

DOCUMENT RESUME

ED 292 867

TM 011 282

TITLE High School and Beyond: Twins and Siblings' File Users' Manual, User's Manual for Teacher Comment File, Friends File Users' Manual.

INSTITUTION National Center for Education Statistics (ED), Washington, DC.

PUB DATE Sep 82

NOTE 91p.; Figures marginally legible.

PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Academic Aspiration; *Databases; Data Collection; Data Processing; Friendship; Grade 10; Grade 12; High Schools; *High School Students; *Longitudinal Studies; Online Systems; Siblings; Surveys; Teacher Attitudes; Twins

IDENTIFIERS High School and Beyond (NCES); *National Longitudinal Surveys

ABSTRACT

These three users' manuals are for specific files of the High School and Beyond Study, a national longitudinal study of high school sophomores and seniors in 1980. The three files are computerized databases that are available on magnetic tape. As one component of base year data collection, information identifying twins, triplets, and some non-twin siblings was collected. The "Twins and Siblings' File Users' Manual" enables the user to examine data on 532 twin pairs, five sets of triplets, and 824 sets of data from non-twin siblings. The "User's Manual for Teacher Comment File" introduces data from teachers' responses concerning some of their students' plans after high school. The file for sophomores contains 76,560 records; the senior file contains 67,053 records. The "Friends File Users' Manual" describes the structure and use of a file of the three best friends of 58,000 survey respondents. Control card files containing both SPSS and SAS card images are available on the first two files, but not available on the third file. The student identification pages used to gather information are appended to the twins and friends manuals; the teachers' comments manual includes the questionnaire administered to teachers. (SLD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

HSB.TWIN. RLSETM

(13)

APR 82 ✓

EF.000 013

HIGH SCHOOL AND BEYOND:
TWINS AND SIBLINGS' FILE
USERS' MANUAL

ED292867

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Prepared by
the
NATIONAL CENTER FOR EDUCATION STATISTICS
U. S. DEPARTMENT OF EDUCATION

May 1982

TM011282

CONTENTS

	PAGE
I. INTRODUCTION	1
II. IDENTIFICATION AND AUGMENTATION	1
Identification of Twins	1
Identification of non-Twin Siblings	2
III. TWINS, TRIPLETS, AND SIBLINGS AVAILABLE FOR ANALYSIS	3
IV. DESCRIPTION OF THE FORMS	5
Questionnaires	5
Tests	5
V. FIELD PROCEDURES	5
VI. DATA PREPARATION	6
Editing and response consistency	6
Error and missing data codes	7
Student questionnaire data	8
VII. ORGANIZATION AND CONTENTS OF THE DATA	9
Coding	9
Record layout	10
Similarity of Twin and Sibling File to HS&B Student File	11
CODES USED IN TWIN AND SIBLING FILE	12

BEST COPY AVAILABLE

HIGH SCHOOL AND BEYOND
USERS' MANUAL FOR THE TWINS AND SIBLINGS' FILE

I. INTRODUCTION

High School and Beyond (HS&B), is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, information was gathered that identified twins, triplets, and non-twin siblings among sample members. Sampled twins and triplets were encouraged to bring their co-twin or co-triplet siblings to the group questionnaire administrations. These augmented twins and triplets plus sampled twins, triplets, and siblings comprise the Twins and Siblings file. This file contains all of the variables that are on the HS&B student file, plus two additional variables (Family ID and SETTYPE - type of twin or sibling).

II. IDENTIFICATION AND AUGMENTATION

Identification of Twins and Triplets

Due to the fact that twins data lend themselves to powerful analyses which contribute to interpretation of data from the broader HS&B study, elaborate efforts were made to identify twins 1/ as early as possible in the survey process.

Newletters which were distributed to sampled students prior to the actual survey encouraged twins to identify themselves to NORC (National Opinion Research Center) personnel and to invite their co-twin to participate in the

1/ Since the procedures used with triplets were highly similar they will not be separately described.

study as well (if the co-twin attended the same high school and was not already selected into the sample). The newsletter invitation was followed by a similar appeal at Orientation Day. (Orientation was typically held a week or so prior to the actual Survey Date in order to inform students of the purposes and goals of High School and Beyond and to engender student cooperation with the research.) School personnel were also enlisted in the search of twins in the sample. All of these means of locating twins stressed the importance of twin research and welcomed twin participation in the wider study.

For all sampled students who identified themselves as members of a twin pair, a twin indicator was added to the High School and Beyond School Roster beside the student's Student Code and name. As co-twins were identified, their names and Student Codes were added to the School Roster, similarly flagged as twins and linked to their sampled twin. ^{2/} The vast majority of twin pairs in the study were pre-identified in this fashion. An additional 52 pairs were discovered using the methods employed to identify ordinary siblings, as described below. Whenever possible, the birthdates of the members of a preidentified twin pair were compared to verify that they were the same.

Identification of Non-Twin Siblings

The first step was to locate, via computer search of the HS&B student files, all students within each school, with the same surname. Next, appropriate items in the student identification section (see appendix) of the questionnaires were examined to determine whether students with the same surname lived

^{2/} In 90 cases, both members of a twin pair fell into the sample by chance. In all cases, at least one member of the twin pair is part of the original random sample. The non-sampled co-twins are flagged in the data file, as described in the section on Tape Format below, in order that users may identify the augmented twins.

at the same address. If so, and if their birthdates were at least nine months apart as well, this was taken as sufficient evidence that the students were non-twin siblings.

In most instances, there was a great deal of corroborative evidence as well. For example, telephone numbers generally were identical. If not, however, this in itself was not taken to be evidence that the students were not siblings, since it is not uncommon for an adolescent to have his/her own telephone with a different number from the family telephone). In addition, parent names and addresses usually also matched. (However, since only one parent name was requested in Item 2, it occasionally occurred that one student listed the father while the sibling listed the mother). Items 6 and 7 asked respondents to list the names and addresses of persons who would know how to locate the students for future follow-ups. It was not unusual for siblings to list identical relatives at matching addresses, with the indicated type of relative clarifying and supporting the sibling identification (e.g., both high school siblings would list the same post-graduate 'brother' or 'sister'),

In all cases, if any doubt existed regarding the identification of particular twin or sibling pairs, a telephone call was made to the student's home to verify the relationship.

III. TWINS, TRIPLETS AND SIBLINGS AVAILABLE FOR ANALYSIS

Using the procedures outlined above, a total of 636 twin pairs and 6 sets of triplets were identified. 104 of the twin pairs were not included on the data file because at least one member of the pair had not provided usable Base Year

data. Accordingly the file contains data on 532 complete twin pairs (243 in the Senior cohort and 289 in the Sophomore cohort). One additional twin (whose co-twin supplied no data) is included in the twins dataset because of the fact that this student can be linked to a non-twin sibling who did participate in the Base Year. Among triplets, there are two complete sets (both in the Sophomore cohort), and 3 sets in which at least two of the three members participated in the Base Year survey (all in the Senior cohort). In the remaining triplet set, all three members were non-participants. In thirteen instances, twin pairs can be matched with an additional non-twin sibling also in the sample.

A total of 840 sets of non-twin siblings were identified using a variety of High School and Beyond survey materials. Of this number 824 sets were found to have usable data from at least two siblings (counting the 14 sets described above in which a non-twin sibling may be matched with a twin or twin pair).

In all, the Base Year dataset contains 1,348 sets (families) containing two or more siblings (524 with twins or triplets only, 810 with non-twin siblings only, and 14 with both sibling types). Since the sample design for the First Follow-up of High School and Beyond included all Sophomore Base Year non-respondents and a subsample of Senior Base Year non-respondents, the number of usable sets of twins, triplets and siblings may increase slightly in subsequent datasets.

IV. DESCRIPTION OF THE FORMS

Questionnaires

Both the sophomore and senior questionnaires covered such topics as: background, school activities, out-of-school activities, attitudes, and post-high school plans and aspirations. Some of the items in both questionnaires are sufficiently similar to items used in NCES's earlier study (of the High School Class of 1979) to permit meaningful comparisons across this time period.

Tests

The cognitive tests completed by sophomores were : vocabulary, reading, mathematics (parts 1 and 2), science, writing, and civics education. The cognitive tests completed by seniors were: vocabulary (parts 1 and 2), Mathematics (parts 1 and 2), picture number, mosaic comparisons (part 1 and 2), and visualization in three dimensions.

V. FIELD PROCEDURES

The data were collected between February 1 and May 15, 1980. Sophomore and senior groups (including twins, triplets, and siblings) within each school met separately on a given day, and completed the questionnaires and tests in one session. A field representative was present with each group to explain survey procedures and to answer questions.

The first step for the students was the completion of an identification booklet which provided information about how they might be located if selected for a future follow-up. To preserve student confidentiality these booklets were handled, shipped, and stored separately from the other student instruments.

The students then filled out a self-administered questionnaire. When all had finished, (usually in about an hour) a member of the school staff administered the cognitive tests. While the students were taking the tests, field personnel spot edited the questionnaires for completeness of a subset of key questions. 3/ Students were asked to provide any missing key information after they completed the tests. Since both participation in the survey and responding to any particular item were completely voluntary, students were given the option of marking a special oval to indicate that they preferred not to answer a particular question.

School staff usually conducted a series of make-up days if any sample students were absent on survey day. To preserve the confidentiality of student data these questionnaires were not subjected to spot edit.

All student questionnaires and tests were optically scanned. The questionnaire data were then machine edited and any key items which had been omitted were flagged. Editors attempted to obtain the missing information by telephone.

VI. DATA PREPARATION

Editing and response consistency

The student questionnaires and tests were designed for optical scanning so as to eliminate error in the transfer of data from the instruments to machine-readable form and to make the data available to users in the shortest possible

3/ Sophomore key questions were numbers 1, 3, 6, 7, 9, 13, 14, 17, 18, 36, 38, 39, 41, 42, 68, 69, 75, 88, 90, 91, 100. Senior key questions were numbers 1, 2, 4, 7, 11, 14, 16, 17, 36, 38, 39, 41, 42, 62, 65, 71, 79, 87, 89, 90, 101.

time. Checks on data quality were carried out: in the data collection procedure, in the optical scanning operation, and in the telephone follow-up effort.

The editing and response consistency checks were relatively simple because the Senior questionnaire contained only one skip pattern (seniors not going on to college would skip the last section on college education), and the sophomore questionnaire, none. In the case of two or more related questions, the question(s) following the implicit screening question contains a response appropriate for those respondents "screened out" by the first question in the series of related questions. No inter-item consistency checks were carried out for the implicit screening questions.

Error and missing data codes

To facilitate the comparison of the 1980 High School and Beyond data with that of the 1972 NLS, the error and missing data codes defined for the 1980 data file correspond to those used with the 1972 NLS data file. The codes on the 1980 data file are as follows:

- 6 - Multiple response. More than one response where only one response was called for.

- 7 - Refusal. The respondent refused to answer an item either at the time of questionnaire administration or telephone follow-up.

- 8 - Nonresponse. No response to an item other than a legitimate nonresponse or skip.

9 - Legitimate nonresponse. Based on a preceding response, the item should not be answered. This applies only to the questions regarding college in the senior questionnaire.

These codes apply to variables with single column data fields. For variables with data fields greater than one column, the leftmost columns are 9 filled (e.g, 96, 996, 9996, 99996).

Student questionnaire data

The senior questionnaire contains 121 questions and the sophomore questionnaire, 114. Eighty-nine questions are common to both questionnaires. This section of the data file contains data from both questionnaires. The general order of the data follows that of the senior questionnaire with unique sophomore data interspersed among the senior data so that sophomore data remain in the same order as in the questionnaire.

Vocabulary, reading, and mathematics items that are common to both the senior and sophomore tests have been grouped to form three subtests which contain comparable senior and sophomore test data.

The sophomore, senior, and common sections combined make up 19 tests or subtests (9 senior, 7 sophomore, 3 common). For each part the following data are provided: the number right, the number wrong, the number not attempted, 4/ a formula score; a weighted standardized score with a mean of 50 and a standard

4/ The "number not attempted" includes all items in that test to which no answers were given; either because they were skipped or were not reached.

deviation of 10. 5/ For seniors only, there is a short section containing information concerning attitudes about testing.

VII. ORGANIZATION AND CONTENTS OF THE DATA FILE

Coding

The Twin and Sibling data file consists of 2718 student records representing 1,348 families (At least two complete cases per family). The observations in this file are sorted by FAMILY ID (FAMID). 616 sampled twins or triplets, 461 augmentation twin and triplets, and 1,641 sampled siblings (not identified as a twin or triplet) reside on this file.

Each record corresponds to a single student and satisfies the following criteria:

1. Student was identified as a twin, triplet, or sibling by the procedures described above.
2. Completed case as defined with other High School and Beyond files.
3. At least one other identified twin, triplet, or sibling in the family was a completed case.

5/ Standardization of tests was carried out over the weighted sample for each grade separately, except for the three subtests with common items for sophomores and seniors (BBVOCBSD, BBREADSD, BBMATHSD), which were standardized for both grades together.

This file is coded* and formatted identically to the High School and Beyond Student Codebook, with the exception of the variable TWINDATA.

1. Column 11, TWINDATA, is coded in a manner different from that used with the Student Codebook.

0 = Not a twin, triplet, or sibling (There are no such cases in this file.)

1 = sample twin or triplet (616 cases in this file)

2 = Augmentation twin or triplet (461 cases in the file)

3 = Sibling, not identified as a twin or triplet (1641 cases on this file)

* For more detail on file organization refer to HS&B student codebook.

Record Layout

The Twin and Sibling file consists of 2,718 records (students) and represents 1,348 unique families (FAMID). Since so few records are involved, the codebook was not put on the release tape. There are a total of 640 variables on this file.

A control card file containing both SPSS and SAS card images will be on the release tape as file 2. The user can edit this file to create either a SAS or SPSS system file.

The actual tape layout is as follows:

<u>FILE NUMBER</u>	<u>FILE</u>	<u>BLKSIZE</u>	<u>LRECL</u>	<u>RECFM</u>
1	Twin and Sibling File	6180	1030	FB
2	SPSS and SAS file	4000	80	FB

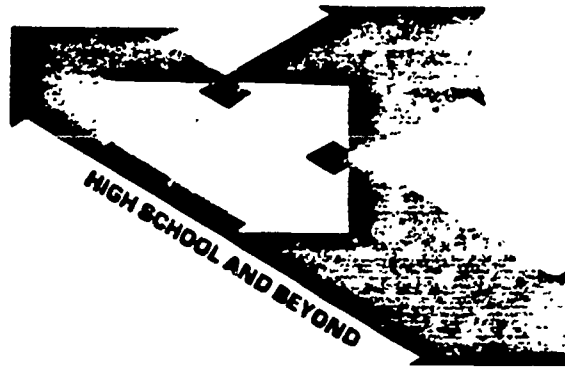
Similarity of Twin and Sibling File to HS&B Student File

It is suggested that users of the Twins and Siblings File also request a copy of the HS&B Student Codebook since the record layout of the two files is very similar. There are 638 variables on the student file and 640 on the Twins and Siblings file. There are two additional variables at the end of each record on the Twins and Siblings file (SETTYPE and FAMID). SETTYPE (Tape location 1026) is a one-digit alpha-numeric variable that identifies the type (sampled, augmented, etc) of twin, triplet, or sibling on the file. The second variable, FAMID (Tape location 1027-1030), provides a four-digit (numeric) Family ID for each family represented in the file.

NB

CODES USED IN TWIN AND SIBLING FILE
(Variable SETTYPE)

<u>Code or value</u>	<u>Interpretation</u>	<u>N of records (sets)</u>
Twin codes		519
1	Two sampled twins	74
	Both Sophomores	33
	Both Seniors	41
5	One sampled twin and one augmentation twin	445
	Both Sophomores	248
	Both Seniors	197
Triplet codes		5
G	One sampled triplet and one augmentation triplet; third augmentation triplet not complete	2
H	One sampled triplet and two augmentation triplets	2
L	One sampled triplet and one augmentation triplet; third sampled triplet not complete	1
Sibling codes		810
0 (zero)	Two sampled cases	802
	Both Sophomores	53
	Both Seniors	45
	One Sophomore and one Senior	704
W	Three sampled cases	7
	Two Sophomores and one Senior	3
	One Sophomore and two Seniors	3
	Three Seniors	1
Y	Two complete sampled cases; one incomplete sampled case	1
Combined twin and sibling codes		14
Q	One sample twin and one sibling; one augmentation twin incomplete	1
R	Two sampled twins and one sibling	4
S	One sampled twin, one augmentation twin and one sibling	9



High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

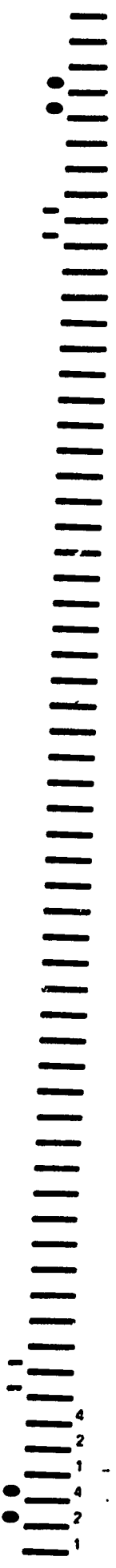
STATE:

SCHOOL NO:

STUDENT NO:

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

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



7. Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).

Name

Number Street

City State Zip Code

Area Code Telephone Number

Relationship to you: _____

8. Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.

Identification Number State Issued

No driver's license 01
Don't know the number 02

9. Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

- -

Social Security Number

No Social Security number 01
Do not know the number 02
Do not wish to give the number 03

10. Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)

Yes 01 (Answer A)
No 02

A. IF YES: What is it?

Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10
- Other: (Write in) _____ 11

12. What other language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

- I spoke no other language 01
- I also spoke:
 - English 02
 - Spanish 03
 - Italian 04
 - Chinese 05
 - French 06
 - German 07
 - Greek 08
 - Portuguese 09
 - Filipino languages 10
 - Polish 11
- Other: (Write in) _____ 12

13. What language do you usually speak now? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10
- Other: (Write in) _____ 11

14. What language do the people in your home usually speak? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10
- Other: (Write in) _____ 11

15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

- No other language is spoken 01
- The other language spoken is:
 - English 02
 - Spanish 03
 - Italian 04
 - Chinese 05
 - French 06
 - German 07
 - Greek 08
 - Portuguese 09
 - Filipino languages 10
 - Polish 11
 - Other: (Write in) _____ 12

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

17. With regard to that language, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)

How well do you . . .	<u>Very Well</u>	<u>Pretty Well</u>	<u>Not Very Well</u>	<u>Not at All</u>
a. Understand <u>that language</u> when people speak it	○	○	○	○
b. Speak that language	○	○	○	○
c. Read that language	○	○	○	○
d. Write that language	○	○	○	○
	1	2	3	4

18. How often is that language spoken by the person underlined in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO NOT LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")

How often do (does):	<u>Always or almost always</u>	<u>Mostly</u>	<u>About half the time</u>	<u>Some- times</u>	<u>Never</u>	<u>Does not apply</u>
a. <u>You</u> speak that language to your mother	○	○	○	○	○	○
b. <u>Your mother</u> speak that language to you	○	○	○	○	○	○
c. <u>You</u> speak that language to your father	○	○	○	○	○	○
d. <u>Your father</u> speak that language to you	○	○	○	○	○	○
e. <u>Your parents</u> speak that language to each other	○	○	○	○	○	○
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak that language around you	○	○	○	○	○	○
g. <u>You</u> speak that language with your best friends	○	○	○	○	○	○
h. <u>You</u> speak that language in school with other students	○	○	○	○	○	○
i. <u>You</u> speak that language in the stores you go to most often (i.e., grocery, record store, clothes store)	○	○	○	○	○	○
j. <u>You</u> speak that language at work	○	○	○	○	○	○
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

	Very Well	Pretty Well	Not Very 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"/>
	1	2	3	4

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	<u>Yes</u>	<u>No</u>	<u>Not in U.S. in grades 1 - 6</u>
a. An English course designed for students from non-English speaking backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

Did you have . . .	<u>Yes</u>	<u>No</u>	<u>Not in U.S. in grades 7 - 9</u>
a. An English course designed for students from non-English speaking backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Courses in the history and culture of your ancestors' country of origin or their life in the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3

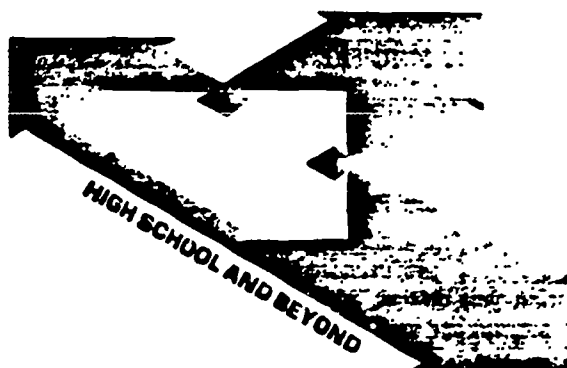


22. Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE)

- | Did you have . . . | <u>Yes</u> | <u>No</u> |
|---|-----------------------|-----------------------|
| a. An English course designed for students from non-English speaking backgrounds | <input type="radio"/> | <input type="radio"/> |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | <input type="radio"/> | <input type="radio"/> |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | <input type="radio"/> | <input type="radio"/> |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | <input type="radio"/> | <input type="radio"/> |
| | 1 | 2 |

23. Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?

- A. In grades 1 - 6: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05
 - Was not in school in U.S. then 06
- B. In grades 7 - 9: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05
 - Was not in school in U.S. then 06
- C. In grades 10 - 12: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 06



High School and Beyond is sponsored by the National Center for Education Statistics, an agency of the United States Department of Education.

Thank you for accepting our invitation to participate in HIGH SCHOOL AND BEYOND. This is a voluntary but important national survey. We are pleased that you have agreed to participate. Your cooperation and participation will help us learn more about the experiences of high school students and their plans for the future.

All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of this survey, and will not be disclosed or released to others for any purposes except as required by law.

STUDENT IDENTIFICATION PAGES

STATE:

SCHOOL NO:

STUDENT NO:

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

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

GENERAL INSTRUCTIONS

FOR QUESTIONS WHICH ASK YOU TO WRITE IN INFORMATION, PLEASE PRINT THE INFORMATION IN THE SPACE PROVIDED.

FOR OTHER QUESTIONS YOU ARE ASKED TO MARK AN OVAL. AN EXAMPLE IS:

What is your present high school class? (MARK ONE)

- Freshman.....○
- Sophomore●
- Junior○
- Senior○

[If you are a Sophomore you would mark the oval to the right of Sophomore as shown.]

1. Your name, address, and telephone number.

NAME: _____
Last First Middle

ADDRESS: _____
Number Street

_____ Apt. No.

_____ City State Zip Code

TELEPHONE: _____ / _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX)

2. Your parent's or guardian's name, address, and telephone number.

PARENT'S (GUARDIAN'S) NAME: _____
Last First Middle

If address is same as yours, check box only and go to Q. 3. If different, please fill in below.

ADDRESS: Same as mine OR

_____ Number Street

_____ Apt. No.

_____ City State Zip Code

TELEPHONE: _____ / _____
Area Code Telephone Number

(IF NO TELEPHONE, CHECK BOX)



7. Please print the name, address, and telephone number of another person who will always know where to get in touch with you (someone who lives at an address different from the one in question 6).

Name

Number Street

City State Zip Code

Area Code Telephone Number

Relationship to you: _____

8. Please print below your driver's license (automobile operator's or chauffeur's license) identification number and the state in which it was issued. If you do not have a driver's license or don't know the number, please fill in one of the ovals below.

Identification Number State Issued

No driver's license 01
Don't know the number 02

9. Please print your Social Security number in the space below. If you do not have a Social Security number or don't know the number, please fill in one of the ovals below.

Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

- -

Social Security Number

No Social Security number 01
Do not know the number 02
Do not wish to give the number 03

10. Do you have a nickname or some name other than your legal one by which most of your friends, neighbors or relatives know you? (MARK ONE)

Yes 01 (Answer A)
No 02

A. IF YES: What is it?

Nickname)

The following questions are about the language or languages spoken by you and your family.

11. What was the first language you spoke when you were a child? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10

- Other: (Write in) _____ 11

12. What other language did you speak when you were a child—before you started school? (MARK ONE. IF MORE THAN ONE, MARK ONE MOST OFTEN SPOKEN.)

- I spoke no other language 01

- I also spoke:
- English 02
- Spanish 03
- Italian 04
- Chinese 05
- French 06
- German 07
- Greek 08
- Portuguese 09
- Filipino languages 10
- Polish 11

- Other: (Write in) _____ 12

13. What language do you usually speak now? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10

- Other: (Write in) _____ 11

14. What language do the people in your home usually speak? (MARK ONE)

- English 01
- Spanish 02
- Italian 03
- Chinese 04
- French 05
- German 06
- Greek 07
- Portuguese 08
- Filipino languages 09
- Polish 10

- Other: (Write in) _____ 11

15. What other language is spoken in your home? (MARK ONE. IF MORE THAN ONE OTHER LANGUAGE IS SPOKEN, MARK THE OTHER LANGUAGE WHICH IS SPOKEN MOST OFTEN.)

- No other language is spoken 01

- The other language spoken is:
- English 02
- Spanish 03
- Italian 04
- Chinese 05
- French 06
- German 07
- Greek 08
- Portuguese 09
- Filipino languages 10
- Polish 11

- Other: (Write in) _____ 12

16. Please look back at your answers to Questions 11 - 15 . . .

. . . IF you answered ENGLISH (or no other language) to ALL FIVE QUESTIONS, you have completed this section of the questionnaire. Thank you.

. . . IF you answered a LANGUAGE OTHER THAN ENGLISH IN ANY OF THE FIVE QUESTIONS,* please write the name of that language here _____ then CONTINUE with the rest of this questionnaire. Most of the questions that follow are about the use of that language by you and your family.

*IF YOU ANSWERED MORE THAN ONE NON-ENGLISH LANGUAGE in Questions 11 - 15 please write the most important one on the line.

17. With regard to that language, how well do you do the following? (MARK ONE OVAL FOR EACH LINE)

How well do you . . .	<u>Very Well</u>	<u>Pretty Well</u>	<u>Not Very Well</u>	<u>Not at All</u>
a. Understand <u>that language</u> when people speak it	○	○	○	○
b. Speak that language	○	○	○	○
c. Read that language	○	○	○	○
d. Write that language	○	○	○	○
	1	2	3	4

18. How often is that language spoken by the person underlined in each of the situations listed below? (MARK ONE OVAL FOR EACH LINE. IF YOU DO NOT LIVE WITH THE RELATIVE INDICATED OR DO NOT SEE THAT PERSON OFTEN, PLEASE MARK THE OVAL UNDER "Does not apply.")

How often do (does):	<u>Always or almost always</u>	<u>Mostly</u>	<u>About half the time</u>	<u>Sometimes</u>	<u>Never</u>	<u>Does not apply</u>
a. <u>You</u> speak that language to your mother	○	○	○	○	○	○
b. Your <u>mother</u> speak that language to you	○	○	○	○	○	○
c. <u>You</u> speak that language to your father	○	○	○	○	○	○
d. Your <u>father</u> speak that language to you	○	○	○	○	○	○
e. Your <u>parents</u> speak that language to each other	○	○	○	○	○	○
f. <u>Other relatives</u> (brothers, sisters, grandparents) speak that language around you	○	○	○	○	○	○
g. <u>You</u> speak that language with your best friends	○	○	○	○	○	○
h. <u>You</u> speak that language in school with other students	○	○	○	○	○	○
i. <u>You</u> speak that language in the stores you go to most often (i.e., grocery, record store, clothes store)	○	○	○	○	○	○
j. <u>You</u> speak that language at work	○	○	○	○	○	○
	01	02	03	04	05	06

19. How well do you do the following? (MARK ONE OVAL FOR EACH LINE)

- | | Very
Well | Pretty
Well | No Very
Well | Not at
All |
|------------------------------------|--------------|----------------|-----------------|---------------|
| a. Understand spoken English | ○ | ○ | ○ | ○ |
| b. Speak English | ○ | ○ | ○ | ○ |
| c. Read English | ○ | ○ | ○ | ○ |
| d. Write English | ○ | ○ | ○ | ○ |
| | 1 | 2 | 3 | 4 |

EDUCATION IN THE UNITED STATES

This series of questions concerns subjects you may have had in school. Please answer only for education you have received in the United States.

20. Did you have the following courses in grades 1 - 6? (MARK ONE OVAL FOR EACH LINE)

- | Did you have . . . | <u>Yes</u> | <u>No</u> | <u>Not in U.S.
in grades 1 - 6</u> |
|---|------------|-----------|--|
| a. An English course designed for students from non-English speaking backgrounds | ○ | ○ | ○ |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | ○ | ○ | ○ |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | ○ | ○ | ○ |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | ○ | ○ | ○ |
| | 1 | 2 | 3 |

21. Did you have the following courses in grades 7 - 9? (MARK ONE OVAL FOR EACH LINE)

- | Did you have . . . | <u>Yes</u> | <u>No</u> | <u>Not in U.S.
in grades 7 - 9</u> |
|---|------------|-----------|--|
| a. An English course designed for students from non-English speaking backgrounds | ○ | ○ | ○ |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | ○ | ○ | ○ |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | ○ | ○ | ○ |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | ○ | ○ | ○ |
| | 1 | 2 | 3 |

22. Did you have the following courses in grades 10 - 12? (MARK ONE OVAL FOR EACH LINE) MA

- | Did you have . . . | <u>Yes</u> | <u>No</u> |
|---|-----------------------|-----------------------|
| a. An English course designed for students from non-English speaking backgrounds | <input type="radio"/> | <input type="radio"/> |
| b. Reading and writing in <u>that language</u> (refer to Q. 16 for "that language") | <input type="radio"/> | <input type="radio"/> |
| c. Other subjects, such as math or science, taught, at least in part, in <u>that language</u> | <input type="radio"/> | <input type="radio"/> |
| d. Courses in the history and culture of your ancestors' country of origin or their life in the United States | <input type="radio"/> | <input type="radio"/> |
| | 1 | 2 |

23. Thinking about all the courses you had in each of those grades listed below, how much of the teaching was done in that language?

- A. In grades 1 - 6: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05
 - Was not in school in U.S. then 06
- B. In grades 7 - 9: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05
 - Was not in school in U.S. then 06
- C. In grades 10 - 12: (MARK ONE)
- All or almost all of the teaching was done in that language 01
 - Most was in that language 02
 - About half was in that language 03
 - Some was in that language 04
 - None was in that language 05