

[Elementary/Secondary Information System \(ELSi\)](#)

View public/private school data, or create a custom table of your own.

[CCD Data Tables Library](#)

Visit the CCD Data Tables Library for more information on

- Public elementary, middle, and secondary schools: Percent of students eligible for free or reduced price lunch, 1999–2000 through 2009–10
- Public and BIE elementary and secondary schools: number of schools and enrollment in the American Indian and Alaska Native Areas, 2005–06 and 2007–08
- Public elementary and secondary schools: number of schools and enrollment, 2005–06
- Public elementary and secondary schools: enrollment and staff, 2006–07
- Public School Graduates and Dropouts from the Common Core of Data: School Year 2007–08
- Public School Graduates and Dropouts from the Common Core of Data: School Year 2006–07
- Public School Graduates and Dropouts from the Common Core of Data: School Year 2005–06
- Averaged Freshman Graduation Rates by Race and Ethnicity: School Year 2004–05
- Revenues for Public K–12 Education, 2006–07

[Classificatory Scheme for Identification of Rural Locale Codes](#)

"Locale codes" are derived from a classification system originally developed by NCES in the 1980's to describe a school's location ranging from "large city" to "rural."

RECENT PUBLICATIONS

January 29, 2015:

[Revenues and Expenditures for](#)

[Public Elementary and Secondary
School Districts: School Year 2011-
12 \(Fiscal Year 2012\)](#)

January 29, 2015:

[Revenues and Expenditures for
Public Elementary and Secondary
Education: School Year 2011-12
\(Fiscal Year 2012\)](#)

October 30, 2014:

[Selected Statistics From the Public
Elementary and Secondary
Education Universe: School Year
2012-13](#)

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FAST FACTS

The primary purpose of the Fast Facts website is to provide users with concise information on a range of educational issues, from early childhood to adult learning. Fast Facts draw from various published sources and are updated as new data become available. Additional references on each of these topics are highlighted within each fact.

Assessments

Early Childhood

[Child care](#)

[Early literacy activities](#)

[Knowledge and skills of young children](#)

[Preprimary education enrollment](#)

Elementary and Secondary

Library

Postsecondary and Beyond

Resources

About 50 million students are heading off to approximately 98,000 public elementary and secondary schools for the fall 2014 term, and before the school year is out, an estimated \$619 billion will be spent related to their education. These are just a few of the statistics contained in Back to School Stats, which offers data about American elementary, secondary and postsecondary schools, students, and the educational process. ([more info](#))




FAST FACTS HIGHLIGHTS

What percentage of students are enrolled in school choice programs? ([more info](#))

DID YOU KNOW?

Public school students in 28 states scored higher than their peers in the nation; students in 15 states and the District of Columbia scored lower than their peers nationally. The interactive map provides details. ([NCES Reference](#))

RECENT VIDEO (Archive)



The U.S. average score on PISA 2012 Problem Solving was 508, which was higher than the OECD-PS average of 500. SOURCE: Key findings from PISA 2012 Problem Solving: United States ([more info](#))



FAST FACTS

Bullying

Question:

How many students are bullied at school?

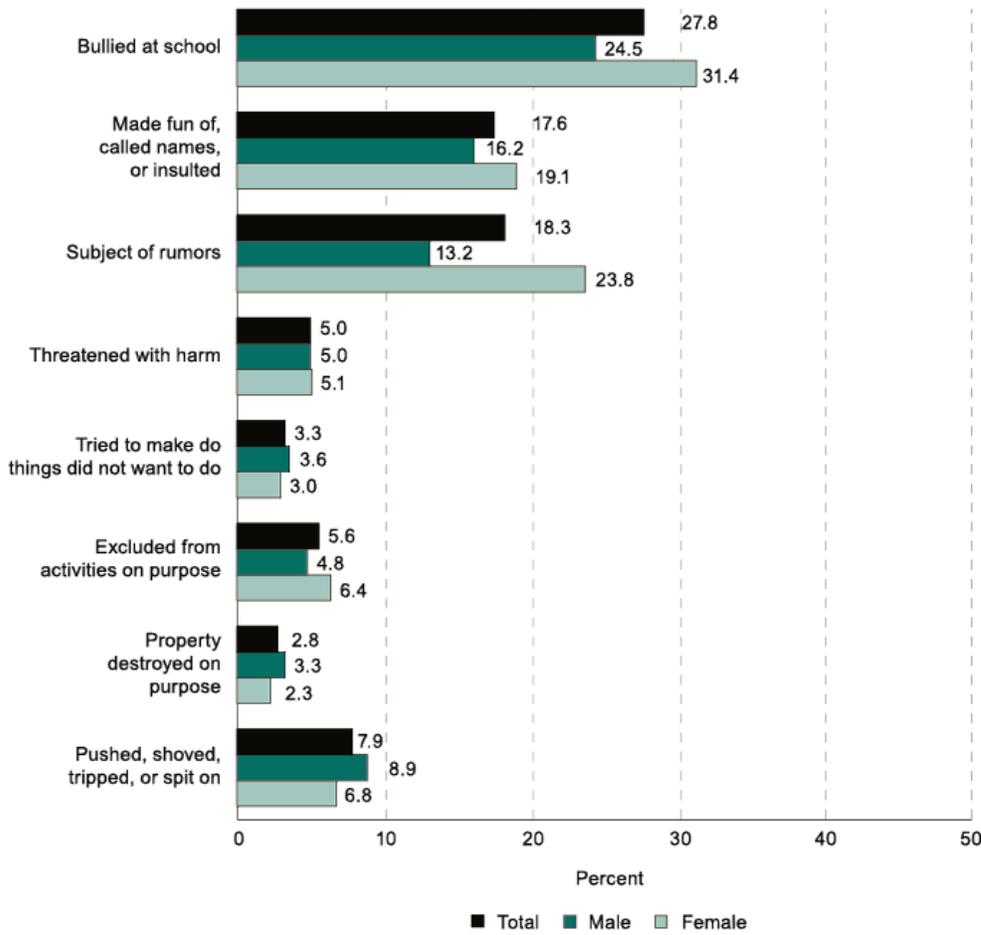
Response:

In 2011, about 28 percent of students ages 12–18 reported being bullied at school during the school year. Of those students who reported being bullied at school, 18 percent reported that they were made fun of, called names, or insulted. Eighteen percent of students reported being the subject of rumors, 5 percent reported being threatened with harm, and 3 percent reported that others tried to make them do things they did not want to do. Six percent of students reported being excluded from activities on purpose, 3 percent reported that their property was destroyed by others on purpose, and 8 percent said they were pushed, shoved, tripped, or spit on. In 2011, about 21 percent of students who were pushed, shoved, tripped, or spit on at school during the school year reported being injured as a result of the incident.

Students' reports of being bullied at school varied by student and school characteristics. In 2011, a higher percentage of females than of males ages 12–18 reported that they were made fun of, called names, or insulted (19 vs. 16 percent), were the subject of rumors (24 vs. 13 percent), and were excluded from activities on purpose (6 vs. 5 percent). The percentage of males (9 percent) who reported being pushed, shoved, tripped, or spit on was higher than the percentage of females (7 percent) who reported being subjected to the same type of bullying.

Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected bullying problems and sex: 2011

Selected bullying problems



NOTE: "At school" includes the school building, on school property, on a school bus, or going to and from school. Bullying types do not sum to total "bullied at school" category because students could have experienced more than one type of bullying.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2014). *Indicators of School Crime and Safety: 2013* (NCES 2014-042), [Figure 11.1](#).

Overall, the percentage of students who reported being bullied at school was highest for White students and lowest for Asian students in 2011. Specifically, 15 percent of Asian students ages 12–18 reported being bullied at school during the school year, compared with 31 percent of White students, 27 percent of Black students, and 22 percent of Hispanic students.

In 2011, about 37 percent of 6th-graders reported being bullied at school, compared with 30 percent of 7th-graders, 31 percent of 8th-graders, 26 percent of 9th-graders, 28 percent of 10th-graders, 24 percent of 11th-graders, and 22 percent of 12th-graders.

By school sector, a higher percentage of public school students than of private school students reported being bullied and being subjects of selected bullying problems at school in 2011. Twenty-eight percent of public school students reported being bullied at school, compared with 21 percent of private school students. Additionally, there were differences by urbanicity: a lower percentage of students in urban areas (25 percent) reported being bullied at school than students in suburban and rural areas in 2011 (29 and 30 percent, respectively).

Approximately 9 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year. With the exception of being the subject of harassment while gaming and being excluded online, female students ages 12–18 reported being the victims of all other types of cyber-bullying problems at higher percentages than males in 2011.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2014). *Indicators of School Crime and Safety: 2013* (NCES 2014-042), [Indicator 11](#).

Related Tables and Figures: (Listed by Release Date)

- [2014, Digest of Education Statistics 2013, Table 230.40. Percentage of students ages 12–18 who reported being bullied at school or cyber-bullied anywhere during the school year, by type of bullying at school, reports of injury, and selected student and school characteristics: 2011](#)
- [2014, Digest of Education Statistics 2013, Table 230.45. Percentage of students ages 12–18 who reported being bullied at school during](#)

- [the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2009](#)
- [2014, Digest of Education Statistics 2013, Table 230.50. Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2011](#)
- [2014, Digest of Education Statistics 2013, Table 230.55. Percentage of students ages 12–18 who reported being cyber-bullied anywhere during the school year, by type of cyber-bullying and selected student and school characteristics: 2011](#)
- [2014, Digest of Education Statistics 2013, Table 230.60. Among students ages 12–18 who reported being bullied at school and cyber-bullied anywhere during the school year, % reporting various frequencies of bullying and the notification of an adult at school, by selected student and school char.: 2011](#)
- [2014, Digest of Education Statistics 2013, Table 230.65. Percentage of public schools reporting selected types of cyber-bullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2009–10](#)
- [2014, The Condition of Education 2014: Rates of School Crime](#)

Other Resources: (Listed by Release Date)

- [2014, Crime and Safety Surveys \(CSS\): This site provides access to publications and data on school crime and safety.](#)
- [2014, School Survey on Crime and Safety \(SSOCS\): This survey collects information on crime and safety from U.S. public school principals.](#)

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DATA TOOLS



Education Data Analysis Tool (EDAT)

Download NCES survey datasets in various statistical software formats. Customize your dataset by selecting a survey, population, and variables relevant to your research analysis.

[Visit Education Data Analysis Tool \(EDAT\)](#)



Elementary/Secondary Information System (ELSi)

View public and private school data and create custom tables using ELSi—a quick and easy tool for obtaining basic statistical data using the most common variables and tables from CCD and PSS.

[Visit Elementary/Secondary Information System \(ELSi\)](#)



International Data Explorer (IDE)

This tool provides you with tables of detailed results from the International Assessments. The data are based on information gathered from the students, teachers, and schools that participated in PISA, PIRLS, and TIMSS. The IDE provides results for the United States and other jurisdictions around the world from the administration of these assessments.

[Visit International Data Explorer \(IDE\)](#)



IPEDS Analytics: Delta Cost Project Database

Download a longitudinal database derived from IPEDS finance, enrollment, human resources, completions, graduation rates and student financial aid data for academic years 1986-87 through 2009-10. These data have been translated into analytical formats to allow for longitudinal analyses of trends in postsecondary education with a focus on revenues and expenditures.

[Visit IPEDS Analytics: Delta Cost Project Database](#)



National Assessment of Educational Progress (NAEP) Data Explorer

This tool provides you with tables of detailed results from NAEP's national and state assessments. The data are based on information gathered from the students, teachers, and schools that participated in NAEP.

[Visit National Assessment of Educational Progress \(NAEP\) Data Explorer](#)



PowerStats

Produce complex tables and regressions using postsecondary sample survey datasets, including the National Postsecondary Student Aid Study (2008), Beginning Postsecondary Students (2004-2009), Baccalaureate and Beyond (1993-2003), and the National Study of Postsecondary Faculty (2004).

(Click for the historical [Data Analysis System \[DAS\]](#))

[Visit PowerStats](#)

QuickStats



Create simple tables on postsecondary sample survey datasets. Current datasets include the National Postsecondary Student Aid Study (2008), Beginning Postsecondary Students (2004-2009), Baccalaureate and Beyond (1993-2003), and the National Study of Postsecondary Faculty (2004).

[Visit QuickStats](#)

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NCES DATA USAGE AGREEMENT

Under law, public use data collected and distributed by the National Center for Education Statistics (NCES) may be used only for statistical purposes. Any effort to determine the identity of any reported case by public-use data users is prohibited by law. Violations are subject to Class E felony charges of a fine up to \$250,000 and/or a prison term up to 5 years.

NCES does all it can to assure that the identity of data subjects cannot be disclosed. All direct identifiers, as well as any characteristics that might lead to identification, are omitted or modified in the dataset to protect the true characteristics of individual cases. Any intentional identification or disclosure of a person or institution violates the assurances of confidentiality given to the providers of the information. Therefore, users shall:

- Use the data in any dataset for statistical purposes only.
- Make no use of the identity of any person or institution discovered inadvertently, and advise NCES of any such discovery.
- Not link any dataset with individually identifiable data from other NCES or non-NCES datasets.

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GET STARTED

EDUCATION DATA ANALYSIS TOOL

The Education Data Analysis Tool (EDAT) allows you to download NCES survey datasets to your computer. EDAT guides you through selecting a survey, population, and variables relevant to your analysis.

You will select a statistical software package (SAS, SPSS, Stata, R, S-Plus, or SUDAAN) or a generic file format (ASCII or CSV) for your dataset. EDAT will also use your selections to create a custom syntax file for use with your selected software.

AVAILABLE SURVEYS

Currently, the EDAT application contains ECLS-K (Early Childhood Longitudinal Study - Kindergarten Class of 1998-99), ELS (Education Longitudinal Study of 2002), HSLs (High School Longitudinal Study of 2009), NELS (National Education Longitudinal Study of 1988), NHES (National Household Education Survey), SASS (Schools and Staffing and Teacher Follow-up Surveys), and SSOCS (School Survey on Crime and Safety) datasets. Additional datasets will be added in the near future.

FIRST TIME USER?

It is **STRONGLY** recommended that you print and read the [EDAT User's Guide](#) before proceeding.

If you do not have an EDAT Login, [Create New Login](#)

E-mail Address
 Remember E-mail Address

Password
[Forgot Password?](#)

IMPORTANT

Selecting a statistical software package (e.g., SAS, SPSS, Stata, R, S-Plus, or SUDAAN) for your dataset and syntax file requires that you have access to that particular software. If you choose to work with a generic file format (e.g., ASCII or CSV), you may use any software or programming language you wish to conduct your analysis.



HELP ▾

Not logged in

Save Settings ▾ Exit

SELECT SURVEY ?

Select a survey below

- + i ECLS-K (Early Childhood Longitudinal Study - Kindergarten Class of 1998-99)
- + i ELS (Education Longitudinal Study of 2002)
- + i HSLs (High School Longitudinal Study)
- + i NELS (National Education Longitudinal Study)
- + i NHES (National Health and Education Statistics Survey)
- + i SASS (Survey of Adult Skills)
- + i SSOCs (Survey of Student Outcomes)

First Time User?

It is **STRONGLY** recommended that you print and read the EDAT User's Guide before using EDAT. Inside the User's Guide, click the [Print User's Guide](#) button to print a copy of the guide.

Would you like to open the EDAT User's Guide?



Education Longitudinal Study of 2002 (ELS:2002)

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Elise Christopher

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Overview: Purpose

Education Longitudinal Study of 2002 (ELS:2002) Features

- Nationally representative, longitudinal study of 10th graders in 2002 and 12th graders in 2004
- Students followed throughout secondary and postsecondary years
- Surveys of students, their parents, math and English teachers, and school administrators
- Student assessments in math (10th & 12th grades) and English (10th grade)
- High school transcripts available for research on coursetaking

ELS:2002 Focus

- What are students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond?
- What are the different patterns of college access and persistence that occur in the years following high school completion

ELS:2002 Data Collection Waves

- Base Year (2002) – Available now
- First Follow-up (2004) – Available now
- High School Transcripts (2005) – Available now (Restricted-use only)
- Second Follow-up (2006) – Available now
- Third Follow-up (2012) – Available now
- Postsecondary Transcripts (2013) – Data processing and review

HIGHLIGHTS

February 2014:

New Third Follow-up data are now available! Public-use data are available for download [here](#) or find out how to apply for a restricted-use license [here](#).

January 2014:

The First Look report from the Third Follow-up data collection (2012) has been released. View this report [here](#). Expect release of Third Follow-up data files very soon.

November 2013:

Data release has been delayed as a result of the Federal shutdown in October. We are working to get the data release back on schedule as quickly as possible. We encourage you to sign up for NewsFlash and to apply for a restricted-use license now, to be ready to use the data as soon as it becomes available.

August 2013:

Data files and documentation for the Third Follow-up collection are nearing release this fall. Sign up for NewsFlash to receive an alert as soon as new data become available!

April 2013:

Data collection has completed. View a copy of the questionnaire [here](#). Expect Third Follow-up data files and documentation to be released by late 2013.

July 2012:

Collection of third follow-up survey data is underway! Expect data to be released in 2013.

June 2011:

[NEW! Online Bibliography Search Tool](#)

Search for publications featuring data from ELS:2002 including citations published from 2001 to August 2010.

 RECENT PUBLICATIONS

July 17, 2012:

[Trends Among Young Adults Over Three Decades, 1974-2006](#)

June 13, 2012:

[Digest of Education Statistics, 2011](#)

May 17, 2012:

[Education Longitudinal Study of 2002 \(ELS:2002/12\) Third Follow-Up Field Test Report](#)

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Questionnaires

Base Year (2002):

- [Student Questionnaire Base Year](#)  (215 KB)
- [Student \(Abbreviated\) Questionnaire](#)  (81 KB)
- [Parent Questionnaire Base Year](#)  (195 KB)
- [Parent \(Abbreviated\) Questionnaire Base Year](#)  (229 KB)
- [School Administrator Questionnaire](#)  (156 KB)
- [Teacher Questionnaire](#)  (245 KB)
- [Facilities Checklist](#)  (67 KB)
- [Library Media Center Questionnaire](#)  (110 KB)

First Follow-up (2004):

- [Student Questionnaire](#)  (154 KB)
- [Student \(Abbreviated\) Questionnaire](#)  (119 KB)
- [New Student Supplement](#)  (60 KB)
- [Transfer Student Questionnaire](#)  (138 KB)
- [Early Graduate Questionnaire](#)  (135 KB)
- [Dropout Questionnaire](#)  (147 KB)
- [Homeschool Student Questionnaire](#)  (171 KB)
- [School Administrator Questionnaire](#)  (124 KB)
- [School Administrator \(Abbreviated\) Questionnaire](#)  (235 KB)

Second Follow-up (2006):

- [Flow Chart of Instrument logic](#)  (76 KB)
- [Question Stems of Instrument](#)  (70 KB)

Third Follow-up (2012):

- [Flowchart of Instrument Logic](#)  (202 KB)
- [Sample member questionnaire](#)  (265 KB)

For more information on viewing PDF files [click here](#).

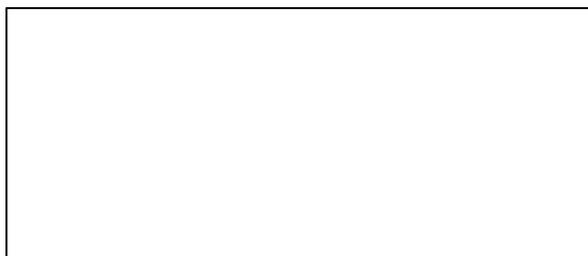
EDUCATION LONGITUDINAL STUDY OF 2002



STUDENT QUESTIONNAIRE Base Year 10th Grade

Sponsored by:
U.S. Department of Education
National Center for Education Statistics

Conducted by:
RTI



USES OF THE DATA

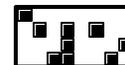
The data from this survey will be used by educators and by federal and state policy makers to address important issues facing the nation's schools: educational standards, high school course-taking patterns, dropping out of school, the education of the disadvantaged, the needs of language minority students, and the features of effective schools.

ASSURANCE OF CONFIDENTIALITY

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. The information you provide will be kept confidential, and will be protected to the fullest extent allowable under law. Information will be protected from disclosure by federal statute (20 USC 9003a-9007, as amended). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

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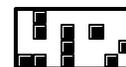
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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0652. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** National Center for Education Statistics, ESLSD, 1990 K Street, N.W., Washington, D.C. 20006.

Educational Organizations That Have Endorsed ELS:2002

American Association of School Administrators
American Association of School Librarians
American Federation of Teachers
Council of Chief State School Officers
Council of the Great City Schools
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association Department of Secondary Schools
National Education Association
National Parent Teacher Association
National Resource Center for Safe Schools
National School Boards Association
National School Safety Center



MARKING DIRECTIONS

PLEASE READ CAREFULLY AND USE A SOFT LEAD (#2) PENCIL TO COMPLETE THIS QUESTIONNAIRE.

FILLING IN CIRCLES:

It is important that you completely fill in the circles next to your answers and print clearly.

Shown below is the correct way to mark your answers, along with examples of incorrect ways.

Correct Mark:

Dark and thick, circle completely filled



Incorrect Marks:

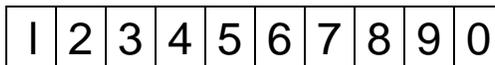
Light and thin



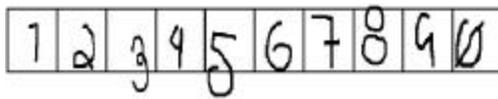
PRINTING NUMBERS IN BOXES:

Print one number per box. The numbers should be printed with solid connected lines and should not touch or cross any of the box lines. Do not cross zeroes or sevens.

Write digits like this:



Do not write digits like this:



KEY FOR MONTHS:

01 = January
02 = February
03 = March
04 = April

05 = May
06 = June
07 = July
08 = August

09 = September
10 = October
11 = November
12 = December

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GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY. It is important that you follow the directions for responding to each kind of question. Here are examples of the five types of items:

I. MARK ONE RESPONSE

1. What is the color of your eyes?

(MARK ONE RESPONSE)

- Brown
- Blue
- Green
- Another color

If the color of your eyes is green, you would mark the circle beside green.

II. MARK ALL THAT APPLY

2. Last week, did you do any of the following?

(MARK ALL THAT APPLY)

- Saw a play
- Went to a movie
- Attended a sporting event
- None of the above

If you went to a movie and attended a sporting event last week, but did not see a play, you would mark the two circles as shown.

III. MARK ONE RESPONSE ON EACH LINE

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

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No	Don't know
a. Study at a friend's house	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Go to a museum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. Visit a relative	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

If you plan to study at a friend's house, do not plan to go to a museum, and do not plan to visit a relative, you would mark one circle on each line as shown.



IV. MARK ONE RESPONSE IN EACH COLUMN

4. What is your favorite color and your best friend's favorite color?

(MARK ONE RESPONSE IN EACH COLUMN)

	Your favorite color	Your best friend's favorite color
Blue	<input checked="" type="radio"/>	<input type="radio"/>
Green	<input type="radio"/>	<input type="radio"/>
Yellow	<input type="radio"/>	<input checked="" type="radio"/>
Purple	<input type="radio"/>	<input type="radio"/>
None of the above	<input type="radio"/>	<input type="radio"/>

If you like blue best and your best friend likes yellow best, you would mark one circle in each column as shown.

V. QUESTION WITH A SKIP

5. Do you eat sweet foods?

(MARK ONE RESPONSE)

- Yes [®] **(GO TO QUESTION 6)**
- No [®] **(SKIP TO QUESTION 7)**

6. Do you brush your teeth after eating sweet foods?

(MARK ONE RESPONSE)

- Yes
- No

7. Last week, did you do any of the following?

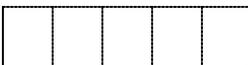
(MARK ALL THAT APPLY)

- Attend a sporting event
- Go to a movie
- None of the above

If you do not eat sweet foods, you would mark the circle as shown. You would not answer Question 6. Instead you would skip over Question 6 and go directly to Question 7. Sometimes you will be asked to skip more than one question.

If you did not attend a sporting event or go to a movie last week, you would mark none of the above.

THIS IS THE END OF THE EXAMPLES.





THIS QUESTIONNAIRE IS NOT A TEST.

WE HOPE YOU WILL ANSWER EVERY QUESTION (OTHER THAN THE ONES YOU ARE DIRECTED TO SKIP OVER), BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

**PLEASE GO TO THE NEXT PAGE
TO BEGIN THE QUESTIONNAIRE.**



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PART I: INFORMATION FOR FUTURE FOLLOW-UP

— 1. Please print your name, address, home telephone number, and e-mail address.

Name:

Last Name First Name MI

Address (include number, street, apartment number, P.O. Box, etc):

Address Line 1

Address Line 2

City State Zip code

Telephone:

()

Area code Telephone number

I do not have a telephone

E-mail address:

I do not have an e-mail address

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT, GUARDIAN, OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

— 2. Please fill in your mother's name in the space below. If you have both a mother and a female guardian, write in the name of the one you live with most of the time.

Name:

Last Name First Name MI

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— 3. Is her address and telephone number the same as yours?

(MARK ONE RESPONSE)

- No ® (GO TO QUESTION 4)
- Yes ® (SKIP TO QUESTION 5)
- She is no longer living ® (SKIP TO QUESTION 6)

— 4. Please fill in her address and telephone number in the space below. If you don't know the complete address, fill in as much as you know.

Address (include number, street, apartment number, P.O. Box, etc):

Address Line 1

Address Line 2

City State Zip code

I don't know any of her address

Home Telephone:

(_____)
 Area code Telephone number

- She does not have a telephone
- I don't know her phone number

— 5. What is her work phone number?

Work Telephone:

(_____)
 Area code Telephone number Extension

- She does not work
- I don't know the number



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- 6. Please fill in your father's name in the space below. If you have both a father and a male guardian, write in the name of the one you live with most of the time.

Name:

Last Name First Name MI

- 7. Is his address and telephone number the same as yours?

(MARK ONE RESPONSE)

- No ® (GO TO QUESTION 8)
- Yes ® (SKIP TO QUESTION 9)
- He is no longer living ® (SKIP TO QUESTION 10 ON PAGE 4)

- 8. Please fill in his address and telephone number in the space below. If you don't know the complete address, fill in as much as you know.

Address (include number, street, apartment number, P.O. Box, etc):

Address Line 1

Address Line 2

City State Zip code

- I don't know any of his address

Home Telephone:

() _____

Area code Telephone number

- He does not have a telephone
- I don't know his phone number

- 9. What is his work phone number?

Work Telephone:

() _____

Area code Telephone number Extension

- He does not work
- I don't know the number

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— 10. Please write in the name, address, and telephone number of a relative or close friend who does not live with you and who will always know how to contact you.

Name:

Last Name First Name MI

Address (include number, street, apartment number, P.O. Box, etc). If you don't know the complete address, fill in as much as you know.

Address Line 1

Address Line 2

City State Zip code

I don't know any of his/her address

Telephone:

This person does not have a telephone

I don't know his/her phone number

() _____

Area code Telephone number

11. What is this person's relationship to you?

(MARK ONE RESPONSE)

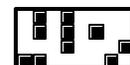
- A parent
- A grandparent
- An aunt or uncle
- A brother or sister
- A friend
- Other

12. Do you have a nickname?

Yes ® (WRITE IN NICKNAME) _____

No

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— 13. When were you born?

Month		Day		Year			
				1	9		

— 14. What is your sex?

- Male
- Female

— 15. Are you Hispanic or Latino/Latina?

- Yes [®] (GO TO QUESTION 16)
- No [®] (SKIP TO QUESTION 17)

— 16. If you are Hispanic or Latino/Latina, which one of the following are you?

(MARK ONE RESPONSE)

- Mexican, Mexican-American, Chicano
- Cuban
- Dominican
- Puerto Rican
- Central American (Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, Honduran)
- South American (Colombian, Argentinian, Peruvian, etc.)

— 17. Please select one or more of the following choices to best describe your race.

(MARK ALL THAT APPLY)

- White
- Black/African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

[®] IF YOU DID NOT MARK ASIAN, SKIP TO THE INSTRUCTION BOX BEFORE QUESTION 19 ON PAGE 6.

[®] IF YOU MARKED ASIAN, GO TO QUESTION 18 ON PAGE 6.

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– 18. If you marked Asian in question 17, which one of the following are you?

(MARK ONE RESPONSE)

- Chinese
- Filipino
- Japanese
- Korean
- Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, Burmese)
- South Asian (Asian Indian, Bangladeshi, Sri Lankan)

QUESTION 19, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, IS VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

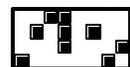
– 19. What is your social security number?

			-			-				
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- I don't know my social security number



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PART II: SCHOOL EXPERIENCES AND ACTIVITIES

20. How much do you agree or disagree with each of the following statements about your current school and teachers?

(MARK ONE RESPONSE ON EACH LINE)

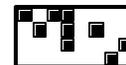
	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Students get along well with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is real school spirit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students make friends with students of other racial and ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other students often disrupt class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The teaching is good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are interested in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. When I work hard on schoolwork, my teachers praise my effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In class I often feel "put down" by my teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. In class I often feel "put down" by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I don't feel safe at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Disruptions by other students get in the way of my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Misbehaving students often get away with it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. There are gangs in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Fights often occur between different racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Thinking about your school over the last year, how much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Everyone knows what the school rules are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The punishment for breaking school rules is the same no matter who you are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school rules are strictly enforced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If a school rule is broken, students know what kind of punishment will follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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22. In the first semester or term of this school year, how many times did any of the following happen?

(MARK ONE RESPONSE ON EACH LINE)

	Never	Once or twice	More than twice
a. I had something stolen from me at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Someone offered to sell me drugs at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Someone threatened to hurt me at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I got into a physical fight at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Someone hit me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Someone used strong-arm or forceful methods to get money or things from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Someone purposely damaged or destroyed my belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Someone bullied me or picked on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Since starting ninth grade, did you win any of the following awards or were you recognized at school for doing well or participating in certain activities?

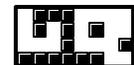
(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Won an academic honor	<input type="radio"/>	<input type="radio"/>
b. Received special recognition for good attendance	<input type="radio"/>	<input type="radio"/>
c. Received special recognition for good grades or honor roll	<input type="radio"/>	<input type="radio"/>
d. Received a community service award	<input type="radio"/>	<input type="radio"/>
e. Participated in a science, math or technology fair	<input type="radio"/>	<input type="radio"/>
f. Vocational/technical skills competition (e.g., DECA, VICA, FFA, FHA)	<input type="radio"/>	<input type="radio"/>

24. How many times did the following things happen to you in the first semester or term of this school year?

(MARK ONE RESPONSE ON EACH LINE)

	Never	1-2 times	3-6 times	7-9 times	10 or more times
a. I was late for school	<input type="radio"/>				
b. I cut or skipped classes	<input type="radio"/>				
c. I was absent from school	<input type="radio"/>				
d. I got in trouble for not following school rules	<input type="radio"/>				
e. I was put on in-school suspension	<input type="radio"/>				
f. I was suspended or put on probation	<input type="radio"/>				
g. I was transferred to another school for disciplinary reasons	<input type="radio"/>				



25. Please write down the names of your best friends at your present school. Please fill in up to three names. If you have fewer close friends, provide less than three names. Then for each friend you named, answer questions 25a through 25g.

Friend 1	Friend 2	Friend 3
First Name _____ Last Initial _____	First Name _____ Last Initial _____	First Name _____ Last Initial _____

a. Is this friend...?

- Male Female
 Male Female
 Male Female

b. Is this friend Hispanic or Latino/Latina?

- Yes No
 Yes No
 Yes No

c. What is this friend's race? (MARK ALL THAT APPLY FOR EACH FRIEND)

- | | | |
|---|---|---|
| <input type="radio"/> White | <input type="radio"/> White | <input type="radio"/> White |
| <input type="radio"/> Black/African American | <input type="radio"/> Black/African American | <input type="radio"/> Black/African American |
| <input type="radio"/> Asian | <input type="radio"/> Asian | <input type="radio"/> Asian |
| <input type="radio"/> Native Hawaiian or other Pacific Islander | <input type="radio"/> Native Hawaiian or other Pacific Islander | <input type="radio"/> Native Hawaiian or other Pacific Islander |
| <input type="radio"/> American Indian or Alaska Native | <input type="radio"/> American Indian or Alaska Native | <input type="radio"/> American Indian or Alaska Native |

d. What grade is this friend in at your school? (MARK ONE RESPONSE FOR EACH FRIEND)

- | | | | | | |
|----------------------------|-----------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|
| <input type="radio"/> 8th | <input type="radio"/> 11th | <input type="radio"/> 8th | <input type="radio"/> 11th | <input type="radio"/> 8th | <input type="radio"/> 11th |
| <input type="radio"/> 9th | <input type="radio"/> 12th | <input type="radio"/> 9th | <input type="radio"/> 12th | <input type="radio"/> 9th | <input type="radio"/> 12th |
| <input type="radio"/> 10th | <input type="radio"/> Other | <input type="radio"/> 10th | <input type="radio"/> Other | <input type="radio"/> 10th | <input type="radio"/> Other |

e. How important is getting good grades to this friend? (MARK ONE RESPONSE FOR EACH FRIEND)

- | | | |
|--|--|--|
| <input type="radio"/> Not at all important | <input type="radio"/> Not at all important | <input type="radio"/> Not at all important |
| <input type="radio"/> Somewhat important | <input type="radio"/> Somewhat important | <input type="radio"/> Somewhat important |
| <input type="radio"/> Very important | <input type="radio"/> Very important | <input type="radio"/> Very important |

f. Do you know either or both of this friend's parents?

- Yes No
 Yes No
 Yes No

g. Does your mother or father know either or both of this friend's parents?

- Yes No
 Yes No
 Yes No

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26. If you had to limit yourself to one of the following three choices, which comes nearest to describing your high school program?

(MARK ONE RESPONSE)

- General
- College Preparatory (academic)
- Vocational (including technical or business)

27. How much do you agree or disagree with the following statements about why you go to school?

(MARK ONE RESPONSE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I go to school because I think the subjects I'm taking are interesting and challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I go to school because I get a feeling of satisfaction from doing what I'm supposed to do in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I go to school because I have nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I go to school because education is important for getting a job later on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I go to school because it's a place to meet my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I go to school because I play on a team or belong to a club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I go to school because I'm learning skills that I will need for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I go to school because my teachers expect me to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I go to school because my parents expect me to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How much do you like school?

(MARK ONE RESPONSE)

- Not at all
- Somewhat
- A great deal

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29. In your current or most recent mathematics class, how often do/did you...

(MARK ONE RESPONSE ON EACH LINE)

	Never	Rarely	Less than once a week	Once or twice a week	Every day or almost every day
a. Review the work from the previous day	<input type="radio"/>				
b. Listen to the teacher lecture	<input type="radio"/>				
c. Copy the teacher's notes from the board	<input type="radio"/>				
d. Use books other than textbooks	<input type="radio"/>				
e. Do word problems or problem solving activities	<input type="radio"/>				
f. Use calculators	<input type="radio"/>				
g. Use graphing calculators	<input type="radio"/>				
h. Use computers	<input type="radio"/>				
i. Explain your work to the class orally	<input type="radio"/>				
j. Participate in student-led discussions	<input type="radio"/>				

30. Do/did you use computers in your current or most recent math class?

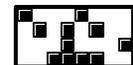
- Yes ® (GO TO QUESTION 31)
 No ® (SKIP TO QUESTION 32 ON PAGE 12)

31. In your current or most recent mathematics class, how often do/did you use computers in the following ways?

(MARK ONE RESPONSE ON EACH LINE)

	Never	Rarely	Less than once a week	Once or twice a week	Every day or almost every day
a. Review work from the previous day	<input type="radio"/>				
b. Do word problems or problem solving activities	<input type="radio"/>				
c. For graphing	<input type="radio"/>				
d. To practice math drills	<input type="radio"/>				
e. To analyze data	<input type="radio"/>				
f. To apply what was learned in class to new situations or problems	<input type="radio"/>				
g. The teacher uses/used the computer to instruct us individually	<input type="radio"/>				
h. The teacher uses/used the computer to demonstrate new topics in mathematics	<input type="radio"/>				

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32. Please indicate if you used or are using a computer in class for the following subjects in 9th and 10th grade.

	Used computer in 9th grade class?			Used computer in 10th grade class?		
	Yes	No	NA	Yes	No	NA
a. 1st semester/term English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 2nd semester/term English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 1st semester/term science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 2nd semester/term science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 1st semester/term math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. 2nd semester/term math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. 1st semester/term social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. 2nd semester/term social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Have you ever been in any of the following kinds of courses or programs in high school?

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Advanced Placement (AP)	<input type="radio"/>	<input type="radio"/>
b. International Baccalaureate (IB)	<input type="radio"/>	<input type="radio"/>
c. Courses or a program which you take at a separate area or regional vocational school part-time	<input type="radio"/>	<input type="radio"/>
d. Remedial English	<input type="radio"/>	<input type="radio"/>
e. Remedial math	<input type="radio"/>	<input type="radio"/>
f. Bilingual or bicultural education	<input type="radio"/>	<input type="radio"/>
g. English as a Second Language (ESL)	<input type="radio"/>	<input type="radio"/>
h. Dropout prevention, Alternative or Stay-in-School Program	<input type="radio"/>	<input type="radio"/>
i. Special Education Program	<input type="radio"/>	<input type="radio"/>
j. Course via distance learning	<input type="radio"/>	<input type="radio"/>
k. Career academy	<input type="radio"/>	<input type="radio"/>
l. Special program to help students plan or prepare for college	<input type="radio"/>	<input type="radio"/>

34. Overall, about how much time do you spend on homework each week, both in and out of school?

Total time spent on homework: All subjects	
In school <input type="text"/> <input type="text"/> hours	Out of school <input type="text"/> <input type="text"/> hours

<input type="text"/>				
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35. In your current math course, about how much time do you spend on homework each week, both in and out of school?

Math	
In school <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> hours	Out of school <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> hours
<input type="radio"/> I am not taking a math class	

36. In your current English course, about how much time do you spend on homework each week, both in and out of school?

English	
In school <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> hours	Out of school <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> hours
<input type="radio"/> I am not taking an English class	

37. How important are good grades to you?

(MARK ONE RESPONSE)

- Not important
- Somewhat important
- Important
- Very important

38. How often do you come to class without these things?

(MARK ONE RESPONSE ON EACH LINE)

	Never	Seldom	Often	Usually
a. Pencil/pen or paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Homework done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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39. For the following items, intramural means competition between teams or students within the same school. For each sport listed below, indicate whether you participated on an intramural team in this sport during this school year.

(MARK ONE RESPONSE ON EACH LINE)

	School does not have intramural team	Did not participate	Participated in intramural sports
a. Baseball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other team sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. An individual sport (e.g., wrestling, golf, tennis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Cheerleading, Pompon (Pompom), or Drill Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. For the following items, interscholastic means competition between teams from different schools. For each sport listed below, indicate whether you have participated on an interscholastic team during this school year.

(MARK ALL THAT APPLY)

	School does not have interscholastic team	Did not participate	Participated on a junior varsity team	Participated on a varsity team	Participated as a varsity team captain/co-captain
a. Baseball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Softball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Basketball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Soccer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other team sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. An individual sport (e.g., wrestling, golf, tennis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Cheerleading, Pompon (Pompom), or Drill Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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41. Have you participated in the following school-sponsored activities this school year?

(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. Band, orchestra, chorus, choir	<input type="radio"/>	<input type="radio"/>
b. School play or musical	<input type="radio"/>	<input type="radio"/>
c. Student government	<input type="radio"/>	<input type="radio"/>
d. National Honor Society (NHS) or other academic honor society	<input type="radio"/>	<input type="radio"/>
e. School yearbook, newspaper, literary magazine	<input type="radio"/>	<input type="radio"/>
f. Service club	<input type="radio"/>	<input type="radio"/>
g. Academic club	<input type="radio"/>	<input type="radio"/>
h. Hobby club	<input type="radio"/>	<input type="radio"/>
i. Vocational education club, vocational student organization (e.g., DECA, VICA, FFA, FHA)	<input type="radio"/>	<input type="radio"/>

42. In a typical week, how much time do you spend on school-sponsored extracurricular activities (for example, sports, school clubs)?

		hours
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43. How much additional reading do you do each week on your own outside of school - not in connection with schoolwork? (Do not count any school-assigned reading.)

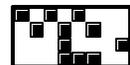
		hours
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44. How often do you spend time on the following activities outside of school?

(MARK ONE RESPONSE ON EACH LINE)

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost every day
a. Visiting with friends at a hangout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working on hobbies, arts, crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Volunteering or performing community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Driving or riding around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Talking with friends on the telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Taking classes: music, art, language, dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Taking sports lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Playing non-school sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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45. Whether at home, school, or some place else, how often do you use a computer ...

(MARK ONE RESPONSE ON EACH LINE)

	Never	Rarely	Less than once a week	Once or twice a week	Every day or almost every day
a. for fun, such as talking to friends or relatives through E-mail, playing games, surfing the Internet, or listening to music?	<input type="radio"/>				
b. for school work or assignments?	<input type="radio"/>				
c. as a resource to learn things of interest to you on your own?	<input type="radio"/>				

46. How many hours a day do you usually use a computer...

- a. for school work? hours
- b. other than for school work? hours

47. How often do you use a computer...

(MARK ONE RESPONSE ON EACH LINE)

	No computer	Never	Less than once a week	Once or twice a week	Every day or almost every day
a. at home?	<input type="radio"/>				
b. at school?	<input type="radio"/>				
c. at the public library (for activities other than catalog searches)?	<input type="radio"/>				
d. at a friend's house?	<input type="radio"/>				
e. at another place?	<input type="radio"/>				

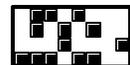
48. During the school year, how many hours a day do you usually watch TV or videotapes/ DVDs?

Watch TV or videotapes/DVD

Weekdays <input style="width: 40px; height: 20px;" type="text"/> hours	Weekends <input style="width: 40px; height: 20px;" type="text"/> hours
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I don't watch TV or videotapes/DVD

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49. During the school year, how many hours a day do you usually play video or computer games such as Nintendo or Play Station?

Play video or computer games	
Weekdays <input style="width: 30px; height: 20px;" type="text"/> hours	Weekends <input style="width: 30px; height: 20px;" type="text"/> hours
<input type="radio"/> I don't play video or computer games	

50. Does your school have a library or library media or resource center?

- Yes ® (GO TO QUESTION 51)
- No ® (SKIP TO QUESTION 54 ON PAGE 18)

51. How often do you use your school library media center for any of the following activities?

(MARK ONE RESPONSE ON EACH LINE)

	Never	Rarely	Sometimes	Often
a. Course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In-school projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Homework (assignments to be completed outside of class time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Research papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Leisure reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Read magazines or newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Read books for fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Learn about things that are not course-related, such as sports, hobbies, people or music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Use the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. How useful are the reference materials (books, magazines, newspapers, Internet resources, and databases) available from the school library media center in helping you do your class assignments and research?

(MARK ONE RESPONSE)

- Very useful
- Useful
- Not useful
- Don't use the school library

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53. How helpful is the school library staff with the following?

(MARK ONE RESPONSE ON EACH LINE)

	Very helpful	Helpful	Not helpful	Don't use the school library
a. Helping you find books, magazines and newspaper articles on a research topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Helping you use online databases or CD-ROMs for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Helping you use the Internet for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART III: PLANS FOR THE FUTURE

54. How important is each of the following to you in your life?

(MARK ONE RESPONSE ON EACH LINE)

	Not important	Somewhat important	Very important
a. Being successful in my line of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Finding the right person to marry and having a happy family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having lots of money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Having strong friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Being able to find steady work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Helping other people in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Being able to give my children better opportunities than I've had	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Living close to parents and relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Getting away from this area of the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Working to correct social and economic inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Having children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Having leisure time to enjoy my own interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Item deleted			
n. Becoming an expert in my field of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Getting a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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55. Have you taken or are you planning to take any of the following tests in the next two years?

(MARK ONE RESPONSE ON EACH LINE)

	I haven't thought about it	No, I don't plan to	Yes, this school year	Yes, next school year	Yes, in 12th grade
a. Pre-SAT test (PSAT) or Preliminary American College Testing Test (PACT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. College Board Scholastic Assessment Test (SAT) or American College Testing Service (ACT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Advanced Placement (AP) test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Armed Services Vocational Aptitude Battery (ASVAB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

– 56. As things stand now, how far in school do you think you will get?

(MARK ONE RESPONSE)

Less than high school graduation	<input type="radio"/>	} ® (SKIP TO QUESTION 62 ON PAGE 20)
High school graduation or GED only	<input type="radio"/>	
Attend or complete a 2-year school course in a community or vocational school	<input type="radio"/>	} ® (GO TO QUESTION 57)
Attend college, but not complete a 4-year degree	<input type="radio"/>	
Graduate from college	<input type="radio"/>	
Obtain a Master's degree or equivalent	<input type="radio"/>	
Obtain a Ph.D., M.D., or other advanced degree	<input type="radio"/>	
Don't know	<input type="radio"/>	

– 57. Do you plan to continue your education right after high school or at some time in the future?

(MARK ONE RESPONSE)

- Yes, right after high school
- Yes, after staying out of school for one year
- Yes, after staying out of school for over a year
- Yes, but I don't know when
- No, I don't plan to continue my education after high school ® (SKIP TO QUESTION 62 ON PAGE 20)
- I don't know if I will continue my education after high school ® (SKIP TO QUESTION 63 ON PAGE 20)

58. Which of the following do you plan to attend?

(MARK ONE RESPONSE)

- Four-year college or university
- Two-year community college
- Vocational, technical or trade school

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59. Where have you gone for information about the entrance requirements of various colleges?

(MARK ALL THAT APPLY)

- Guidance counselor
- Teacher
- Coach
- Parent
- Friend
- Brother or sister
- Other relative
- College publications or websites
- College representatives
- College search guides, publications, or websites
- None of the above

60. Would you like to participate in athletics (not intramurals) at the collegiate level?

- Yes ® (GO TO QUESTION 61)
- No ® (SKIP TO QUESTION 63)

61. Do you hope to receive an athletic scholarship to pay for all or part of your college expenses?

- Yes } ® (SKIP TO QUESTION 63)
- No }

62. Which of the following are reasons why you have decided NOT to continue your education past high school?

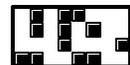
(MARK ONE RESPONSE ON EACH LINE)

	Yes	No
a. I do not like school	<input type="radio"/>	<input type="radio"/>
b. My grades are not high enough	<input type="radio"/>	<input type="radio"/>
c. I will not need more education for the career I want	<input type="radio"/>	<input type="radio"/>
d. I cannot afford to go on to school	<input type="radio"/>	<input type="radio"/>
e. I'd rather work and make money than go to school	<input type="radio"/>	<input type="radio"/>
f. I plan to be a full-time homemaker	<input type="radio"/>	<input type="radio"/>
g. I do not feel that going to school is important	<input type="radio"/>	<input type="radio"/>
h. I need to help support my family	<input type="radio"/>	<input type="radio"/>

63. Write in the name of the job or occupation that you expect or plan to have right after high school.

-
- I don't plan to work right after high school
 - I don't know

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64. Write in the name of the job or occupation that you expect or plan to have at age 30.

- I don't plan to work when I'm 30
- I don't know

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT, GUARDIAN, OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

65. How far in school do you think your mother and father want you to go?

(MARK ONE RESPONSE IN EACH COLUMN)

	Mother	Father
Less than high school graduation	<input type="radio"/>	<input type="radio"/>
High school graduation or GED only	<input type="radio"/>	<input type="radio"/>
Attend or complete a 2-year school course in a community or vocational school	<input type="radio"/>	<input type="radio"/>
Attend college, but not complete a 4-year degree	<input type="radio"/>	<input type="radio"/>
Graduate from college	<input type="radio"/>	<input type="radio"/>
Obtain a Master's degree or equivalent	<input type="radio"/>	<input type="radio"/>
Obtain a Ph.D., M.D., or other advanced degree	<input type="radio"/>	<input type="radio"/>
Don't know	<input type="radio"/>	<input type="radio"/>
Does not apply	<input type="radio"/>	<input type="radio"/>

66. What do the following people think is the most important thing for you to do right after high school?

(MARK ONE RESPONSE ON EACH LINE)

	Does not apply	Go to college	Get a full-time job	Enter a trade school or an apprenticeship	Enter military service	Get married	They think I should do what I want	They don't care	I don't know
a. Your mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A close relative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your favorite teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



PART IV: LANGUAGE

— **67. Is English your native language (the first language you learned to speak when you were a child)?**

- Yes ® (SKIP TO QUESTION 71 ON PAGE 23)
- No ® (GO TO QUESTION 68)

— **68. What is your native language (the first language you learned to speak when you were a child)?**

(MARK ONE RESPONSE)

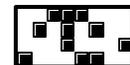
- Spanish
- A Chinese language
- Japanese
- Korean
- A Filipino language
- Italian
- French
- German
- Greek
- Polish
- Arabic
- Farsi
- Urdu
- Hindi, Tamil or other Indian subcontinent language
- Portuguese
- Vietnamese
- Cambodian
- Other Southeast Asian language
- American Indian language
- Other

69. How often do you speak your native language with ...

(IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE MARK "Does not apply.")

(MARK ONE RESPONSE ON EACH LINE)

	Never	Some- times	About half of the time	Always or most of the time	Does not apply
a. your mother?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. your father?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. your brothers and sisters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



70. How well do you do the following?

(MARK ONE RESPONSE ON EACH LINE)

	Very well	Well	Not well	Not at all
a. Understand spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Speak English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Read English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Write English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART V: MONEY AND WORK

71. In which of the following work-based learning experiences have you participated during high school?

(MARK ALL THAT APPLY)

- Cooperative education (work experience that is part of a vocational class and for which you earn class credit)
- Internship (work experience arranged by your school, but not necessarily part of a vocational class)
- Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers)
- Mentoring (a *school-arranged* match with an adult in your career area for advice and support)
- Community service (volunteer work *arranged by your school* to support your local community)
- School-based enterprise (working in a business run by students or teachers from your school)
- None of these

72. Have you ever worked for pay, not counting work around the house?

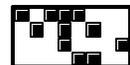
(MARK ONE RESPONSE)

- No [®] (SKIP TO INSTRUCTION BOX BEFORE QUESTION 81 ON PAGE 25)
- Yes, and I am currently employed [®] (SKIP TO QUESTION 74 ON PAGE 24)
- Yes, but I am not currently employed [®] (GO TO QUESTION 73)

73. When did you last work for pay, not counting work around the house?

Month	Year
<input type="text"/>	<input type="text"/>

<input type="text"/>					
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74. When did you start your current or most recent job?

Month	Year
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

75. How many hours do/did you usually work each week on your current or most recent job?

<input type="text"/> <input type="text"/>	hours
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76. How many of those hours each week are/were on the weekend (Saturday or Sunday)?

Weekends (Saturday or Sunday)

<input type="text"/> <input type="text"/>	hours
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77. What kind of work do/did you do for pay on your current job or most recent job? (If you have two or more jobs, answer for the job that pays the most per hour. Do not include work around your own house.)

(MARK ONE RESPONSE)

- Fast food worker, waiter/waitress, host/hostess, dishwasher/busboy
- Babysitter or child care
- Cashier, grocery clerk/bagger
- Salesperson, customer service
- Lawn work or odd jobs
- Camp counselor, lifeguard, coach, umpire, or referee
- Farm worker
- Construction work
- Computer related job (e.g., repair, Web-design, network installation)
- General office or clerical worker
- Warehouse worker
- House cleaning or janitorial work
- Hospital or health worker
- Beautician, hair stylist, barber
- Other

78. Item deleted.

<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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79. How did you get this job?

(MARK ONE RESPONSE)

- School-arranged co-op program
- Other assistance from school or teacher
- Family
- Friends
- Read an ad, sign or notice
- Placed an advertisement
- Other

80. Is this job related to the job you want to have when you have completed your education?

(MARK ONE RESPONSE)

- Closely related
- Somewhat related
- Not related at all

PART VI: FAMILY

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT, GUARDIAN, OR STEPPARENT WITH WHOM YOU LIVE MOST OF THE TIME.

IN THE FOLLOWING QUESTIONS, "GUARDIAN(S)" MAY INCLUDE FOSTER PARENTS, LEGAL GUARDIANS, OR OTHER OLDER ADULTS LIVING IN YOUR HOUSEHOLD, SUCH AS GRANDPARENTS, WHO ARE RESPONSIBLE FOR YOU.

81. a. What kind of work does your mother normally do? That is, what is the job called? (If she is unemployed, retired, or disabled, answer for her most recent job. If she works more than one job, answer for the job you consider to be her major activity.)

- My mother/female guardian is a full-time homemaker [®] **(GO TO QUESTION 82 ON PAGE 26)**
- Does not apply [®] **(GO TO QUESTION 82 ON PAGE 26)**

OCCUPATION: _____

b. What does she actually do in that job? That is, what are her main duties?

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— 82. a. **What kind of work does your father normally do? That is, what is the job called?** (If he is unemployed, retired, or disabled, answer for his most recent job. If he works more than one job, answer for the job you consider to be his major activity.)

- My father/male guardian is a full-time homemaker ® (GO TO QUESTION 83)
- Does not apply ® (GO TO QUESTION 83)

OCCUPATION: _____

b. What does he actually do in that job? That is, what are his main duties?

— 83. **How far in school did your parents go? Indicate your mother's and father's highest level of education.**

(MARK ONE RESPONSE IN EACH COLUMN)

	Mother (or female guardian)	Father (or male guardian)
Did not finish high school	<input type="radio"/>	<input type="radio"/>
Graduated from high school or equivalent (GED)	<input type="radio"/>	<input type="radio"/>
Graduated from high school and attended a two-year school (such as a vocational or technical school, a junior college, or a community college), but did not complete a degree	<input type="radio"/>	<input type="radio"/>
Graduated from a two-year school (such as a vocational or technical school, junior college, or a community college)	<input type="radio"/>	<input type="radio"/>
Graduated from high school and went to college, but did not complete a four-year degree	<input type="radio"/>	<input type="radio"/>
Graduated from college	<input type="radio"/>	<input type="radio"/>
Completed a Master's degree or equivalent	<input type="radio"/>	<input type="radio"/>
Completed a Ph.D., M.D., or other advanced professional degree	<input type="radio"/>	<input type="radio"/>
Don't Know	<input type="radio"/>	<input type="radio"/>
Does Not Apply	<input type="radio"/>	<input type="radio"/>

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84. Does your family have the following in your home?

(MARK ONE RESPONSE ON EACH LINE)

	Have	Does not have
a. A daily newspaper	<input type="radio"/>	<input type="radio"/>
b. Regularly received magazine	<input type="radio"/>	<input type="radio"/>
c. A computer	<input type="radio"/>	<input type="radio"/>
d. Access to the Internet	<input type="radio"/>	<input type="radio"/>
e. DVD player	<input type="radio"/>	<input type="radio"/>
f. Electric dishwasher	<input type="radio"/>	<input type="radio"/>
g. Clothes dryer	<input type="radio"/>	<input type="radio"/>
h. More than 50 books	<input type="radio"/>	<input type="radio"/>
i. A room of your own	<input type="radio"/>	<input type="radio"/>
j. A fax machine	<input type="radio"/>	<input type="radio"/>

85. How often do your parents do the following?

(MARK ONE RESPONSE ON EACH LINE)

	Never	Rarely	Sometimes	Often
a. Check on whether you have done your homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Help you with your homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Give you privileges as a reward for good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Limit privileges because of poor grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Require you to do work or chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Limit the amount of time watching TV/playing video games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Limit the amount of time going out with friends on school nights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. In the first semester or term of this school year, how often have you discussed the following with either or both of your parents or guardians?

(MARK ONE RESPONSE ON EACH LINE)

	Never	Sometimes	Often
a. Selecting courses or programs at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School activities or events of particular interest to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Things you've studied in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Your grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Transferring to another school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Plans and preparation for ACT or SAT tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Going to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Community, national and world events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Things that are troubling you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PART VII: BELIEFS, OPINIONS ABOUT SELF

87. How much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. When I do mathematics, I sometimes get totally absorbed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Because reading is fun, I wouldn't want to give it up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Because doing mathematics is fun, I wouldn't want to give it up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I read in my spare time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When I read, I sometimes get totally absorbed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Mathematics is important to me personally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. How much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. Most people can learn to be good at math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You have to be born with the ability to be good at math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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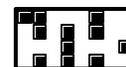


89. How often do these things apply to you?

(MARK ONE RESPONSE ON EACH LINE)

	Almost never	Some- times	Often	Almost always
a. I'm confident that I can do an excellent job on my math tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I'm certain I can understand the most difficult material presented in math texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I'm certain I can understand the most difficult material presented in English texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I study to get a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When I sit myself down to learn something really hard, I can learn it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I'm confident I can understand the most complex material presented by my English teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. When I study, I make sure that I remember the most important things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I study to increase my job opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I'm confident I can do an excellent job on my English assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. When studying, I try to work as hard as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I'm confident I can do an excellent job on my English tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I'm confident I can understand the most complex material presented by my math teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I'm certain I can master the skills being taught in my English class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. If I decide not to get any bad grades, I can really do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. When studying, I keep working even if the material is difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I study to ensure that my future will be financially secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. If I decide not to get any problems wrong, I can really do it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I'm confident I can do an excellent job on my math assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. When studying, I try to do my best to acquire the knowledge and skills taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. If I want to learn something well, I can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. I'm certain I can master the skills being taught in my math class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. When studying, I put forth my best effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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90. Among your close friends, how important is it to them that they ...

(MARK ONE RESPONSE ON EACH LINE)

	Not important	Somewhat important	Very important
a. attend classes regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. play sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. get good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. be popular/well-liked by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. finish high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. have a steady boyfriend/girlfriend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. continue their education past high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. item deleted			
j. do community work or volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. have a regular job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. get together with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. go to parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. item deleted			
o. item deleted			
p. item deleted			
q. make money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. Altogether, how many of your close friends have dropped out of school before graduating?
(Do not include those who have transferred to another school.)

(MARK ONE RESPONSE)

- None of them
- Some of them
- Most of them
- All of them

92. How much do you agree or disagree with the following statements?

(MARK ONE RESPONSE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. It is important that girls have the same opportunity to play sports as boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Some sports should be just for boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Girls should have equal access to sports, but through their own teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. For most sports, girls should have the opportunity to be on the same team with boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





93. Item deleted

94. Do you have close friends now who were also your friends when you were in 8th grade?

- Yes
- No

95. Item deleted



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QUESTIONS 96 AND 97, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER THESE QUESTIONS, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

96. During the past year, have you observed high school students placing bets on college or professional sporting events?

- Yes ® (GO TO QUESTION 97)
- No ® (SKIP TO QUESTION 98)

97. How were these bets placed?

(MARK ALL THAT APPLY)

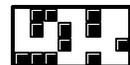
- With friends
- With family members
- With a bookie
- With an Internet website
- Other

98. Please fill in today's date.

Month	Day	Year			
<input type="text"/>					
		2	0	0	2

THANK YOU FOR YOUR COOPERATION

<input type="text"/>				
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HELP ▾

SELECT SURVEY ?

Select a survey below

- + i **ECLS-K (Early Childhood Longitudinal Study - Kindergarten Class of 1998-99)**
- i **ELS (Education Longitudinal Study of 2002)**
 - ELS:2002/12
- + i **HSLs (High School Longitudinal Study of 2009)**
- + i **NELS (National Education Longitudinal Study of 1988)**
- + i **NHES (National Household Education Survey)**
- + i **SASS (Schools and Staffing and Teacher Follow-up Surveys)**
- + i **SSOCS (School Survey on Crime and Safety)**

HINT:

Click ? help icons to read EDAT help about a topic and i info icons for info about a particular item.


 Education Longitudinal Study of 2002 (ELS:2002/12) [Change Survey](#)

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[TAG FILE OPTIONS ▼](#)
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[Save](#)
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[Start Over](#)
[Exit](#)
VARIABLE SEARCH


Review Specific Sections


School File (925)

Student File (6571)
[BY Administrator Questionnaire \(323\)](#)
[BY Facilities Checklist \(60\)](#)
[BY Library Questionnaire \(183\)](#)
[BY Parent Questionnaire \(267\)](#)
[BY School Composites \(4\)](#)
[BY Student Questionnaire \(410\)](#)
[BY Teacher Questionnaire \(English\) \(96\)](#)
[BY Teacher Questionnaire \(Math\) \(94\)](#)
[College Entrance Test Scores \(65\)](#)
[External Source Financial Aid Data \(as of F2\) \(31\)](#)
[External Source Financial Aid Data \(as of F3\) \(8\)](#)
[External Source School Data \(42\)](#)
[External Source Student Data \(as of F2\) \(8\)](#)
[External Source Student Data \(as of F3\) \(6\)](#)
[F1 Administrator Questionnaire \(186\)](#)
[F1 Dropout Questionnaire \(183\)](#)
[F1 Early Graduate Questionnaire \(49\)](#)
[F1 New Participant Supplement \(49\)](#)
[F1 School Composites \(4\)](#)
[F1 Student Questionnaire \(248\)](#)
[F1 Transfer Questionnaire \(17\)](#)
Variable Search Results
Temporary Tag File

Use the Variable Search panels to the left to search for variables. Select the variables you want to include in your tag file. Use the [Temporary Tag File](#) tab to make changes to your tag file.

VARIABLE SEARCH ? <<

Review Specific Sections ▾

- + School File (925)
- Student File (6571)
 - BY Administrator Questionnaire (323)
 - BY Facilities Checklist (60)
 - BY Library Questionnaire (183)
 - BY Parent Questionnaire (267)
 - BY School Composites (4)
 - BY Student Questionnaire (410)
 - BY Teacher Questionnaire (English) (96)
 - BY Teacher Questionnaire (Math) (94)
 - College Entrance Test Scores (65)
 - External Source Financial Aid Data (as of F2) (31)
 - External Source Financial Aid Data (as of F3) (8)
 - External Source School Data (42)
 - External Source Student Data (as of F2) (8)
 - External Source Student Data (as of F3) (6)
 - F1 Administrator Questionnaire (186)
 - F1 Dropout Questionnaire (183)
 - F1 Early Graduate Questionnaire (49)
 - F1 New Participant Supplement (49)
 - F1 School Composites (4)
 - F1 Student Questionnaire (248)
 - F1 Transfer Questionnaire (17)
 - F2 Survey (Community) (47)
 - F2 Survey (Employment) (73)
 - F2 Survey (High School) (35)

Section: BY Student Questionnaire Temporary Tag File

BY Student Questionnaire

410 variables 📄 Comparing 0

Tag All Untag All

Tag ▾	Compare ▾	Detail	Name ▾	Label ▾	Type ▾
<input type="checkbox"/>	<input type="checkbox"/>		BYS14	Sex of student	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS15	Student is Hispanic	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS16	Student's Hispanic subgroup (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS17A	Student is White (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS17B	Student is Black / African American (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS17C	Student is Asian (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS17D	Student is Native Hawaiian / Pacific Islander (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS17E	Student is American Indian / Alaska Native (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS18	Student's Asian subgroup (restricted)	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20A	Students get along well with teachers	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20B	There is real school spirit	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20C	Students friendly with other racial groups	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20D	Other students often disrupt class	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20E	The teaching is good	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20F	Teachers are interested in students	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20G	Teachers praise effort	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20H	In class often feels put down by teachers	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20I	In class often feels put down by students	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20J	Does not feel safe at this school	Questionnaire
<input type="checkbox"/>	<input type="checkbox"/>		BYS20K	Disruptions get in way of learning	Questionnaire



Education Longitudinal Study of 2002 (ELS:2002/12)

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Download Data, Codebook, and Layout Files ?

Step 1 - Select File Format
 Step 2 - Download ELS Dataset
 Step 3 - Download Codebook and Layout Files

Statistical Software Data Files

SPSS	Stata
SAS	R
S-Plus	SUDAAN (layout file)

Generic Format Data Files

ASCII (layout file)	CSV (layout file)
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