

**National Longitudinal Study of Adolescent to Adult Health (Add Health), 1994-2008 [Public Use]**

ICPSR 21600

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Wave III: Public Use Education Data

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National Longitudinal Study of Adolescent to Adult Health (Add Health), 1994-2008 [Public Use]

Wave III: Public Use Education Data Original P.I. Documentation

*National Longitudinal Study of Adolescent Health*

*Wave III Education Data Index*

Catherine Riegle-Crumb, Chandra Muller, Kenneth Frank, and Kathryn S. Schiller

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Carolina Population Center

University of North Carolina at Chapel Hill July 2005

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Persons interested in obtaining data files from Add Health should contact Add Health, Carolina Population Center, 123 W . Franklin Street, Chapel Hill, NC 27516-2524 ([addhealth@unc.edu).](mailto:addhealth@unc.edu)

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## Linking Indicators

### Section 1: School-Year Indicators

1st year of high school course-taking **ELYEAR1**

2nd year of high school course-taking **ELYEAR2**

3rd year of high school course-taking **ELYEAR3**

4th year of high school course-taking **ELYEAR4**

5th year of high school course-taking **ELYEAR5**

6th year + of high school course-taking **ELYEAR6**

Match between EAYEAR1-6 and 1994-95 **ELMAT945**

### Section 2: Grade-Level Indicators

Mean grade level of courses in 1994-95 **EGLV945**

Grade level year 1 **EY1NINE**

## Academic Courses Indicators

### Section 3: Math and Science Course Sequence Indicators

*Math Indicators*

Math sequence level year 1 . **EAMSQ1**

Math sequence level year 2 . **EAMSQ2**

Math sequence level year 3 . **EAMSQ3**

Math sequence level year 4 . **EAMSQ4**

Math sequence level year 5 . **EAMSQ5**

Math sequence level year 6+ . **EAMSQ6**

Highest math level taken in all years **EAMSQH**

*Math Indicators (Version B – received credit)*

Math level with credit year 1 **EAMSQB1**

Math level with credit year 2 **EAMSQB2**

Math level with credit year 3 **EAMSQB3**

Math level with credit year 4 **EAMSQB4**

Math level with credit year 5 **EAMSQB5**

Math level with credit year 6+ **EAMSQB6**

Highest math level (credit) all years . **EAMSQBH**

*Science Indicators*

Science sequence level year 1 **EASSQ1**

Science sequence level year 2 **EASSQ2**

Science sequence level year 3 **EASSQ3**

Science sequence level year 4 **EASSQ4**

Science sequence level year 5 **EASSQ5**

Science sequence level year 6+ **EASSQ6**

Highest science level taken in all years **EASSQH**

*Science Indicators (Version B – received credit)*

Science level with credit year 1 **EASSQB1**

Science level with credit year 2 **EASSQB2**

Science level with credit year 3 **EASSQB3**

Science level with credit year 4 **EASSQB4**

Science level with credit year 5 **EASSQB5**

Science level with credit year 6+ **EASSQB6**

Highest science level (credit) all years **EASSQBH**

### Section 4: Course Grades

*Math GPA Indicators*

Math GPA year 1 **EAMGPA1**

Math GPA year 2 **EAMGPA2**

Math GPA year 3 **EAMGPA3**

Math GPA year 4 **EAMGPA4**

Math GPA year 5 **EAMGPA5**

Math GPA year 6+ **EAMGPA6**

Cumulative math GPA across all years **EAMGPAC**

*Science GPA Indicators*

Science GPA year 1 **EASGPA1**

Science GPA year 2 **EASGPA2**

Science GPA year 3 **EASGPA3**

Science GPA year 4 **EASGPA4**

Science GPA year 5 **EASGPA5**

Science GPA year 6+ **EASGPA6**

Cumulative science GPA across all years **EASGPAC**

*Overall GPA Indicators*

Overall GPA year 1 **EAOGPA1**

Overall GPA year 2 **EAOGPA2**

Overall GPA year 3 **EAOGPA3**

Overall GPA year 4 **EAOGPA4**

Overall GPA year 5 **EAOGPA5**

Overall GPA year 6+ **EAOGPA6**

Cumulative GPA across all years **EAOGPAC**

### Section 5: Course Failures

*Math Failure Indexes*

Math failure index year 1 **EAMFIX1**

Math failure index year 2 **EAMFIX2**

Math failure index year 3 **EAMFIX3**

Math failure index year 4 **EAMFIX4**

Math failure index year 5 **EAMFIX5**

Math failure index year 6+ **EAMFIX6**

### Math failure index across all years **EAMFIXC**

*Science Failure Indexes*

Science failure index year 1 **EASFIX1**

Science failure index year 2 **EASFIX2**

Science failure index year 3 **EASFIX3**

Science failure index year 4 **EASFIX4**

Science failure index year 5 **EASFIX5**

Science failure index year 6+ **EASFIX6**

Science failure index across all years **EASFIXC**

*Overall Failure Indexes*

Overall failure index year 1 **EAOFIX1**

Overall failure index year 2 **EAOFIX2**

Overall failure index year 3 **EAOFIX3**

Overall failure index year 4 **EAOFIX4**

Overall failure index year 5 **EAOFIX5**

Overall failure index year 6+ **EAOFIX6**

Overall failure index across all years **EAOFIXC**

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*National Longitudinal Study of Adolescent Health*

*Wave III Public-use Education Data*

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# *Wave III Education Data Code Book*

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## Overview and Background

##### Study Objectives

The Adolescent Health and Academic Achievement (AHAA) study provides an opportunity to examine the health behaviors and human relationships of adolescents in the 1990s with necessary attention to their education, one of the most defining aspects of adolescents’ lives. It expands the *National Longitudinal Study of Adolescent Health* (Add Health) to include detailed measures of academic achievement and experiences by collecting transcripts for the W ave III Add Health sample members. The AHAA data provide indicators of (1) educational

achievement, (2) course taking patterns on multiple levels, (3) curricular exposure, and (4)

educational contexts within and between schools, all linked to the Add Health survey data. The 1990s was a period of widespread, decentralized school reform policy, including changes in

curriculum, implementation of prevention and school safety programs, and attention to the

needs of special populations. AHAA provides an opportunity to examine these policy initiatives and compare this period with the preceding and subsequent decades.

This guide briefly describes the theoretical background for the study and the variables included in this first data release, followed by a description of the data collection and coding procedures, and a detailed explanation of the variables included in this first release.

##### Background

High school is the major social institution that provides future opportunity for adolescents. Over two decades ago researchers recognized that the grouping of students according to preparation and ability— tracking— is a mechanism through which the intergenerational transmission of

socioeconomic advantage or disadvantage is reinforced or disrupted. Students’ experiences and opportunities to learn, as measured by how they are grouped in courses, explain much of the difference between family background and students’ attainment. Public schools usually

stratify students within the school, with course placements indicating opportunities that are

associated with attainment (Gamoran 1987; Oakes 1985; Oakes and Guiton 1995). Schools’ “detracking” policies have made contemporary practices more complex, though course taking

patterns still reflect opportunities to learn (Lucas 1999; Lucas and Berends 2002; Oakes, W ells, and Jones 1997; Schneider, Swanson, and Riegle-Crumb 1998; Stevenson, Schiller, and Schneider 1994).

Students’ experiences with the formal organization of schools are not monolithic (Powell, Farrar, and Cohen 1985), but are rather defined by the specific sets of courses in which they participate (Barr and Dreeben 1983; Dreeben 1994; Gamoran 1991). In high schools today, students

taking advanced courses and multiple years of foreign language experience a different social context than those taking vocational education courses or a few basic years of core subjects.

These patterns of stratification are similar to an “occupational structure” or status system for

high school students in which everyday life and current and future opportunities are shaped by status and position in this structure (Rosenbaum 1986; Sorensen 1987), although the particular

structure of opportunity within a school may be different from school to school. The AHAA study builds on the foundation of research in sociology and education that links high school transcript data to social stratification processes.

As students progress through the high school years toward graduation, some students

accumulate knowledge and course credit that prepares them for post-secondary educational opportunities while others struggle to complete minimum graduation requirements. Although

these requirements vary among states, districts, and even school programs, all states require the satisfactory completion of multiple years of core academic courses such as math and

English. Consequently, some students are able to complete graduation requirements in fewer than four years of high school. For others, academic trajectories that include course failures

and non-credit courses may result in slowed progress toward graduation, even requiring

students to complete more than four years of high school to graduate. In a given year, students’ coursework may be in more than one grade level (for further discussion, see the discussion of

Linking Indicators). As a result, the concept of grade level retention or skipping a grade does not apply to the high school years as it does in the elementary and middle school grades.

Stratification in schools is most clearly observed in students’ course enrollment patterns.

Typically, the high school curriculum is organized into sequences of courses in which subject knowledge gained from one course prepares a student for the next course (Schneider et al.

1998; Stevenson et al. 1994). The hierarchical nature of course sequences, where movement from less to more advanced classes in a subject is generally based on successful completion of prerequisites, results in limited mobility for those students who begin high school taking lower

level courses. For example, students who take Geometry as freshman are in a position of advantage for reaching advanced courses such as Calculus by their senior year, compared to students who begin high school taking Pre-Algebra. Additionally, scheduling requirements (Pallas, Natriello, and Riehl 1994), the homogeneity of course composition based on students’ prior achievement, and other features of high school organization, all observed in course

enrollment patterns, shape opportunity for social interaction and the broader high school experience, in addition to curricular exposure.

More than two decades of research on stratification in schools has shown that students’ exposure to curriculum leads to a variety of outcomes. Access to advanced courses is directly related to future opportunity to learn (Gamoran 1987; Stevenson et al. 1994), to performance on achievement tests such as college entrance exams (Pallas and Alexander 1983), and to college enrollment (Schneider et al. 1998) and success (Moreno and Muller 1999). Thus, examining

students’ academic achievement in high school provides not only valuable information on inequality during adolescence, but also on the foundation of social and occupational

stratification in adulthood.

The next two sections detail the data collection and coding procedures used in AHAA, and discuss how the AHAA study design relates to the Add Health data collection waves

## Data Collection and Coding Procedures

##### Data Collection

W ave III of the Add Health study targeted all W ave I respondents and was conducted from July 2001 to April 2002 when these respondents were between the ages of 18 and 26. W ave III respondents were asked to sign a Transcript Release Form (TRF) authorizing Add Health to

request official transcripts from the high schools they last attended. Approximately 91.5% of W ave III respondents (N = 13,901) signed a valid TRF and from August 2001 through June

2002, AHAA collected high school transcripts for most respondents (N = 12,241). Of the 4,882 public-use respondents, 3.947 have transcript data. Importantly, the data collection procedure used for AHAA was student-based in that transcripts were collected from the final school

respondents attended. This meant that transcripts were not just collected from the original Add Health schools, but from the more than 1,400 high schools Add Health respondents last attended. Transcripts were not collected from two original Add Health schools that served only special education students and did not keep transcript records; however, a few respondents

who entered the Add Health sample through one of these two schools do have transcript records in the AHAA data base because they last attended another school that did keep transcript records.

##### Transcript Coding

In order to provide high quality, accurate, and consistent coding, AHAA used the Classification of Secondary School Curriculum (CSSC) to code the courses appearing on student transcripts, as well as all courses offered at Add Health schools and eligible non-Add Health schools. For every course on a student’s high school transcript, CSSC codes indicate the general subject,

such as English or Math, as well as the more detailed subject, such as English I Honors or

Algebra II. This taxonomy or coding scheme, which has been refined and standardized over the years, was used for High School and Beyond (HS&B), the National Educational Longitudinal

Study of 1988 (NELS), and all of the National Assessment of Educational Progress (NAEP)

High School Transcripts Studies (HSTS) conducted in the last decade and a half (Ingels et al. 1995; Legum, Caldwell, Davis, and Haynes 1997). The AHAA coding procedures were

developed to ensure compatibility with data produced for the 1987, 1990, 1994, 1998, and 2000 NAEP HSTS, HS&B and NELS, making AHAA comparable to these other landmark education data sets.

Several important distinctions of the AHAA are worth noting. First, any coursework taken at an Add Health high school was identified as having been taken at that school, even if a student later transferred to another high school. This step allows analysts to place students in their respective Add Health schools prior to transferring and minimizes the amount of missing data reported for school-specific information. Second, in contrast to the previous high school transcripts studies which simply demanded students’ transcripts from schools without explicit

student permission, the AHAA study received respondents’ permissions, which may have made the collection of these transcripts more successful. Third, similar to NELS and HS&B and in

contrast to the NAEP HSTS, the AHAA collected transcripts for students who did and did not complete a high school degree.

## The AHAA Design in Relation to the Add Health Waves

Using the AHAA data requires attention to the temporal order of Add Health survey

administration relative to the academic or school years in which students were in high school

and taking courses. Figure 1, below, illustrates these temporally ordered relationships for each Add Health grade level cohort. Add Health sampled approximately equal numbers of students in each of six grade levels (7 to 12). Each of these grade level cohorts are identified in the far left column, and the academic years in which each cohort is likely to be enrolled in high school are identified in each row with the designation of Years 1 to 4 (with Year 1 referring to the 1st year of high school, and so forth). The numbering system of Years 1 to 4 refers to the

organization of the AHAA transcript-based constructed variables, described below in detail. The shaded cells in [Figure 1](#_bookmark2) represent academic years in which a survey was administered.1 Notice that Add Health sample members who entered the study as 7th graders in the 1994-95

academic year generally began high school coursework after the administration of the W ave II survey. In contrast, students who entered the study as high school seniors in the 1994-95

academic year generally completed most of their high school coursework before they responded to the In-School survey.

Figure 1. Intersection of Add Health survey data with AHAA high school coursework data from transcripts.

**In-**

**School**

**Add Health & Wave Wave**

**Surveys Wave I II III**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **91-92** | **92-93** | **93-94** | **94-95** | **95-96** | **96-97** | **97-98** | **98-99** | **99-00** | **01-02** |
| **Cohort** |  |  |  |  |  |  |  |  |  |  |
| **7th grade** |  |  |  | *7* | *8* | **9**  **Year 1** | **10**  **Year 2** | **11**  **Year 3** | **12**  **Year 4** |  |
| **8th grade** |  |  |  | *8* | **9**  **Year 1** | **10**  **Year 2** | **11**  **Year 3** | **12**  **Year 4** |  |  |
| **9th grade** |  |  |  | **9**  **Year 1** | **10**  **Year 2** | **11**  **Year 3** | **12**  **Year 4** |  |  |  |
| **10th grade** |  |  | **9**  **Year 1** | **10**  **Year 2** | **11**  **Year 3** | **12**  **Year 4** |  |  |  |  |
| **11th grade** |  | **9**  **Year 1** | **10**  **Year 2** | **11**  **Year 3** | **12**  **Year 4** |  |  |  |  |  |
| **12th grade** | **9**  **Year 1** | **10**  **Year 2** | **11**  **Year 3** | **12**  **Year 4** |  |  |  |  |  |  |

The varying intersection between survey data and transcript data for the different Add Health cohorts results in several issues of which analysts should be aware. First, not all cohorts of

students should necessarily be included in every analysis. Because the Add Health design was grade stratified, students are nationally representative of adolescents in their grade level in

1994-95, allowing for a narrowing of the sample to accurately reflect the research question of interest. For example, if an analyst wants to determine how students’ attitudes (as reported in the In-School survey) in the early years of high school influence subsequent academic

achievement (as measured with AHAA data), only the 9th and 10th grade cohorts should be

1 It is worth noting that a substantial proportion of W ave I sample members were surveyed during the 1995 summer months.

chosen for the analysis. Second, to use the AHAA academic indicators, analysts will often need to refer to different years of course-taking data for students from different cohorts. For example, if an analyst wanted to examine students’ grades (as reported on their transcript from AHAA) in the year immediately preceding an outcome measured at W ave II, this would necessitate

referring to Year 1 data for the 9th grade cohort, Year 2 data for the 10th grade cohort, and Year 3 data for the 11th grade cohort. (Note that most 12th graders were not included in W ave II of Add Health.) Third, using the AHAA academic indicators that measure the level of students’

courses (see the section on Math and Science Course-Sequence Indicators) also requires

attention to the fact that the meaning of taking a lower-level course changes according to when students take it. The following example illustrates the third issue, as well as the previous two

issues, that must be considered when using Add Health survey data and AHAA high school transcript data.

Suppose a researcher is interested in estimating the effects of parent’s education and student’s grades and math course level on student’s educational aspirations. The dependent variable,

educational aspirations, is measured at W ave II. Parent’s education is available from either the In-School or the W ave I survey. To measure students’ grades and math course level prior to

the timing of the dependent measure at W ave II, several steps must be taken. First, the analyst should select only grade level cohorts who were enrolled in high school in W ave I. This

excludes the 7th and 8th grade cohorts. The 12th grade cohort, who was generally not interviewed at W ave II, would also be excluded because the dependent variable is not

measured for this group. Thus, the analyst would select only the 9th, 10th, and 11th grade

cohorts and use as independent variables parent’s education, reported in 1994-95 (from either the In-School or W ave I survey), and grades and math course level from that academic year. The organization of the transcript data, described in more detail below, would require that the analyst use students’ grades in Year 1 for 9th grade cohort, grades in Year 2 for 10th grade

cohort, and grades in Year 3 for 11th grade cohort to predict the W ave II survey item,

educational aspirations. Accurately capturing the math course level requires an additional step, since the meaning of taking Algebra I as a 9th grader is different than taking Algebra I as a 11th grader. For this example, the analyst might choose to calculate the modal level of the math

course sequence separately for each cohort of 9th graders, 10th graders, and 11th graders, and then create a new variable to indicate whether each student’s math course is above, below, or at the mode for his or her cohort.

In contrast to the complexity involved in linking AHAA data to survey data from the In-School survey and W aves I and II of Add Health, linking AHAA data to W ave III data is less difficult. As seen in Figure 1, because students from all cohorts have completed their high school course

taking by W ave III (with the exception of a small number of students who were in high school for longer than four years) this simplifies predicting W ave III outcomes with AHAA data. The AHAA data provide common benchmarks for all students, such as cumulative indicators of high school achievement or an educational indicator from students’ last year of high school, that could be

used to predict educational, occupational, or social outcomes in W ave III. (However the analyst should consider that the time between the end of high school and the W ave III outcome varies by cohort.)

It is important to note that for analysts primarily interested in examining issues of adolescents’ educational experiences, the AHAA data provide a wealth of information on the complete high school careers of six nationally representative cohorts of students in the 1990's. The Add

Health survey provides related information on students’ family background and history that precede the high school careers of students from all cohorts. For an illustration of research using this approach with these data, see Riegle-Crumb 2005.

The first release of the AHAA data encompasses a range of indicators which fall into four general categories, and their organizations are described later in this and accompanying

documents. Most of the variables in the first release are constructed from transcript data. They include the linking indicators (part I) designed to help analysts link transcript data to academic or school years and to the Add Health surveys, and the constructed academic-course indicators (part II, to be released) which measure aspects of students’ course-taking enrollment and

performance in each year and cumulatively over all years of high school. In addition, the first release includes indicators related to transcript reported graduation or exit status and sample

weights. Descriptions of the graduation indicators are in W ave III Graduation Data. Information concerning sample weights is in W ave III Education Data W eights Code Book and W ave III

Education Data W eights.

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## First Release Indicators

##### Linking Indicators

*Section 1: School-Year Indicators*

##### ELYEAR1 to ELYEAR6

These variables refer to the school years in which students were taking high school courses,

and allow analysts to infer the duration of their high school career. ELYEAR1 is the school year that corresponds to the 1st year of high school course-taking data for each student. ELYEAR2 is the 2nd school year of high school course-taking data for each student, and so forth. A small number of students had more than four years of high school course-taking data. ELYEAR5

refers to the 5th year of course-taking data and ELYEAR6 refers to the 6th year of course taking. Approximately 40 students had more than six years of data. For these students, all information used for the constructed academic indicators from subsequent years (such as

grades) is collapsed together with their information from their 6th year. Therefore, for this small group of students, their value on ELYEAR6 does not correspond to their last year of course

taking.

All of the constructed academic course indicators discussed in Sections 3 to 5 have names

ending with a number as the last character, which refers to these years of course taking. For example, EAMGPA1 is students’ math GPA for the 1st of their course taking, or ELYEAR1. It is important to note that while school years run from the fall of one year to the spring of the

subsequent year, for shorthand purposes all years are coded according to the fall. Therefore a value of “1994" on the ELYEAR1 variable corresponds to the school year 1994-95.

In general, ELYEAR1 corresponds to students’ 9th grade or freshman year (see the discussion of ELY1NINE below), ELYEAR2 corresponds to their 10th grade or sophomore year, and so forth. Yet careful examination of students’ transcripts revealed that the grade level assigned to students’ courses sometimes varies within a given year. For example, some courses in a

student’s 2nd year of high school might be labeled as 9th grade on their transcript and others labeled as 10th grade. The meaning of grade level in high school is further complicated by the fact that some students take courses for longer than four years, and others for less.

Additionally, the meaning of retention in high school is not clear, as students are unlikely to be “held back” and required to retake an entire year’s worth of courses in the same manner as

students in primary school. Thus, the AHAA variables ELYEAR1-6 indicate students’ course­ taking years with a numbering scheme (i.e., the 1st of high school course taking, the 2nd year, etc.) rather than referring directly to their 9th grade year, their 10th grade year, etc. Indicators are provided, however, to supply analysts with information about the grade level of students’

courses recorded on their transcripts. (See the discussion of ELY1NINE and ELGLV945 below.)

Because ELYEAR1 represents the 1st of high school course taking for all students whose

transcripts were collected, there are no missing values for this variable. For subsequent years (ELYEAR2-6), a missing value of 9992 indicates that the student has graduated from or is no longer in high school, or at the very least, that there is no additional course-taking information available for that student.

There are a small number of students with one- or two-year-long gaps in their high school transcripts where no courses are recorded. This could be due to a transcript error, or could indicate that the student was not attending high school in that school year. These students

have a valid value for the ELYEAR variables corresponding to the time of the gap, but are assigned a missing value of 9992 (no course-taking data in year) for all constructed academic indicators in that year, such as grade point average (GPA). Consequently, the number of

students with a missing value of 9992 on an ELYEAR variable in a given year is slightly smaller than the number of students with a missing value of 9992 on any corresponding constructed

academic course indicator. This difference indicates the number of students who have no course-taking information in that year, but who do have course-taking information recorded in one or more subsequent years.

#### ELMAT945

Due to the multi-cohort design of Add Health, students’ high school careers overlap differently with the survey years. For example, students who entered Add Health as 11th or 12th graders, have academic information from the AHAA study that precedes their survey responses. For

those students who entered the Add Health survey as 7th and 8th graders, most of their survey data occur before they enter high school, and therefore precedes all of the AHAA constructed academic course indicators created from their high school transcripts. The ELMAT945 variable allows analysts to easily match students’ high school course-taking information to the school

year 1994-95, when the In-School survey was conducted, and therefore provides a link between survey data from Add Health and data from AHAA. For example, if an analyst is interested in

examining students’ overall GPA at the same time point as their responses to survey questions from the In-School survey, ELMAT945 would indicate which of the students’ overall GPA

variables to use (selecting from: EAOGPA1, EAOGPA2, EAOGPA3, EAOGPA4, EAOGPA5, EAOGPA6).

Additionally, because all of the questions answered in W ave I refer to students’ experiences during the school year 1994-95, the ELMAT945 variable also indicates the school year that these students referred to when responding to W ave I questions. Analysts may still wish to exercise caution with those Add Health students who responded to the W ave I survey during the end of the summer of the 1994-95 school year, as well as those who answered it in the beginning months of the 1995-96 school year.

A small number of students’ last year of course taking preceded 1994-95, and are assigned a missing code of 9994 on ELMAT945. Because Add Health began in that year, it is likely that these students were in high school in 1994-95, but have incomplete transcript information.

Also, there are a few students whose value for ELYEAR6 is 1993 (for the school-year 1993-94), but their value on ELMAT945 is 6 (for 6th year of course taking = 1994-95). Note that this is due to the convention of collapsing years 7 to 12 course-taking information with Year 6

information, and that these students were actually in their 7th year of course taking in 1994-95.

*Section 2: Grade-Level Indicators*

##### ELGLV945 and ELY1NINE

ELGLV945 indicates students’ grade level in the school year 1994-95 (the year of the In-School survey of Add Health). Because each course a student took in a given year is assigned a grade level on his/her transcript, this variable was calculated as the mean grade level of all courses

taken in that year. For most students, all of the courses taken in a given school year had the same grade level, and therefore they have a whole number value for ELGLV945. However, some students had courses marked with different grade levels during the same school year,

and therefore do not have a whole number value on ELGLV945.

It should be noted that this variable is calculated using only information from students’ high school transcripts. Official school records of students’ grade level may differ from students’ survey reports of their grade level. Schools may treat grade level as a function of credits

accrued towards graduation requirements, and therefore take account of course failures or

difficulty of courses when assigning grade level. By contrast, students may consider grade level as a function of their length of time in school. In the majority of cases, there is direct

correspondence between grade levels reported by students and those reported by schools. Yet discrepancies do exist. For these reasons, analysts may choose to compare values on

ELGLV945 to students’ self-reported grade level from the Add Health surveys.

W hile ELGLV945 provides information about students’ transcript-indicated grade level in the school year 1994-95, ELY1NINE is a dichotomous indicator of whether or not students’

ELYEAR1, or the 1st of high school course-taking data, generally corresponds to their 9th grade year. This is determined by the mean grade level assigned to all courses students took in

ELYEAR1. For students whose average grade level was exactly 9 (which was the large

majority of students), or greater than 9 but less than 10, we can generally conclude that the 1st of course-taking data is their 9th grade year. These students have a value of 1 on ELY1NINE.

Students with a value of 0 on ELY1NINE had a transcript-indicated average grade level that was 10 or higher for their 1st of course-taking data. This could indicate that the student’s transcript was incomplete and did not include their 9th grade courses, or instead that the

student began high school at a relatively accelerated position, taking 10th grade courses or higher.

Analysts familiar with Add Health are aware that it includes several high schools with a grade

range of only 10th to 12th grades. Because high school transcripts nationwide include students’ course-taking information from grades 9 to 12, students attending these schools still have 9th

grade courses listed on their transcripts.

##### Constructed Academic-Course Indicators

Section 3: Math- and Science- Course-Sequence Indicators

#### EAMSQ1-6, EAMSQH, EASSQ1-6, EASSQH

These course-sequence indicators were developed to capture the academic level of students’ courses in core high school subjects, and are therefore key indicators of academic

achievement. Math and science courses in high school are organized into hierarchical sequences, such that certain courses are recognized as being more advanced and generally requiring more prerequisites compared to others. These indicators reflect students’ location in these math and science course-taking hierarchies within each year of high school, as well as the ultimate level of course taking attained in these subjects by the end of high school.

These indicators were constructed using Classification of Secondary School Courses (CSSC) codes, which are attached to each course on a student’s transcript. CSSC codes specify not only the general subject (math), but the specific course subject (such as Algebra I). Using this detailed coding scheme, ordinal indicators of course sequences were developed based on

major course subjects within math and science.

The subject categories of the math course sequence include: 1, Basic/Remedial Math; 2, General/Applied Math; 3, Pre-algebra; 4, Algebra I; 5, Geometry; 6, Algebra II; 7, Advanced Math (Algebra III, Finite Math, Statistics); 8, Pre-calculus (includes Trigonometry); and 9,

Calculus. The subject categories for the science course sequence include: 1, Basic/Remedial Science; 2, General/Earth Science; 3, Biology I; 4, Chemistry; 5, Advanced Science (Biology II, Chemistry II); and 6, Physics. These categories reflect a hierarchy of courses ranging from less to more advanced. Note that students do not have to pass through each category of the

sequence. For instance, students might take either Advanced Math or Pre-calculus, but not both. Additionally, while most students’ course-taking patterns reflect a linear movement

through the sequence, a minority of students may have different patterns (i.e., Chemistry may not always precede Physics).

All of the yearly course-sequence indicators (EAMSQ1-6, EASSQ1-6) are named to indicate the students’ course-taking year to which it corresponds. For example, EAMSQ2 is students’ math course-sequence level for their 2nd year of course taking (ELYEAR2). Students who did not

take a math or science course in a given year are assigned a value of 0. Those small number of students who did not have any math courses or any science courses recorded on their high school transcripts are assigned a missing value of 9993 for all sequence variables in that

subject. For each year of course taking, students are assigned to the category that reflects the highest level class they took for one semester or more, regardless of whether or not they

received credit for the course. If a student took two different math courses in one year for example (such as Algebra II and Geometry), they are placed in the higher category (i.e., Algebra II).

In addition to the series of variables capturing students’ course-taking level for each year, AHAA provides cumulative measures that capture the highest level course taken by the end of high school for these two subjects (EAMSQH, EASSQH). For these cumulative indicators, there is

no value of 0, as students had to have taken at least one math or one science course to be

included in the construction of the variables (those that did not are assigned a missing value as discussed above). It is also important to note that using students’ sequence level in the last year they attended high school (such as EAMSQ4 for students who attended for four years) is not the same as the highest level course the student ever took, as many students do not take a math or a science course their senior year of high school.

#### EAMSQB1-6, EAMSQBH, EASSQB1-6, EASSQBH

“B versions” of the sequence variables were also created, where students are placed at a given level of the variable only if they receive some credit for the course taken. Students' transcripts indicate the amount of standardized credits, or Carnegie units, they receive for each course

taken. In most cases, not receiving credit for a course is the result of the student failing the

course. For the B version of the sequence variables, if students took a course but received no credit in a given year, they are placed in the “0" category (“No Math” or “No Science”). If

students took two separate courses and failed one, they are assigned to the category for the course that they passed.

Additionally, there are also cumulative measures that represent the highest level course for

which a student received credit in high school for each subject (EAMSQBH, EASSQBH). The decision to use the regular or B versions of the course-sequence indicators depends on the particular research question of interest. The analyst must decide whether it is more relevant to consider if students have taken certain levels of courses, or instead if they earned credit for

certain levels of courses.

Overall, these math and science sequence variables (both the regular and the B version) provide analysts with measures of students’ academic achievement at the end of high school,

as well as in each year of their school course taking, regardless of the actual school years when this occurred. For example, EAMSQ1 provides analysts with a measure of the level of math

course each student took at the beginning of high school (although as mentioned before, the analysts might choose to exercise caution and restrict this to students whose ELYEAR1

corresponds to 9th grade, as indicated by ELY1NINE). The variable EAMSQ1 could also be

dichotomized to capture whether the student began high school by taking Algebra I or a higher course, or entered high school taking Pre-Algebra or a lower course.

There is a very strong connection between the level of students’ math and science course taking at the beginning and the end of high school, such that students who begin at a higher

level tend to end at a higher level. W hen using the variables for the highest level attained by the end of high school (EASSQH, EASSQBH or EAMSQH, EAMSQBH) as outcome variables, it is recommended that the student’s placement at the beginning of high school should be included as a covariate in the analysis (EAMSQ1 or EAMSQB1, EASSQ1 or EASSQB1), to

control on initial placement. The variables for highest level attained by end of high school can also be dichotomized as dependent variables, for example, whether or not a student took Algebra II or Chemistry by the end of high school. Analysts may also choose to use EAMSQH or EASSQH (or the B versions) as measures of ultimate high school achievement, and use

them to predict later adult outcomes as measured in W ave III of Add Health.

Finally, as mentioned in the section “The AHAA Design in Relation to the Add Health W aves”

(beginning on page 6), analysts wanting to use these course-sequence indicators in conjunction with survey data from Add Health need to carefully consider issues of temporal order. For

example, while EAMSQ1 is the benchmark for students’ level of math course at the beginning of high school, it could be used as a measure of academic achievement occurring prior to W ave I outcomes for the older cohorts (11th and 12th graders), but it should only be used as a predictor of W ave II outcomes for the 9th grade cohort. If an analyst wants to predict a W ave II outcome for students from several cohorts controlling on students’ math course level at W ave I, the

analyst would first need to determine which year of the math course-sequence indicator to use for each cohort (EAMSQ1-4), and could then determine whether each student was advanced, regular, or below based on the modal sequence level for their cohort.

*Section 4: Course Grades*

#### EAMGPA1-6, EAMGPAC, EASGPA1-6, EASGPAC, EAOGPA1-6, EAOGPAC

These variables capture students’ academic performance for each year of their high school course taking, as well as cumulatively across all years of high school. GPA indicators were

created separately for students’ math courses (EAMGPA1-6, EAMGPAC) and science courses (EASGPA1-6, EASGPAC). GPA indicators were also created to measure students’

performance in courses across all subjects taken (EAOGPA1-6, EAOGPAC), including electives.

The majority of students in AHAA took courses on a semester basis, such that schools recorded two separate entries for a year-long course on the transcript, each designated with a grade.

The GPA variables are calculated as the average grade across semester-length courses in a given year (for the yearly indicators), or across all years of students’ course taking (for the cumulative indicators). Less than 1% of all courses taken by the entire sample of AHAA students occurred on a trimester basis. For the purposes of the construction of academic

indicators, trimesters are considered equivalent to semesters. Students who took courses

designated as year long (and with only one grade recorded) are treated as having received the same grade for two semester-length courses. Fs are coded as 0, Ds are coded as 1, Cs are coded as 2, Bs are coded as 3, and As are coded as 4. W hen students received a P for pass, a NG for not graded, a W for withdrew, a W F for withdrew failing, a W P for withdrew passing, or

an I for incomplete, these courses were not included in the calculation of GPA. Students who did not take a course assigned a grade of A to F in a given year, but who did take a course that year, have a missing value of 9995 on the corresponding GPA variable (for math courses, science courses, or overall courses).

All of the GPA variables are named to indicate the students’ course-taking year to which it

corresponds (for example, EAMGPA2 is the students’ math GPA for the 2nd year of high school course taking), with the exception of the cumulative measures that represent GPA for all years of course taking (designated with a C as the last character of the variable, such as EAMGPAC)**.** Students who were not taking a math or science course in a given year are assigned a missing value for the corresponding GPA variable.

Additionally, analysts should note that the cumulative indicators represent the average across all years for which the student was taking courses (or taking math or science courses for the

subject-specific indicators). If a student has only two years of course-taking data, for example, his or her value on EAOGPAC would be calculated based on only two years of data, in contrast to the typical student with four years of data.

These measures provide analysts with yearly indicators of students’ academic performance in the core curricular subjects of math and science as well as across all subjects taken. In

contrast to self-reported data, these are official indicators of performance as recorded on the students’ high school transcripts. They provide analysts with parallel measures of academic performance for students from all different cohorts. For example, by using EAOGPA1, the analyst has a base measure of academic performance at the beginning of high school for all students, regardless of what school year they began high school. (Note that in the example mentioned, a careful analyst might choose to restrict the analysis only to students’ whose

transcript-indicated grade level in ELYEAR1 corresponded to 9th grade by using ELY1NINE).

Finally, as mentioned in the section on the “The AHAA Design in Relation to the Add Health

W aves” (beginning on page 6), analysts interested in examining students’ grades in conjunction with survey data from Add Health are advised to consider issues of temporal order of their

variables.

*Section 5: Course Failures*

#### EAMFIX1-6, EAMFIXC, EASFIX1-6, EASFIXC, EAOFIX1-6, EAOFIXC

W hile GPA captures the range of student performance, the failure index variables capture the extreme end of low academic performance. These variables are proportions that correspond to the number of semester-length courses failed (in each year or across all years of high school) divided by the number of semester-length courses attempted (in each year or cumulatively).

Courses not assigned a grade of A to F are not included in the calculation of failure. Separate indicators are constructed for math and science as well as overall indicators of failures across all subjects. Failures are defined as they were for the GPA variables, relying only on the grade received, and not on whether the student’s transcript indicated that he/she had received credit for the course. (However, in the vast majority of cases students who received a grade of F in a

given course did not receive any credit.)

A value of 0 on a failure index variable indicates no failures, while a value of 1 indicates that the student failed all courses in a given year or cumulatively (in math, in science, or across

subjects). Students whose values fall between 0 and 1 therefore failed some proportion of the courses they attempted for a grade. Although the failure variables are continuous in nature, analysts should take care when using them in this format, given that the majority of students

have a value of 0 on each of the variables. Instead, analysts might choose to create a

dichotomous indicator (any failure vs. none), or choose certain threshold values based on the particular analysis or research question being addressed.

Additionally, unless a student fails all of his/her courses in a given subject or across subjects, the student will have a corresponding GPA measure that is greater than 0. For example, if a

student took two semesters of math in ELYEAR2, and failed the first semester but received a C the second semester, he/she would have a value of .5 for EAMFIDX2 and a value of 1 for

EAMGPA2.

## Quick Reference Guide to Variables

1. **Linking Indicators**

**Section 1: School-Year Indicators**

|  |  |
| --- | --- |
| ELYEAR1 | School years of students’ course taking in high school, beginning with their |
| ELYEAR2 | 1st and continuing through their 2nd, 3rd, and 4th. Students with more than |
| ELYEAR3 | four years of high school course taking have valid values for ELYERAR5 and |
| ELYEAR4 | in a few cases, ELYEAR6. |
| ELYEAR5 |  |
| ELYEAR6 |  |
| ELMAT945 | Match between student’s course-taking years (ELYEAR1-6) and the school |
|  | year 1994-95. |

**Section 2: Grade-Level Indicators**

ELGLV945 Students’ high school grade level for the school year 1994-95, calculated as the mean grade level of all courses listed on their transcript for that school year.

ELY1NINE Dichotomous variable indicating whether or not students’ 1st of course taking (ELYEAR1) corresponds to their 9th grade year, as indicated by the mean grade level of courses listed on their transcript in that year.

##### Constructed Academic Course Indicators

**Section 3: Math and Science Course Indicators**

*Math*

EAMSQ1 Ordinal variables that represent the highest level math course taken in EAMSQ2 each year of students’ high school course taking (EAMSQ1-6), and the EAMSQ3 highest level math course taken by the end of high school (EAMSQH). EAMSQ4

EAMSQ5 EAMSQ6 EAMSQH

*Math B Version*

EAMSQB1 B Version: Ordinal variables that represent the highest level math course EAMSQB2 for which a student received credit in each year (EASMSQB1-6), and the EAMSQB3 highest level math course for which the student received credit by the end EAMSQB4 of high school (EAMSQBH).

EAMSQB5 EAMSQB6 EAMSQBH

*Science*

|  |  |
| --- | --- |
| EASSQ1 | Ordinal variables that represent the highest level science course taken in |
| EASSQ2 | each year of students’ high school course taking (EASSQ1-6), and the |
| EASSQ3 | highest level science course taken by the end of high school (EASSQH). |
| EASSQ4 |  |
| EASSQ5 |  |
| EASSQ6 |  |
| EASSQH |  |
| *Science B Version* | |
| EASSQB1 | B Version: Ordinal variables that represent the highest level science |
| EASSQB2 | course for which a student received credit in each year (EASSQB1-6), |
| EASSQB3 | and the highest level science course for which the student received credit |
| EASSQB4 | by the end of high school (EAHSSQB). |
| EASSQB5 |  |
| EASSQB6 |  |
| EASSQBH |  |

##### Section 4: Course Grades

*Math GPA*

EAMGPA1 EAMGPA2 EAMGPA3 EAMGPA4 EAMGPA5 EAMGPA6 EAMGPAC

*Science GPA*

EASGPA1 EASGPA2 EASGPA3 EASGPA4 EASGPA5 EASGPA6 EASGPAC

*Overall GPA*

EAOGPA1 EAOGPA2 EAOGPA3 EAOGPA4 EAOGPA5 EAOGPA6

GPA of math courses taken in each year (EAMGPA1-6) and cumulatively (EAMGPAC).

GPA of science courses taken in each year (EASGPA1-6) and cumulatively (EASGPAC).

Overall GPA for all courses taken in each year (EAOGPA1-6) and cumulatively (EAOGPAC).

EASOPAC

##### Section 5: Course Failures

*Math Failure Index*

EAMFIX1 EAMFIX2 EAMFIX3 EAMFIX4 EAMFIX5 EAMFIX6 EAMFIXC

*Science Failure Index*

EASFIX1 EASFIX2 EASFIX3 EASFIX4 EASFIX5 EASFIX6 EASFIXC

*Overall Failure Index*

EAOFIX1 EAOFIX2 EAOFIX3 EAOFIX4 EAOFIX5 EAOFIX6 EAOFIXC

Proportion of math courses that students failed in each year (EAMFIX1-6) and cumulatively (EAMFIXC).

Proportion of science courses that students failed in each year (EASFIX1­ 6) and cumulatively (EASFIXC).

Proportion of all courses that students failed in each year (EAOFIX1-6) and cumulatively (EAOFIXC).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Respondent Identifier | | | **AID** | char 8 |
| 3947 |  | range 10000000 to 99999999 | | |
| **I. Constructed Academic Status Indicators** | | | | |
| **Section 1: School-Year Linking Indicators** | | | | |
| 1st Year of High School Course Taking | | | **ELYEAR1** | num 8 |
| 1 | 1987 | 1987-1998 | | |
| [3](#_bookmark0) | 1988 | 1998-1999 | | |
| [3](#_bookmark0) | 1989 | 1989-1990 | | |
| 20 | 1990 | 1990-1991 | | |
| 590 | 1991 | 1991-1992 | | |
| 707 | 1992 | 1992-1993 | | |
| 686 | 1993 | 1993-1994 | | |
| 661 | 1994 | 1994-1995 | | |
| 597 | 1995 | 1995-1996 | | |
| 637 | 1996 | 1996-1997 | | |
| 27 | 1997 | 1997-1998 | | |
| [4](#_bookmark1) | 1998 | 1998-1999 | | |
| 11 | 1999 | 1999-2000 | | |
| 2nd Year of High School Course Taking | | | **ELYEAR2** | num 8 |
| [3](#_bookmark0) | 1989 | 1989-1990 | | |
| [3](#_bookmark0) | 1990 | 1990-1991 | | |
| 20 | 1991 | 1991-1992 | | |
| 590 | 1992 | 1992-1993 | | |
| 705 | 1993 | 1993-1994 | | |
| 677 | 1994 | 1994-1995 | | |
| 638 | 1995 | 1995-1996 | | |
| 579 | 1996 | 1996-1997 | | |
| 613 | 1997 | 1997-1998 | | |
| 17 | 1998 | 1998-1999 | | |
| 2 | 1999 | 1999-2000 | | |
| 100 | 9992 | no course taking data in year 2 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3rd Year of High School Course Taking | | | **ELYEAR3** | num 8 |
| [3](#_bookmark0) | 1990 | 1990-1991 | | |
| [3](#_bookmark0) | 1991 | 1991-1992 | | |
| 20 | 1992 | 1992-1993 | | |
| 588 | 1993 | 1993-1994 | | |
| 692 | 1994 | 1994-1995 | | |
| 649 | 1995 | 1995-1996 | | |
| 615 | 1996 | 1996-1997 | | |
| 549 | 1997 | 1997-1998 | | |
| 587 | 1998 | 1998-1999 | | |
| 12 | 1999 | 1999-2000 | | |
| 229 | 9992 | [no course-taking data in year 3](#_bookmark0) | | |
| 4th Year of High School Course Taking | | | **ELYEAR4** | num 8 |
| [3](#_bookmark0) | 1991 | 1991-1992 | | |
| [3](#_bookmark0) | 1992 | 1992-1993 | | |
| 19 | 1993 | 1993-1994 | | |
| 568 | 1994 | 1994-1995 | | |
| 656 | 1995 | 1995-1996 | | |
| 616 | 1996 | 1996-1997 | | |
| 578 | 1997 | 1997-1998 | | |
| 520 | 1998 | 1998-1999 | | |
| 550 | 1999 | 1999-2000 | | |
| 2 | 2000 | 1999-2000 | | |
| 432 | 9992 | [no course-taking data in year 4](#_bookmark1) | | |
| 5th Year of High School Course Taking | | | **ELYEAR5** | num 8 |
| [3](#_bookmark0) | 1992 | 1992-1993 | | |
| 2 | 1993 | 1993-1994 | | |
| 15 | 1994 | 1994-1995 | | |
| 34 | 1995 | 1995-1996 | | |
| 30 | 1996 | 1996-1997 | | |
| 34 | 1997 | 1997-1998 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 26 | 1998 | 1998-1999 | | |
| 20 | 1999 | 1999-2000 | | |
| 3783 | 9992 | no course-taking data in year 5 | | |
| 6th Year of High School Course Taking | | | **ELYEAR6** | num 8 |
| 2 | 1993 | 1993-1994 | | |
| 2 | 1994 | 1994-1995 | | |
| 4 | 1995 | 1995-1996 | | |
| 6 | 1996 | 1996-1997 | | |
| 11 | 1997 | 1997-1998 | | |
| 7 | 1998 | 1998-1999 | | |
| 6 | 1999 | 1999-2000 | | |
| 3909 | 9992 | no course-taking data in year 6 | | |
| Match Between EAYEAR1-6 and 1994-95 | | | **ELMAT945** | num 8 |
| 661 | 1 | year 1 = 1994-95 | | |
| 677 | 2 | year 2 = 1994-95 | | |
| 692 | 3 | year 3 = 1994-95 | | |
| 568 | 4 | year 4 = 1994-95 | | |
| 15 | 5 | year 5 = 1994-95 | | |
| 4 | 6 | year6 = 1994-95 | | |
| 1276 | 9993 | year 1 after 1994-95 | | |
| 54 | 9994 | last year of course-taking data before 1995-95 | | |
| **Section 2: Grade Level Indicators** | | | | |
| Mean Grade Level of Courses in 1994-95 | | | **ELGLV945** | num 8 |
| 652 | 9 | 9th grade | | |
| 20 | 9.1 |  | | |
| 2 | 9.2 |  | | |
| 4 | 9.5 |  | | |
| 2 | 9.9 |  | | |
| 659 | 10 | 10th grade | | |
| 18 | 10.1 |  | | |
| 1 | 10.2 |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 4 | 10.3 |  | | |
| 1 | 10.4 |  | | |
| 1 | 10.5 |  | | |
| 1 | 10.7 |  | | |
| 1 | 10.8 |  | | |
| 667 | 11 | 11th grade | | |
| 19 | 11.1 |  | | |
| 1 | 11.4 |  | | |
| 2 | 11.5 |  | | |
| 1 | 11.6 |  | | |
| 1 | 11.7 |  | | |
| 2 | 11.8 |  | | |
| 3 | 11.9 |  | | |
| 550 | 12 | 12th grade | | |
| 1276 | 9993 | year 1 after 1994-95 | | |
| 54 | 9994 | last year of course-taking data before 1994-95 | | |
| 5 | 9995 | no courses recorded in 1994-95 | | |
| Grade Level Year 1 | | | **ELY1NINE** | num 8 |
| 68 | 0 | mean grade level of year 1 courses is greater than or equal to 10 | | |
| 3879 | 1 | mean grade level of year 1 courses is between 9 and 10 | | |
| **II. Academic Courses Indicators** | | | | |
| **Section 3: Math- and Science- Course-Sequence Indicators** | | | | |
| Math Sequence Level Year 1 | | | **EAMSQ1** | num 8 |
| 93 | 0 | no math | | |
| 192 | 1 | basic/remedial math | | |
| 422 | 2 | general/applied math | | |
| 482 | 3 | pre-algebra | | |
| 1979 | 4 | algebra I | | |
| 541 | 5 | geometry | | |
| 167 | 6 | algebra II | | |
| 20 | 7 | advanced math | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 16 | 8 | pre-calculus | | |
| 3 | 9 | calculus | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| Math Sequence Level Year 2 | | | **EAMSQ2** | num 8 |
| 118 | 0 | no math | | |
| 117 | 1 | basic/remedial math | | |
| 305 | 2 | general/applied math | | |
| 154 | 3 | pre-algebra | | |
| 825 | 4 | algebra I | | |
| 1358 | 5 | geometry | | |
| 722 | 6 | algebra II | | |
| 78 | 7 | advanced math | | |
| 133 | 8 | pre-calculus | | |
| 14 | 9 | calculus | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 11 | 9993 | no math courses on transcript in any year | | |
| Math Sequence Level Year 3 | | | **EAMSQ3** | num 8 |
| 342 | 0 | no math | | |
| 68 | 1 | basic/remedial math | | |
| 262 | 2 | general/applied math | | |
| 78 | 3 | pre-algebra | | |
| 341 | 4 | algebra I | | |
| 706 | 5 | geometry | | |
| 935 | 6 | algebra II | | |
| 193 | 7 | advanced math | | |
| 717 | 8 | pre-calculus | | |
| 47 | 9 | calculus | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 10 | 9993 | no math courses on transcript in any year | | |
| Math Sequence Level Year 4 | | | **EAMSQ4** | num 8 |
| 1178 | 0 | no math | | |

Frequency Code

Response

Name Length

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| 54 | 1 | basic/remedial math | | |
| 294 | 2 | general/applied math | | |
| 23 | 3 | pre-algebra | | |
| 139 | 4 | algebra I | | |
| 248 | 5 | geometry | | |
| 341 | 6 | algebra II | | |
| 236 | 7 | advanced math | | |
| 606 | 8 | pre-calculus | | |
| 379 | 9 | calculus | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 6 | 9993 | no math courses on transcript in any year | | |
| Math Sequence Level Year 5 | | | **EAMSQ5** | num 8 |
| 58 | 0 | no math | | |
| 7 | 1 | basic/remedial math | | |
| 14 | 2 | general/applied math | | |
| 8 | 3 | pre-algebra | | |
| 18 | 4 | algebra I | | |
| 20 | 5 | geometry | | |
| 6 | 6 | algebra II | | |
| 6 | 7 | advanced math | | |
| 4 | 8 | pre-calculus | | |
| 10 | 9 | calculus | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no math courses on transcript in any year | | |
| Math Sequence Level Year 6+ | | | **EAMSQ6** | num 8 |
| 16 | 0 | no math | | |
| 6 | 1 | basic/remedial math | | |
| 1 | 2 | general/applied math | | |
| 4 | 3 | pre-algebra | | |
| 3 | 4 | algebra I | | |
| 1 | 5 | geometry | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 3 | 6 | algebra II | | |
| 2 | 7 | advanced math | | |
| 2 | 8 | pre-calculus | | |
| 1 | 9 | calculus | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no math courses on transcript in any year | | |
| Highest Math Level Taken in All Years | | | **EAMSQH** | num 8 |
| 53 | 1 | basic/remedial math | | |
| 146 | 2 | general/applied math | | |
| 142 | 3 | pre-algebra | | |
| 451 | 4 | algebra I | | |
| 587 | 5 | geometry | | |
| 953 | 6 | algebra II | | |
| 264 | 7 | advanced math | | |
| 903 | 8 | pre-calculus | | |
| 416 | 9 | calculus | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| Math Level with Credit Year 1 | | | **EAMSQB1** | num 8 |
| 382 | 0 | no math | | |
| 170 | 1 | basic/remedial math | | |
| 376 | 2 | general/applied math | | |
| 435 | 3 | pre-algebra | | |
| 1822 | 4 | algebra I | | |
| 533 | 5 | geometry | | |
| 163 | 6 | algebra II | | |
| 17 | 7 | advanced math | | |
| 14 | 8 | pre-calculus | | |
| 3 | 9 | calculus | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| Math Level with Credit Year 2 | | | **EAMSQB2** | num 8 |
| 568 | 0 | no math | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 104 | 1 | basic/remedial math | | |
| 258 | 2 | general/applied math | | |
| 34 | [3](#_bookmark0) | pre-algebra | | |
| 672 | [4](#_bookmark1) | algebra I | | |
| 1280 | 5 | geometry | | |
| 688 | 6 | algebra II | | |
| 76 | 7 | advanced math | | |
| 130 | 8 | pre-calculus | | |
| 14 | 9 | calculus | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 11 | 9993 | no math courses on transcript in any year | | |
| [Math Level with Credit Year 3](#_bookmark0) | | | **EAMSQB3** | num 8 |
| 692 | 0 | no math | | |
| 53 | 1 | basic/remedial math | | |
| 238 | 2 | general/applied math | | |
| 60 | [3](#_bookmark0) | pre-algebra | | |
| 253 | [4](#_bookmark1) | algebra I | | |
| 613 | 5 | geometry | | |
| 854 | 6 | algebra II | | |
| 179 | 7 | advanced math | | |
| 700 | 8 | pre-calculus | | |
| 47 | 9 | calculus | | |
| 248 | 9992 | [no course-taking data in year 3](#_bookmark0) | | |
| 10 | 9993 | no math courses on transcript in any year | | |
| [Math Level with Credit Year 4](#_bookmark1) | | | **EAMSQB4** | num 8 |
| 1405 | 0 | no math | | |
| 44 | 1 | basic/remedial math | | |
| 276 | 2 | general/applied math | | |
| 17 | [3](#_bookmark0) | pre-algebra | | |
| 115 | [4](#_bookmark1) | algebra I | | |
| 200 | 5 | geometry | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| 291 | 6 | algebra II | | |
| 220 | 7 | advanced math | | |
| 567 | 8 | pre-calculus | | |
| 363 | 9 | calculus | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 6 | 9993 | no math courses on transcript in any year | | |
| Math Level with Credit Year 5 | | | **EAMSQB5** | num 8 |
| 73 | 0 | no math | | |
| 7 | 1 | basic/remedial math | | |
| 12 | 2 | general/applied math | | |
| 5 | 3 | pre-algebra | | |
| 15 | 4 | algebra I | | |
| 15 | 5 | geometry | | |
| 6 | 6 | algebra II | | |
| 5 | 7 | advanced math | | |
| 3 | 8 | pre-calculus | | |
| 10 | 9 | calculus | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no math courses on transcript in any year | | |
| Math Level with Credit Year 6+ | | | **EAMSQB6** | num 8 |
| 18 | 0 | no math | | |
| 6 | 2 | general/applied math | | |
| 1 | 3 | pre-algebra | | |
| 2 | 4 | algebra I | | |
| 3 | 5 | geometry | | |
| 1 | 6 | algebra II | | |
| 3 | 7 | advanced math | | |
| 2 | 8 | pre-calculus | | |
| 1 | 9 | calculus | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no math courses on transcript in any year | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | |  |  |
| Highest Math Level (Credit) All Years | | | **EAMSQBH** | num 8 |
| 100 | 0 | no math | | |
| 59 | 1 | basic/remedial math | | |
| 195 | 2 | general/applied math | | |
| 137 | 3 | pre-algebra | | |
| 436 | 4 | algebra I | | |
| 570 | 5 | geometry | | |
| 899 | 6 | algebra II | | |
| 245 | 7 | advanced math | | |
| 874 | 8 | pre-calculus | | |
| 400 | 9 | calculus | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| Science Sequence Level Year 1 | | | **EASSQ1** | num 8 |
| 339 | 0 | no science | | |
| 34 | 1 | basic/remedial science | | |
| 2182 | 2 | general/earth science | | |
| 1156 | 3 | biology | | |
| 30 | 4 | chemistry | | |
| 55 | 5 | advanced science | | |
| 97 | 6 | physics | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| Science Sequence Level Year 2 | | | **EASSQ2** | num 8 |
| 219 | 0 | no science | | |
| 30 | 1 | basic/remedial science | | |
| 497 | 2 | general/earth science | | |
| 2145 | 3 | biology | | |
| 604 | 4 | chemistry | | |
| 242 | 5 | advanced science | | |
| 72 | 6 | physics | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 26 | 9993 | no science courses on transcript in any year | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | |  |  |
| Science Sequence Level Year 3 | | | **EASSQ3** | num 8 |
| 715 | 0 | no science | | |
| 11 | 1 | basic/remedial science | | |
| 394 | 2 | general/earth science | | |
| 416 | 3 | biology | | |
| 1235 | 4 | chemistry | | |
| 566 | 5 | advanced science | | |
| 343 | 6 | physics | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 19 | 9993 | no science courses on transcript in any year | | |
| Science Sequence Level Year 4 | | | **EASSQ4** | num 8 |
| 1676 | 0 | no science | | |
| 9 | 1 | basic/remedial science | | |
| 260 | 2 | general/earth science | | |
| 138 | 3 | biology | | |
| 267 | 4 | chemistry | | |
| 521 | 5 | advanced science | | |
| 616 | 6 | physics | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 17 | 9993 | no science courses on transcript in any year | | |
| Science Sequence Level Year 5 | | | **EASSQ5** | num 8 |
| 72 | 0 | no science | | |
| 3 | 1 | basic/remedial science | | |
| 26 | 2 | general/earth science | | |
| 17 | 3 | biology | | |
| 5 | 4 | chemistry | | |
| 12 | 5 | advanced science | | |
| 16 | 6 | physics | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no science courses on transcript in any year | | |
| Science Sequence Level Year 6+ | | | **EASSQ6** | num 8 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 21 | 0 | no science | | |
| 3 | 2 | general/earth science | | |
| 6 | 3 | biology | | |
| 1 | 4 | chemistry | | |
| 4 | 5 | advanced science | | |
| 2 | 6 | physics | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no science courses on transcript in any year | | |
| Highest Science Level Taken in All Years | | | **EASSQH** | num 8 |
| 19 | 1 | basic/remedial science | | |
| 191 | 2 | general/earth science | | |
| 970 | 3 | biology | | |
| 806 | 4 | chemistry | | |
| 863 | 5 | advanced science | | |
| 1044 | 6 | physics | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| Science Level with Credit Year 1 | | | **EASSQB1** | num 8 |
| 563 | 0 | no science | | |
| 31 | 1 | basic/remedial science | | |
| 2038 | 2 | general/earth science | | |
| 1094 | 3 | biology | | |
| 27 | 4 | chemistry | | |
| 47 | 5 | advanced science | | |
| 93 | 6 | physics | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| Science Level with Credit Year 2 | | | **EASSQB2** | num 8 |
| 461 | 0 | no science | | |
| 27 | 1 | basic/remedial science | | |
| 441 | 2 | general/earth science | | |
| 1992 | 3 | biology | | |
| 584 | 4 | chemistry | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 235 | 5 | advanced science | | |
| 69 | 6 | physics | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 26 | 9993 | no science courses on transcript in any year | | |
| Science Level with Credit Year 3 | | | **EASSQB3** | num 8 |
| 959 | 0 | no science | | |
| 11 | 1 | basic/remedial science | | |
| 355 | 2 | general/earth science | | |
| 349 | 3 | biology | | |
| 1142 | 4 | chemistry | | |
| 530 | 5 | advanced science | | |
| 334 | 6 | physics | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 19 | 9993 | no science courses on transcript in any year | | |
| Science Level with Credit Year 4 | | | **EASSQB4** | num 8 |
| 1797 | 0 | no science | | |
| 8 | 1 | basic/remedial science | | |
| 234 | 2 | general/earth science | | |
| 115 | 3 | biology | | |
| 234 | 4 | chemistry | | |
| 499 | 5 | advanced science | | |
| 600 | 6 | physics | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 17 | 9993 | no science courses on transcript in any year | | |
| Science Level with Credit Year 5 | | | **EASSQB5** | num 8 |
| 86 | 0 | no science | | |
| 3 | 1 | basic/remedial science | | |
| 21 | 2 | general/earth science | | |
| 11 | 3 | biology | | |
| 3 | 4 | chemistry | | |
| 12 | 5 | advanced science | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 15 | 6 | physics | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no science courses on transcript in any year | | |
| Science Level with Credit Year 6+ | | | **EASSQB6** | num 8 |
| 22 | 0 | no science | | |
| 3 | 2 | general/earth science | | |
| 5 | 3 | biology | | |
| 1 | 4 | chemistry | | |
| 4 | 5 | advanced science | | |
| 2 | 6 | physics | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no science courses on transcript in any year | | |
| Highest Science Level (Credit) All Years | | | **EASSQBH** | num 8 |
| 94 | 0 | no science | | |
| 22 | 1 | basic/remedial science | | |
| 244 | 2 | general/earth science | | |
| 951 | 3 | biology | | |
| 732 | 4 | chemistry | | |
| 828 | 5 | advanced science | | |
| 1022 | 6 | physics | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| **Section 4: Course Grades** | | | | |
| Math GPA Year 1 | | | **EAMGPA1** | num 8 |
| 214 | 0 |  | | |
| 151 |  | range 0.25 to 0.75 | | |
| 408 | 1 |  | | |
| 294 |  | range 1.2 to 1.833 | | |
| 754 | 2 |  | | |
| 401 |  | range 2.25 to 2.8 | | |
| 778 | 3 |  | | |
| 258 |  | range 3.2 to 3.75 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 539 | 4 |  | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| 93 | 9994 | no math course in year 1 | | |
| 25 | 9995 | no graded math course in year 1 | | |
| Math GPA Year 2 | | | **EAMGPA2** | num 8 |
| 260 | 0 |  | | |
| 150 |  | range 0.333 to 0.75 | | |
| 454 | 1 |  | | |
| 302 |  | range 1.2 to 1.75 | | |
| 725 | 2 |  | | |
| 326 |  | range 2.125 to 2.833 | | |
| 717 | 3 |  | | |
| 237 |  | range 3.25 to 3.75 | | |
| 502 | 4 |  | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 11 | 9993 | no math courses on transcript in any year | | |
| 118 | 9994 | no math course in year 2 | | |
| 33 | 9995 | no graded math course in year 2 | | |
| Math GPA Year 3 | | | **EAMGPA3** | num 8 |
| 249 | 0 |  | | |
| 143 |  | range 0.25 to 0.8 | | |
| 429 | 1 |  | | |
| 258 |  | range 1.25 to 1.75 | | |
| 757 | 2 |  | | |
| 279 |  | range 2.25 to 2.75 | | |
| 581 | 3 |  | | |
| 210 |  | range 3.2 to 3.75 | | |
| 409 | 4 |  | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 10 | 9993 | no math courses on transcript in any year | | |
| 342 | 9994 | no math course in year 3 | | |

Frequency Code Response Name Length

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| 32 | 9995 | no graded math course in year 3 | | |
| Math GPA Year 4 | | | **EAMGPA4** | num 8 |
| 148 | 0 |  | | |
| 73 |  | range 0.333 to 0.8 | | |
| 284 | 1 |  | | |
| 148 |  | range 1.2 to 1.8 | | |
| 495 | 2 |  | | |
| 188 |  | range 2.2 to 2.75 | | |
| 447 | 3 |  | | |
| 149 |  | range 3.25 to 3.8 | | |
| 351 | 4 |  | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 6 | 9993 | no math courses on transcript in any year | | |
| 1178 | 9994 | no math course in year 4 | | |
| 37 | 9995 | no graded math course in year 4 | | |
| Math GPA Year 5 | | | **EAMGPA5** | num 8 |
| 10 | 0 |  | | |
| 3 |  | range 0.333 to 0.667 | | |
| 17 | 1 |  | | |
| 6 |  | range 1.333 to 1.667 | | |
| 19 | 2 |  | | |
| 2 |  | range 2.333 to 2.5 | | |
| 18 | 3 |  | | |
| 4 |  | range 3.5 to 3.75 | | |
| 11 | 4 |  | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no math courses on transcript in any year | | |
| 58 | 9994 | no math course in year 5 | | |
| 3 | 9995 | no graded math course in year 5 | | |
| Math GPA Year 6+ | | | **EAMGPA6** | num 8 |
| 1 | 0 |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 3 | 1 |  | | |
| 2 |  | range 1.143 to 1.5 | | |
| 5 | 2 |  | | |
| 1 | 2.5 |  | | |
| 6 | 3 |  | | |
| 2 | 4 |  | | |
| 3809 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no math courses on transcript in any year | | |
| 16 | 9994 | no math course in year 6+ | | |
| 1 | 9995 | no graded math course in year 6+ | | |
| Cumulative Math GPA Across All Years | | | **EAMGPAC** | num 8 |
| 68 | 0 |  | | |
| 256 |  | range 0.125 to 0.909 | | |
| 154 | 1 |  | | |
| 1005 |  | range 1.056 to 1.917 | | |
| 294 | 2 |  | | |
| 1162 |  | range 2.1 to 2.938 | | |
| 178 | 3 |  | | |
| 626 |  | range 3.083 to 3.923 | | |
| 156 | 4 |  | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| 16 | 9995 | no graded math course in years 1 to 6+ | | |
| Science GPA Year 1 | | | **EASGPA1** | num 8 |
| 194 | 0 |  | | |
| 121 |  | range 0.333 to 0.75 | | |
| 384 | 1 |  | | |
| 214 |  | range 1.25 to 1.75 | | |
| 697 | 2 |  | | |
| 322 |  | range 2.25 to 2.75 | | |
| 784 | 3 |  | | |
| 236 |  | range 3.25 to 3.75 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 577 | 4 |  | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| 339 | 9994 | no science course in year 1 | | |
| 25 | 9995 | no graded science course in year 1 | | |
| Science GPA Year 2 | | | **EASGPA2** | num 8 |
| 210 | 0 |  | | |
| 101 |  | range 0.25 to 0.75 | | |
| 380 | 1 |  | | |
| 241 |  | range 1.25 to 1.75 | | |
| 753 | 2 |  | | |
| 307 |  | range 2.25 to 2.75 | | |
| 827 | 3 |  | | |
| 210 |  | range 3.2 to 3.75 | | |
| 542 | 4 |  | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 26 | 9993 | no science courses on transcript in any year | | |
| 219 | 9994 | no science course in year 2 | | |
| 19 | 9995 | no graded science course in year 2 | | |
| Science GPA Year 3 | | | **EASGPA3** | num 8 |
| 193 | 0 |  | | |
| 61 |  | range 0.2 to 0.75 | | |
| 331 | 1 |  | | |
| 193 |  | range 1.25 to 1.8 | | |
| 605 | 2 |  | | |
| 282 |  | range 2.167 to 2.75 | | |
| 612 | 3 |  | | |
| 220 |  | range 3.2 to 3.75 | | |
| 438 | 4 |  | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 19 | 9993 | no science courses on transcript in any year | | |
| 715 | 9994 | no science course in year 3 | | |

Frequency Code Response Name Length

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| 30 | 9995 | no graded science course in year 3 | | |
| Science GPA Year 4 | | | **EASGPA4** | num 8 |
| 88 | 0 |  | | |
| 35 |  | range 0.25 to 0.75 | | |
| 172 | 1 |  | | |
| 65 |  | range 1.25 to 1.75 | | |
| 357 | 2 |  | | |
| 144 |  | range 2.25 to 2.833 | | |
| 404 | 3 |  | | |
| 131 |  | range 3.25 to 3.75 | | |
| 392 | 4 |  | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 17 | 9993 | no science courses on transcript in any year | | |
| 1676 | 9994 | no science course in year 4 | | |
| 23 | 9995 | no graded science course in year 4 | | |
| Science GPA Year 5 | | | **EASGPA5** | num 8 |
| 11 | 0 |  | | |
| 3 |  | range 0.5 to 0.667 | | |
| 11 | 1 |  | | |
| 9 |  | range 1.25 to 1.6 | | |
| 16 | 2 |  | | |
| 3 |  | range 2.5 to 2.8 | | |
| 14 | 3 |  | | |
| 2 |  | range 3.5 to 3.667 | | |
| 6 | 4 |  | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no science courses on transcript in any year | | |
| 72 | 9994 | no science course in year 5 | | |
| 4 | 9995 | no graded science course in year 5 | | |
| Science GPA Year 6+ | | | **EASGPA6** | num 8 |
| 1 | 0 |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Frequency | Code | Response | Name L | ength |
| 2 |  | range 0.333 to 0.6 | | |
| 3 | 1 |  | | |
| 1 | 1.5 |  | | |
| 4 | 2 |  | | |
| 3 |  | range 2.333 to 2.75 | | |
| 1 | 3 |  | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no science courses on transcript in any year | | |
| 21 | 9994 | no science course in year 6+ | | |
| 1 | 9995 | no graded science course in year 6+ | | |
| Cumulative Science GPA Across All Years | | | **EASGPAC** | num 8 |
| 82 | 0 |  | | |
| 214 |  | range 0.091 to 0.929 | | |
| 176 | 1 |  | | |
| 773 |  | range 1.1 to 1.923 | | |
| 348 | 2 |  | | |
| 1095 |  | range 2.083 to 2.917 | | |
| 294 | 3 |  | | |
| 720 |  | range 3.083 to 3.929 | | |
| 180 | 4 |  | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| 11 | 9995 | no graded science course in years 1 to 6+ | | |
| Overall GPA Year 1 | | | **EAOGPA1** | num 8 |
| 25 | 0 |  | | |
| 154 |  | range 0.077 to 0.95 | | |
| 46 | 1 |  | | |
| 676 |  | range 1.059 to 1.938 | | |
| 124 | 2 |  | | |
| 1332 |  | range 2.056 to 2.944 | | |
| 177 | 3 |  | | |
| 1192 |  | range 3.038 to 3.947 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 182 | [4](#_bookmark1) |  | | |
| 39 | 9995 | no graded science course in year 6+ | | |
| Overall GPA Year 2 | | | **EAOGPA2** | num 8 |
| 38 | 0 |  | | |
| 149 |  | range 0.083 to 0.95 | | |
| 32 | 1 |  | | |
| 659 |  | range 1.063 to 1.95 | | |
| 113 | 2 |  | | |
| 1358 |  | range 2.059 to 2.958 | | |
| 159 | [3](#_bookmark0) |  | | |
| 1160 |  | range 3.063 to 3.967 | | |
| 149 | [4](#_bookmark1) |  | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 18 | 9995 | no graded course in year 2 | | |
| [Overall GPA Year 3](#_bookmark0) | | | **EAOGPA3** | num 8 |
| 32 | 0 |  | | |
| 152 |  | range 0.071 to 0.941 | | |
| 23 | 1 |  | | |
| 635 |  | range 1.063 to 1.941 | | |
| 117 | 2 |  | | |
| 1303 |  | range 2.063 to 2.947 | | |
| 163 | [3](#_bookmark0) |  | | |
| 1125 |  | range 3.059 to 3.95 | | |
| 131 | [4](#_bookmark1) |  | | |
| 248 | 9992 | [no course-taking data in year 3](#_bookmark0) | | |
| 18 | 9995 | [no graded course in year 3](#_bookmark0) | | |
| [Overall GPA Year 4](#_bookmark1) | | | **EAOGPA4** | num 8 |
| 25 | 0 |  | | |
| 84 |  | range 0.125 to 0.933 | | |
| 28 | 1 |  | | |
| 448 |  | range 1.053 to 1.941 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| 119 | 2 |  | | |
| 1093 |  | range 2.063 to 2.947 | | |
| 189 | 3 |  | | |
| 1322 |  | range 3.056 to 3.95 | | |
| 170 | 4 |  | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 26 | 9995 | no graded course in year 4 | | |
| Overall GPA Year 5 | | | **EAOGPA5** | num 8 |
| 6 | 0 |  | | |
| 11 |  | range 0.143 to 0.875 | | |
| 4 | 1 |  | | |
| 29 |  | range 1.1 to 1.917 | | |
| 9 | 2 |  | | |
| 39 |  | range 2.071 to 2.889 | | |
| 13 | 3 |  | | |
| 32 |  | range 3.111 to 3.909 | | |
| 4 | 4 |  | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 6 | 9995 | no graded course in year 5 | | |
| Overall GPA Year 6+ | | | **EAOGPA6** | num 8 |
| 1 | 0 |  | | |
| 3 |  | range 0.286 to 0.75 | | |
| 1 | 1 |  | | |
| 6 |  | range 1.075 to 1.857 | | |
| 5 | 2 |  | | |
| 12 |  | range 2.333 to 2.9 | | |
| 3 | 3 |  | | |
| 3 |  | range 3.192 to 3.267 | | |
| 2 | 4 |  | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 2 | 9995 | no graded course in year 6+ | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | |  |  |
| Cumulative GPA Across All Years | | | **EAOGPAC** | num 8 |
| 13 | 0 |  | | |
| 151 |  | range 0.053 to 0.964 | | |
| 13 | 1 |  | | |
| 726 |  | range 1.016 to 1.985 | | |
| 34 | 2 |  | | |
| 1585 |  | range 2.018 to 2.985 | | |
| 34 | 3 |  | | |
| 1310 |  | range 3.016 to 3.985 | | |
| 53 | 4 |  | | |
| 28 | 9995 | no graded course in years 1 to 6+ | | |
| **Section 5: Course Failures** | | | | |
| Math Failure Index Year 1 | | | **EAMFIX1** | num 8 |
| 3276 | 0 |  | | |
| 307 |  | range 0.167 to 0.75 | | |
| 214 | 1 |  | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| 93 | 9994 | no math course in year 1 | | |
| 25 | 9995 | no graded math course in year 1 | | |
| Math Failure Index Year 2 | | | **EAMFIX2** | num 8 |
| 3099 | 0 |  | | |
| 314 |  | range 0.2 to 0.75 | | |
| 260 | 1 |  | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 11 | 9993 | no math courses on transcript in any year | | |
| 118 | 9994 | no math course in year 2 | | |
| 33 | 9995 | no graded math course in year 2 | | |
| Math Failure Index Year 3 | | | **EAMFIX3** | num 8 |
| 2769 | 0 |  | | |
| 297 |  | range 0.2 to 0.8 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| 249 | 1 |  | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 10 | 9993 | no math courses on transcript in any year | | |
| 342 | 9994 | no math course in year 3 | | |
| 32 | 9995 | no graded math course in year 3 | | |
| Math Failure Index Year 4 | | | **EAMFIX4** | num 8 |
| 1973 | 0 |  | | |
| 162 |  | range 0.2 to 0.833 | | |
| 148 | 1 |  | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 6 | 9993 | no math courses on transcript in any year | | |
| 1178 | 9994 | no math course in year 4 | | |
| 37 | 9995 | no graded math course in year 4 | | |
| Math Failure Index Year 5 | | | **EAMFIX5** | num 8 |
| 72 | 0 |  | | |
| 8 |  | range 0.333 to 0.667 | | |
| 10 | 1 |  | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no math courses on transcript in any year | | |
| 58 | 9994 | no math course in year 5 | | |
| 3 | 9995 | no graded math course in year 5 | | |
| Math Failure Index Year 6+ | | | **EAMFIX6** | num 8 |
| 15 | 0 |  | | |
| 4 |  | range 0.333 to 0.5 | | |
| 1 | 1 |  | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no math courses on transcript in any year | | |
| 16 | 9994 | no math course in year 6+ | | |
| 1 | 9995 | no graded math course in year 6+ | | |
| Math Failure Index Across All Years | | | **EAMFIXC** | num 8 |
| 2592 | 0 |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1239 |  | range 0.071 to 0.875 | | |
| 68 | 1 |  | | |
| 32 | 9993 | no math courses on transcript in any year | | |
| 16 | 9995 | no graded math course in years 1 to 6+ | | |
| Science Failure Index Year 1 | | | **EASFIX1** | num 8 |
| 3116 | 0 |  | | |
| 219 |  | range 0.25 to 0.75 | | |
| 194 | 1 |  | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| 339 | 9994 | no science course in year 1 | | |
| 25 | 9995 | no graded science course in year 1 | | |
| Science Failure Index Year 2 | | | **EASFIX2** | num 8 |
| 3155 | 0 |  | | |
| 206 |  | range 0.25 to 0.75 | | |
| 210 | 1 |  | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 26 | 9993 | no science courses on transcript in any year | | |
| 219 | 9994 | no science course in year 2 | | |
| 19 | 9995 | no graded science course in year 2 | | |
| Science Failure Index Year 3 | | | **EASFIX3** | num 8 |
| 2571 | 0 |  | | |
| 171 |  | range 0.2 to 0.8 | | |
| 193 | 1 |  | | |
| 248 | 9992 | no course-taking data in year 3 | | |
| 19 | 9993 | no science courses on transcript in any year | | |
| 715 | 9994 | no science course in year 3 | | |
| 30 | 9995 | no graded science course in year 3 | | |
| Science Failure Index Year 4 | | | **EASFIX4** | num 8 |
| 1626 | 0 |  | | |
| 74 |  | range 0.25 to 0.75 | | |
| 88 | 1 |  | | |
| 443 | 9992 | no course-taking data in year 4 | | |
| 17 | 9993 | no science courses on transcript in any year | | |
| 1676 | 9994 | no science course in year 4 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 23 | 9995 | no graded science course in year 4 | | |
| Science Failure Index Year 5 | | | **EASFIX5** | num 8 |
| 57 | 0 |  | | |
| 7 |  | range 0.2 to 0.667 | | |
| 11 | 1 |  | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 2 | 9993 | no science courses on transcript in any year | | |
| 72 | 9994 | no science course in year 5 | | |
| 4 | 9995 | no graded science course in year 5 | | |
| Science Failure Index Year 6+ | | | **EASFIX6** | num 8 |
| 11 | 0 |  | | |
| 3 |  | range 0.5 to 0.833 | | |
| 1 | 1 |  | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 1 | 9993 | no science courses on transcript in any year | | |
| 21 | 9994 | no science course in year 6+ | | |
| 1 | 9995 | no graded science course in year 6+ | | |
| Science Failure Index Across All Years | | | **EASFIXC** | num 8 |
| 2927 | 0 |  | | |
| 873 |  | range 0.071 to 0.909 | | |
| 82 | 1 |  | | |
| 54 | 9993 | no science courses on transcript in any year | | |
| 11 | 9995 | no graded science course in years 1 to 6+ |  |  |
| Overall Failure Index Year 1 | | | **EAOFIX1** | num 8 |
| 2869 | 0 |  | | |
| 1014 |  | range 0.042 to 0.938 | | |
| 25 | 1 |  | | |
| 39 | 9995 | no graded course in year 1 | | |
| Overall Failure Index Year 2 | | | **EAOFIX2** | num 8 |
| 2721 | 0 |  | | |
| 1058 |  | range 0.056 to 0.929 | | |
| 38 | 1 |  | | |
| 112 | 9992 | no course-taking data in year 2 | | |
| 18 | 9995 | no graded course in year 2 | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | Variable | Type/ |
| Frequency | Code | Response | Name | Length |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Overall Failure Index Year 3](#_bookmark0) | | | **EAOFIX3** | num 8 |
| 2545 | 0 |  | | |
| 1104 |  | range 0.05 to 0.929 | | |
| 32 | 1 |  | | |
| 248 | 9992 | [no course-taking data in year 3](#_bookmark0) | | |
| 18 | 9995 | [no graded course in year 3](#_bookmark0) | | |
| [Overall Failure Index Year 4](#_bookmark1) | | | **EAOFIX4** | num 8 |
| 2693 | 0 |  | | |
| 760 |  | range 0.038 to 0.933 | | |
| 25 | 1 |  | | |
| 443 | 9992 | [no course-taking data in year 4](#_bookmark1) | | |
| 26 | 9995 | [no graded course in year 4](#_bookmark1) | | |
| Overall Failure Index Year 5 | | | **EAOFIX5** | num 8 |
| 90 | 0 |  | | |
| 51 |  | range 0.037 to 0.938 | | |
| 6 | 1 |  | | |
| 3794 | 9992 | no course-taking data in year 5 | | |
| 6 | 9995 | no graded course in year 5 | | |
| Overall Failure Index Year 6+ | | | **EAOFIX6** | num 8 |
| 25 | 0 |  | | |
| 10 |  | range 0.125 to 0.75 | | |
| 1 | 1 |  | | |
| 3909 | 9992 | no course-taking data in year 6+ | | |
| 2 | 9995 | no graded course in year 6+ | | |
| Overall Failure Index Across All Years | | | **EAOFIXC** | num 8 |
| 1989 | 0 |  | | |
| 1917 |  | range 0.014 to 0.963 | | |
| 13 | 1 |  | | |
| 28 | 9995 | no graded course in years 1 to 6+ | | |

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