

Starting Cohort 3: 5th Grade (SC3)

Starting Cohort 4: 9th Grade (SC4)

Main Study 2010/11

(A28/A46/A56/A60)

Head of School

PAPI Questionnaire with Variables

(ID 36)

SPONSORED BY THE



Federal Ministry
of Education
and Research



This is a database-driven view on the translated questionnaire for SC4 1.0.0. It does not reflect the original questionnaire design. If you have questions or comments please do not hesitate to contact us at: userservice.neps@uni-bamberg.de.

Copyrighted Material

University of Bamberg, National Educational Panel Study (NEPS), 96045 Bamberg

<https://www.neps-data.de>

Principal Investigator: Prof. Dr. Hans-Günther Roßbach

Vice Managing Director: Prof. Dr. Sabine Weinert

Executive Director of Research: Dr. Jutta von Maurice

Executive Director of Administration: Dipl. sc. pol. Univ. Dipl.-Betriebswirt (FH) Gerd Bolz
Bamberg, 2012

General Questions on the School


First of all, we would like to ask you some general questions on your school and its profile.

1 What is your school's sponsoring agency? Is it a ...	
<i>Please check where applicable.</i>	
... public sponsoring agency? [1]	<input type="checkbox"/>
... private sponsoring institution? [2]	<input type="checkbox"/>

Variables	
h229000	School: sponsor





2 Is your school ...	
<i>Please check one answer only.</i>	
A half-day school? [1]	<input type="checkbox"/>
A half-day school with afternoon lessons? [2]	<input type="checkbox"/>
Non-mandatory all-day school [3]	<input type="checkbox"/>
Partially mandatory all-day school? [4]	<input type="checkbox"/>
Fully mandatory all-day school? [5]	<input type="checkbox"/>

Variables	
h229001	School: structure - half-day all-day or the like

3 Does your school have a special profile? If so, what?		
<i>Several answers possible. Please check where applicable.</i>		
	not specified [0]	specified [1]
School has no special profile	<input type="checkbox"/>	<input type="checkbox"/>
Classical profile	<input type="checkbox"/>	<input type="checkbox"/>
Modern language profile	<input type="checkbox"/>	<input type="checkbox"/>
Fine arts subjects	<input type="checkbox"/>	<input type="checkbox"/>
Natural sciences/math	<input type="checkbox"/>	<input type="checkbox"/>
Sport	<input type="checkbox"/>	<input type="checkbox"/>
Social sciences	<input type="checkbox"/>	<input type="checkbox"/>
Other special profile:	<input type="checkbox"/>	<input type="checkbox"/>
Other special profile, namely:		

Variables	
-----------	--

h22901a	School: profile, none
h22901b	School: profile, classical
h22901c	School: profile, modern language
h22901d	School: profile, fine arts
h22901e	School: profile, natural sciences/ mathematics
h22901f	School: profile, sport
h22901g	School: profile, social sciences
h22901h	School: profile, other
h22901t	School: profile, other, text

4 Does your school have a specific approach in the following areas? If so, what?		
<i>Please check as applicable.</i>		
	yes [1]	no [2]
Specific pedagogic approach (e.g. "Waldorf pedagogics")	<input type="checkbox"/>	<input type="checkbox"/>
 _____		
	yes [1]	no [2]
Promotion of specific student groups (e.g. gifted persons, junior high school grades at special schools)	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, namely]:  _____		
	yes [1]	no [2]
Integration of students requiring special pedagogic remedial teaching (e.g. integration classes or individual integration)	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, namely]:  _____		
	yes [1]	no [2]
Other specific approach of the school	<input type="checkbox"/>	<input type="checkbox"/>
[Yes, namely]:  _____		

Variables	
h229002	School: approach, pedagogic
h229003	School: approach, pedagogic, text
h229004	School: approach, promotion
h229005	School: approach, promotion, text
h229006	School: approach, integration
h229007	School: approach, integration, text
h229008	School: approach, other
h229009	School: approach, other, text

5 What grade levels do you have at your school?	
<i>Please enter figures right-aligned.</i>	
[From ... Grade level ...]	__ __
[... to ... Grade level]	__ __

Variables	
h229010	School: grade levels, minimal
h229011	School: grade levels, maximal

6 And how many classes do you have at your school this school year?	
<i>Please enter figures right-aligned.</i>	
Grades in the 5th year group	__ __
Grades in the 9th year group	__ __
	not specified [0] specified [1]
There is no 9th grade.	<input type="checkbox"/> <input type="checkbox"/>

Variables	
h229020	School: number of 5th grades
h229021	School: number of 9th grades
h229022	School: Number of 9th grades: There is no 9th grade.

Questions on the School Neighborhood

School work is also influenced by your school's neighborhood and cooperation with other institutions. Therefore, we would like to ask you some questions on this issue.

7 What is your school's most important settlement structure?	
<i>Please check only one answer.</i>	
Supraregional catchment area [11]	<input type="checkbox"/>
village in a purely rural area [1]	<input type="checkbox"/>
Village in the vicinity of a medium-size town or major city [2]	<input type="checkbox"/>
Rural small town [3]	<input type="checkbox"/>
Industrial small town [4]	<input type="checkbox"/>
Medium-size town with little industry [5]	<input type="checkbox"/>
Medium-size town with much industry [6]	<input type="checkbox"/>
Major city, downtown [7]	<input type="checkbox"/>
Major city, suburban area with mainly urban block housing structure [8]	<input type="checkbox"/>
Major city, suburban area with mainly individual housing structure [9]	<input type="checkbox"/>
Major city, urban surrounding area [10]	<input type="checkbox"/>

Variables	
h228000	School: structural data, settlement structure most important catchment area

8 How big is the community forming the major catchment area of your school?	
<i>Please check only one answer.</i>	
Less than 2,000 inhabitants [1]	<input type="checkbox"/>
2,001 to 5,000 inhabitants [2]	<input type="checkbox"/>
5,001 to 20,000 inhabitants [3]	<input type="checkbox"/>
20,001 to 50,000 inhabitants [4]	<input type="checkbox"/>
50,001 to 100,000 inhabitants [5]	<input type="checkbox"/>
100,001 to 500,000 inhabitants [6]	<input type="checkbox"/>
More than 500,000 inhabitants [7]	<input type="checkbox"/>

Variables	
h228001	School: structural data, size of community most important catchment area

9 How many schools of the same type are located within a 10-km radius of your school?	
<i>Please enter figures right-aligned.</i>	

|__|__| [Schools]

Variables

h228002 School: number of schools of the same type in the vicinity

10 What is the approximate percentage of students attending your school, although there is a closer alternative (i.e. a school that offers the same school career)?

Please enter figures right-aligned.

[% of the students] |__|__|

Variables

h228003 School: structural data, percentage of students with closer alternative

11 Does your school maintain contacts with the following institutions?

Please check one box in each line.

	no contacts [1]	loose contacts [2]	intensive contacts [3]
Youth work establishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational counseling office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Youth) Music schools, music clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
County, municipality, district office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economy, companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sister schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

h22800a	School: contact to the outside, youth work
h22800b	School: contact to the outside, educational counseling office
h22800c	School: contact to the outside, assistance for students
h22800d	School: contact to the outside, church
h22800e	School: contact to the outside, music clubs
h22800f	School: contact to the outside, sports clubs
h22800g	School: contact to the outside, county
h22800h	School: contact to the outside, police
h22800i	School: contact to the outside, companies
h22800j	School: contact to the outside, partner schools
h22800k	School: contact to the outside, sister schools

Questions on the Facilities and Fit-Outs

Pedagogic work at schools is also decisively influenced by the available facilities and fit-outs. Therefore, we are interested in the space situation and the equipment with computers at your school. If no precise statements can be made, please give the best estimate.

12 Are the following premises available in your school?		
<i>Please check one box in each line.</i>		
	yes [1]	no [2]
Gym	<input type="checkbox"/>	<input type="checkbox"/>
Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>
Language laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Assembly hall or another large function room	<input type="checkbox"/>	<input type="checkbox"/>
Common rooms for students	<input type="checkbox"/>	<input type="checkbox"/>
Individual working spaces for teaching staff	<input type="checkbox"/>	<input type="checkbox"/>
Library for students	<input type="checkbox"/>	<input type="checkbox"/>
Library for teaching staff	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h22910a	School: facilities, gym
h22910b	School: facilities, swimming pool
h22910c	School: facilities, language laboratory
h22910d	School: facilities, assembly hall
h22910e	School: facilities, common rooms
h22910f	School: facilities, individual working spaces
h22910g	School: facilities, library for students
h22910h	School: facilities, library for teaching staff

13 Are there any room shortages in your school?	
<i>Please check only one answer.</i>	
Yes, to a great extent [1]	<input type="checkbox"/>
Yes, to a small extent [2]	<input type="checkbox"/>
no [3]	<input type="checkbox"/>

Variables	
h229100	School: spatial situation shortages

14 How do you rate the quality and/or condition of the school building and/or school buildings in terms of the following aspects?	
<i>Please check one box in each line.</i>	

	poor [1]	rather poor [2]	rather good [3]	good [4]
Lightness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
structural condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h229101	School: spatial situation, lightness
h229102	School: spatial situation, size
h229103	School: spatial situation, practicality
h229104	School: spatial situation, structural condition

15 How many computers do you have in your school?	
<i>Please enter figures right-aligned.</i>	
... total?	__ __ __ [Computer]
... available to the students?	__ __ __ [Computer]
... available only to teaching staff?	__ __ __ [Computer]
... available only to the administration?	__ __ __ [Computer]
... with Internet connection?	__ __ __ [Computer]
... with connection to a local network (LAN/Intranet)?	__ __ __ [Computer]

Variables	
h22905a	School: facilities computers, total
h22905b	School: facilities computers, availability- students
h22905c	School: facilities computers, availability- teachers
h22905d	School: facilities computers, availability- administration
h22905e	School: facilities computers, Internet connection
h22905f	School: facilities computers, local network

16 How many computer rooms do you have in your school?	
<i>Please enter figures right-aligned.</i>	
	__ __ [Computer labs]

Variables	
h229050	School: facilities, number of computer rooms

17 Please refer to all computers in your school when answering the following two questions. How old are the computers in your school?

Please enter figures right-aligned.

Less than 2 years old |__|__|__| [Computer]

Older than 2 years |__|__|__| [Computer]

Variables	
h229051	School: facilities, computers, less than 2 years
h229052	School: facilities, computers, older than 2 years

18 How many computers are in ...

Please enter figures right-aligned.

... the classrooms? |__|__|__|

... the computer rooms? |__|__|

Variables	
h229053	School: facilities computers in classrooms
h229054	School: facilities computer in computer rooms

19 Does your school have its own homepage?

Please check where applicable.

yes [1]

no [2]

Variables	
h229055	School: facilities, homepage

Questions on the Teaching Staff

Work at school is largely designed by the teaching staff. Therefore, we are interested in how your teaching staff is composed and how you rate the work at school. If no precise statements can be made, please give the best estimate.

20 What is the total teaching staff at your school?

Please enter figures right-aligned.

[Teaching staff] |__|__|__|

Variables	
h227000	School: teaching staff, number of teaching staff

21 And how many work full-time?*Please enter figures right-aligned.*[Teaching staff working full-time]

Variables

h227001 | School: teaching staff, number of full-time teachers

22 And how many work part-time?*Please enter figures right-aligned.*[Teaching staff working part-time]

Variables

h227002 | School: teaching staff, number of part-time teachers

23 And how many trainee teachers are currently employed at your school?*Please enter figures right-aligned.*[Trainee teachers]

Variables

h227003 | School: teaching staff, number of trainee teachers

24 And how many teachers work in a secondary function?*Please enter figures right-aligned.*[Teachers in a secondary function]

Variables

h227004 | School: teaching staff, number of teachers in secondary function

25 What is the age structure of your teaching staff? How many teachers belong to the following age groups in your school:*Please enter figures right-aligned.*[Teachers: under 35 years] [Teachers: 35 to under 45 years] [Teachers: 45 to under 55 years] [Teachers: 55 to under 65 years]

[Teachers: 65 years and older]

|_|_|_|_|

Variables

h22700a	School: teaching staff, age structure, under 35 years
h22700b	School: teaching staff, age structure, 35 to under 45 years
h22700c	School: Teaching staff, age structure, 45 to under 55 years
h22700d	School: teaching staff, age structure, 55 to under 65 years
h22700e	School: teaching staff, age structure, 65 years and older

26 How many of the teachers have a migration background at your school, i.e. where he/she or at least one parent was born abroad?

If there are no teachers with migration background, please enter "Zero" (0). Please enter figures right-aligned.

[Teachers with a migration background]

|_|_|_|_|

Variables

h451080	Number of teachers with a migration background
---------	--

27 Do you have a migration background, i.e. were you or at least one parent born abroad?

Please check where applicable.

yes [1]

no [2]

Variables

h400010	Migration background
---------	----------------------

28 Now we would like to know how many teachers (full time equivalents) are employed in the different subjects at your school.

Please enter figures right-aligned.

[Teachers: German]

|_|_|_|_|

[Teachers: English]

|_|_|_|_|

[Teachers: French]

|_|_|_|_|

[Teachers: Latin]



|_|_|_|_|

[Teachers: other languages]

|_|_|_|_|

[Teachers: History]

|_|_|_|_|

[Teachers: Geography]	_ _ _
[Teachers: Political/ Social sciences]	_ _ _
[Teachers: Economics and Law]	_ _ _
[Teachers: Pedagogics]	_ _ _
[Teachers: Mathematics]	_ _ _
[Teachers: Physics]	_ _ _
[Teachers: Chemistry]	_ _ _
[Teachers: Biology]	_ _ _
[Teachers: Religious education/ Ethics]	_ _ _
[Teachers: Philosophy]	_ _ _
[Teachers: Music]	_ _ _
[Teachers: Arts]	_ _ _
[Teachers: Sports]	_ _ _
[Teachers: Home economics]	_ _ _
[Teachers: Handicrafts/business and employment studies]	_ _ _
[Teachers: Computer science]	_ _ _
[Other subjects, namely:]	 _____
[Teachers]	_ _ _
[Other subjects, namely:]	 _____
[Teachers]	_ _ _

[Other subjects, namely:]



[Teachers]

|_|_|_|

Variables	
h22701a	School: teaching staff, number of teachers per subject, German
h22701b	School: teaching staff, number of teachers per subject, English
h22701c	School: teaching staff, number of teachers per subject, French
h22701d	School: teaching staff, number of teachers per subject, Latin
h22701e	School: teaching staff, number of teachers per subject, other languages
h22701f	School: teaching staff, number of teachers per subject, History
h22701g	School: teaching staff, number of teachers per subject, Geography
h22701h	School: teaching staff, number of teachers per subject, Political/ Social sciences
h22701i	School: teaching staff, number of teachers per subject, Economics and Law
h22701j	School: teaching staff, number of teachers per subject, Pedagogics
h22701k	School: teaching staff, number of teachers per subject, Mathematics
h22701l	School: teaching staff, number of teachers per subject, Physics
h22701m	School: teaching staff, number of teachers per subject, Chemistry
h22701n	School: teaching staff, number of teachers per subject, Biology
h22701o	School: teaching staff, number of teachers per subject, Religious education/ Ethics
h22701p	School: Teaching staff, number of teachers each subject, philosophy
h22701q	School: Teaching staff, number of teachers each subject, music
h22701r	School: Teaching staff, number of teachers each subject, arts
h22701s	School: Teaching staff, number of teachers each subject, sports
h22701t	School: Teaching staff, number of teachers each subject, home economics
h22701u	School: Teaching staff, number of teachers per subject, handcrafts/business and employment studies
h22701v	School: Teaching staff, number of teachers each subject, computer science
h227011	School: Teaching staff, number of teachers each subject, other subjects, text 1
h22701w	School: Teaching staff, number of teachers each subject, other subjects 1
h227012	School: Teaching staff, number of teachers each subject, other subjects, text 2
h22701x	School: Teaching staff, number of teachers each subject, other subjects 2
h227013	School: Teaching staff, number of teachers each subject, other subjects, text 3
h22701y	School: Teaching staff, number of teachers each subject, other subjects 3

29 When you think of the teachers at your school, to what extent do you agree with the following statements?				
<i>Please check one box in each line.</i>				
	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
There is a good mood among the teachers at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers are fully committed to their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The teachers are proud of their school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers attach great importance to high school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
hd0029a	Teaching staff- mood
hd0029b	Teaching staff- commitment
hd0029c	Teaching staff- pride
hd0029d	Teaching staff- school performance

30 How often are timelines fixed for the teachers at your school in order to exchange or further develop teaching material and teaching methods?

Please check only one answer.

never [1]	<input type="checkbox"/>
Once to twice per school year [2]	<input type="checkbox"/>
Every few months [3]	<input type="checkbox"/>
Every two to four weeks [4]	<input type="checkbox"/>
Once per week [5]	<input type="checkbox"/>
(almost) daily [6]	<input type="checkbox"/>

Variables	
hd00300	Teaching staff- timelines for exchange

Questions on Students

The composition of the students at schools has a decisive influence on the pedagogic work at the schools. Therefore, we would like to ask you a few questions on the students at your school. If no precise statements can be made, please give the best estimate.

31 How many students are currently being taught at your school, and how many of them are boys?

Please enter figures right-aligned.

[at the 5th grade level, total]	_ _ _ _
[at the 5th grade level, boys]	_ _ _ _
	not specified [0] specified [1]
no 9th grade level	<input type="checkbox"/> <input type="checkbox"/>
[at the 9th grade level, total]	_ _ _ _
[at the 9th grade level, boys]	_ _ _ _
[at the school, total]	_ _ _ _
[At the school, male]	_ _ _ _

Variables

h227101	School: number of students 5th grade level total
h227111	School: number of students 5th grade level male
h227103	School: no 9th grade level
h227102	School: Number of students 9th grade level total
h227112	School: Number of students 9th grade level male
h227100	School: Total students
h227110	School: Male students

32 What is the approximate percentage of students with diagnosed special pedagogic remedial teaching requirement (integration children) at your school?

Please enter figures right-aligned.

|_|_|_|_| [% students with special pedagogic remedial teaching requirement]

Variables

h227120	School: Percentage students with special pedagogic remedial teaching requirement
---------	--

33 What is the percentage of the students at your school coming from families from ...

Please enter figures right-aligned.

... rather lower social classes? |_|_|_|_| % students

... rather middle social classes?	_ _ _ % students
... rather higher social classes?	_ _ _ % students

Variables	
h79301a	... rather lower social classes?
h79301b	... rather middle social classes?
h79301c	... rather higher social classes?

34 What is the approximate percentage of students having a migration background, i.e. where they or at least one parent was born abroad?

Please state the percentage and enter figures right-aligned.

|_|_|_|_| % in 5th grade

	not specified [0]	specified [1]
no 9th grade level	<input type="checkbox"/>	<input type="checkbox"/>

|_|_|_|_| % migrants 9th grade

|_|_|_|_| % migrants at school total

Variables	
h451040	Percentage migrants at school: 5th grade
h45106a	Percentage migrants at school: no 9th grade level
h451060	Percentage migrants at school: 9th grade
h451020	Percentage migrants at school

35 What is the approximate percentage of students at your school where at least one parent has graduated from college?

Please enter figures right-aligned.

[% Students where at least one parent has graduated from college] |_|_|_| %

Variables	
h79302a	School: percentage parents graduated from college

36 How many students have left your school without having graduated during the last school year?

Please enter figures right-aligned.

[Students] |_|_|

Variables	
-----------	--

h227130	School: number of school leavers without graduation
---------	---

37 And how many students at your school have not moved up to next higher grade during the last school year?

Please enter figures right-aligned.

[Students] |

Variables	
h227131	School: number of students not moved up to the next higher grade

38 How many students at your school have skipped one grade level during the last school year?

Please enter figures right-aligned.

[Students] |

Variables	
h227132	School: number of students skipped grade level

39 How are the following factors weighed when students are admitted to your school?

Please check one box in each line.

	not considered [1]	is of minor importance [2]	is of great importance [3]	is a requirement [4]
Place of residence (school region)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Previous school achievements/report marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrance examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trial lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations from last school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Needs or interests of students in a special school career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current or previous school affiliation of the student's brothers and sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h22713a	School admission standards, place of residence
h22713b	School admission standards, school achievements
h22713c	School admission standards, entrance examination
h22713d	School admission standards, trial lesson
h22713e	School admission standards, recommendation
h22713f	School admission standards, needs or interests in school career
h22713g	School admission standards, school affiliation of brothers and sisters

Questions on Remedial Teaching Measures and Quality Assurance

We are particularly interested in the remedial teaching measures for individual student groups and for quality assurance measures at your school. Therefore, we also would like to ask some questions on this issue.

40 There are different possibilities of remedial language education for students with German not being their language of origin. What remedial language measures do you have for students at the 5th and 9th grade level at your school?

Please check where applicable.

	not specified [0]	specified [1]
These students attend the regular lessons and receive additional teaching (e.g. "DaZ"= German as a second language) aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students attend the regular lessons and receive additional teaching (e.g. "DaZ"= German as a second language) aimed at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students shift to the regular lessons, they attend a preparatory course aiming at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students shift to the regular lessons, they attend a preparatory course aiming at improving their knowledge of German (e.g. reading comprehension, grammar, vocabulary, communication). [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students attend the normal remedial teaching lessons/tutoring designed for students showing poor performance in German. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students attend the normal remedial teaching lessons/tutoring designed for students showing poor performance in German. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students shift to the regular lessons, they are taught certain subjects in their language of origin. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
Before these students shift to the regular lessons, they are taught certain subjects in their language of origin. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>

These students extensively receive lessons in their language of origin to improve both the language of origin and German. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students extensively receive lessons in their language of origin to improve both the language of origin and German. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
The class size is reduced to meet the special needs of these students. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
The class size is reduced to meet the special needs of these students. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive lessons to foster their language of origin. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive lessons to foster their language of origin. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive homework coaching/aid particularly tailored to this student group. [5th grade]	<input type="checkbox"/>	<input type="checkbox"/>
These students receive homework coaching/aid particularly tailored to this student group. [9th grade]	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h416200	5th grade: Additional teaching
h416400	9th grade: Additional teaching
h416210	5th grade: Preparatory course
h416410	9th grade: Preparatory course
h416220	5th grade: Normal remedial teaching lessons
h416420	9th grade: Normal remedial teaching lessons
h416230	5th grade: Certain subjects in language of origin
h416430	9th grade: Lessons in certain subjects in language of origin
h416240	5th grade: Largely lessons in language of origin
h416440	9th grade: Largely lessons in language of origin
h416250	5th grade: Reduced class size
h416450	9th grade: Reduced class size
h416260	5th grade: Lessons to foster the language of origin
h416460	9th grade: Lessons to foster the language of origin
h416270	5th grade: Particular homework coaching/aid
h416470	9th grade: Particular homework coaching/aid

41 Irrespective of remedial teaching measures: Does your school offer special remedial teaching lessons for students with a migration background (e.g. special tutoring, special homework coaching etc.)?

Please check where applicable.

yes [1] <input type="checkbox"/>	no [2] <input type="checkbox"/>
[Yes, the following remedial teaching measures:] _____	

Variables	
h417000	Other remedial teaching measures
h41700a	Other remedial teaching measures, other

42 Does your school offer special courses or training sessions for teachers to support the work with students with a migration background and their parents (e.g. courses to impart special remedial teaching techniques, intercultural competences)?

Please check where applicable.

yes [1] <input type="checkbox"/>	no [2] <input type="checkbox"/>
[Yes, the following courses or training sessions:] _____	

Variables	
h417040	Teacher training sessions migration
h41704a	Teacher training sessions migration, other

43 Does your school offer special programs for parents of students with a migration background? In other words, parents and family education programs such as parents learn German at schools (ELDS).

Please check where applicable.

yes [1] <input type="checkbox"/>	no [2] <input type="checkbox"/>
[Yes the following measures:] _____	

Variables	
h417020	Parents education programs, migration
h41702a	Parents education programs migration, other

44 Which of the following offers for students do you have at your school?

Please check one box in each line.

	yes [1]	no [2]
Supplementary courses for very proficient students	<input type="checkbox"/>	<input type="checkbox"/>
Remedial teaching offers for very inefficient students	<input type="checkbox"/>	<input type="checkbox"/>
Special courses in learning techniques	<input type="checkbox"/>	<input type="checkbox"/>
Subject-related projects or competitions	<input type="checkbox"/>	<input type="checkbox"/>

Homework coaching in school rooms	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring sessions held by teachers	<input type="checkbox"/>	<input type="checkbox"/>
Other coaching measures outside lessons	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h22201a	School: offers, very proficient students
h22201b	School: offers, inefficient students
h22201c	School: offers, courses in learning techniques
h22201d	School: offers, projects or competitions
h22201e	School: offers, homework coaching
h22201f	School: offers, tutoring sessions
h22201g	School: offers, other coaching measures

45 What of the following quality assurance and development measures are conducted at your school?		
<i>Please check one box in each line.</i>		
	yes [1]	no [2]
Preparation of a complete school program (with model, main focus as regards content, implementation requirements, standards to be achieved)	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of a written model/school profile for the school, selection and description of desired quality features	<input type="checkbox"/>	<input type="checkbox"/>
Written determination of quality indicators whose measurement will provide information on the achievement of the goals	<input type="checkbox"/>	<input type="checkbox"/>
Written determination of performance standards at this school to be achieved by the students in different fields	<input type="checkbox"/>	<input type="checkbox"/>
Use of standardized performance tests to objectively check the students' competences achieved (knowledge, capabilities, skills)	<input type="checkbox"/>	<input type="checkbox"/>
Systematic stock taking and discussion of significant data on the school quality (e.g. grading, absence periods of the students, programs offered by the school, further training of the teachers)	<input type="checkbox"/>	<input type="checkbox"/>
Brochure with self-portrayal of the school	<input type="checkbox"/>	<input type="checkbox"/>
Jointly prepared written class tests (cross grade and/or learning group, comparative class tests)	<input type="checkbox"/>	<input type="checkbox"/>

	not specified [0]	specified [1]
Further/other measures	<input type="checkbox"/>	<input type="checkbox"/>
[Further/other measures, namely:]		

Variables	
h22202a	Quality assurance measures, complete school program
h22202b	Quality assurance measures, written school profile
h22202c	Quality assurance measures, written determination of quality indicators
h22202d	Quality assurance measures, written determination of performance standards
h22202e	Quality assurance measures, standardized performance tests
h22202f	Quality assurance measures, systematic stock taking of data
h22202g	Quality assurance measures, brochure of school
h22202h	Quality assurance measures, class tests
h22202i	Quality assurance measures, other
h22202t	Quality assurance measures, other, text

46 To what extent do the following statements apply to your school?				
<i>Please check one box in each line.</i>				
	doesn't apply at all [1]	doesn't apply much [2]	applies quite well [3]	applies fully [4]
Our school is in stiff competition with other schools of the same type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The existence of our school strongly depends on the number of students enrolled in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The existence of our school is at great risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The funding of our school strongly depends on the number of students enrolled in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h535021	Intensity of competition
h535022	Existence dependent on number of students
h535023	Existence at risk
h535024	Funding dependent on number of students

Questions on the Professional Orientation

At the end of the interview, we would like to ask you some questions on the measures offered by your school to support the students when they enter their professional career. Please answer the questions only if there is a 9th grade level at your school.

47 How often are the following measures carried out at your school?

Please check one box in each line.

	never [1]	seldom [2]	sometimes [3]	often [4]	very often [5]
Further training programs for teachers regarding professional orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacts with the chambers of commerce, guilds and/or associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacts with apprenticeship companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in nation-wide professional orientation programs such as Girl's Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contacts with youth information centers (e.g. youth professional career aid)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in local networks to promote the school-to-profession transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement of the legal guardian in the professional orientation effort (parents work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

hf0001a	Teacher training programs professional orientation
hf0001b	Contact organizations
hf0001c	Contact apprenticeship companies
hf0001d	Professional orientation programs
hf0001e	Contact information centers
hf0001f	Participation local networks
hf0001g	Parents work in the professional orientation

48 How many students at the 9th grade level utilize the following aids for entering professional training through their school?

Please check one box in each line.

	none [1]	almost none [2]	less than 50% [3]	more than 50% [4]	almost all [5]	all [6]	is not offered [7]
Individual identification of the professional leanings and qualification within the framework of special procedures (e.g. tests, individual interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of individual promotion plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General professional orientation provided by the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicing job applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practicing job interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special training to promote social competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual support during the practical training period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual professional counseling by external career counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional orientation in inter-company establishments (e.g. of the chamber of handicrafts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling sessions held by social education workers and other staff outside the teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous individual counseling during the transition phase by career entry counselors, career choice assistants, job guides etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual counseling and support by psychologists or social education workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
hf0002a	Test procedure professional leanings
hf0002b	Promotion plans
hf0002c	Professional orientation by teacher
hf0002d	Practicing job applications
hf0002e	Practicing job interviews
hf0002f	Training social competences
hf0002g	Support practical training period
hf0002h	External career counselors
hf0002i	Inter-company professional orientation
hf0003a	Individual counseling sessions by social educations workers
hf0003b	Individual counseling by career choice assistants
hf0003c	Support by psychologists and social education workers

49 Would you like to make any remarks and comments on NEPS and/or this questionnaire? We would appreciate receiving criticism and proposals of any kind!



Variables	
hd00490	Remarks and comments on NEPS