The Harris School NLSY97 Flat Files "FF-Transcript-Course-Term.Codebook.1006"
February 2009

FF-Transcript-Course-Term

Data from High School Transcript Surveys Wave I and II

Total of 16 variables

Organization of the data.

There are two types of variables in this data file: course and term variables. Each row in the data represents a course taken in high school which is uniquely identified by the variables PUBID and LNUM. Course level data include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course. Because schools use many different grading systems, the course grades were converted into a standard scale that can be compared across respondents. A variable called CRS_GRADE_REC_STA provides information on how the grade earned variable for each course was created.

In similar fashion, since credits earned for completed coursework vary substantially across schools, and are not directly comparable, researchers may find it useful to use a transformation into Carnegie credit units, which are comparable across schools. Both, credits as reported by the school and the Carnegie credits are provided in this flat file. The variable CRS_CARNEGIE_REC_CREDIT, includes information on how the transformation into Carnegie credits was done.

A number of variables refer to the respondent's terms of enrollment. For up to 28 terms, these items report the beginning and ending dates of the term, the way in which the school year is divided (such as a season, entire year, or another term based system), the academic year of the term, and the number of credits earned. A variable listing the school the respondent attended during that term is also provided. Terms are identified by the variable TERM_NU. Term level data is matched for every course taken during that term for ease of use.

Appendix 11 of the NLSY97 Codebook Supplement

Throughout this codebook we refer to this Appendix for details on the Transcript Survey and created variables. For convenience it was added at the end of the codebook (page 20). Appendix 11 can also be found on the webpage: http://www.nlsinfo.org/nlsy97/nlsdocs/nlsy97/topicalguide/schsurvey.html

```
Contains data from  FF_transcript_course_term.dta
  obs:       270,824
 vars:            16
 size:    17,874,384
-------------------------------------------------------------------------------
              storage  display     value
variable name   type   format      label      variable label
-------------------------------------------------------------------------------
PUBID           float  %9.0g       vlR0000100 PUBID - YTH ID CODE 1997
TERM_NU         float  %9.0g                  TERM LEVEL IDENTIFIER
LNUM            int    %10.0g                 COURSE LEVEL IDENTIFIER
CRS_CODE        float  %78.0g      crs_code   COURSE CODE
CRS_GRADE       float  %33.0g      vlR9762300 RECODED QUALITY GRADE
CRS_GRADE_REC~A float  %18.0g                 CRS_GRADE_REC_STA

CRS_CREDIT      float  %9.0g       vlR9737500 CREDITS EARNED FOR COURSE
CRS_CA~E_CREDIT float  %9.0g                  CARNEGIE COURSE CREDIT
CRS_CA~C_CREDIT float  %65.0g      vlR9859400 CARNEGIE RECODE STATUS
TERM_YEAR       float  %9.0g       vlR9828400 TERM YEAR
TERM_SEASON     float  %18.0g      vlR9827400 TERM SEASON
TERM_SCH_NU     float  %9.0g                  SCHOOL NUMBER FOR TERM
TERM_START_DA~M float  %12.0g      vlR9829400 MONTH TERM STARTED
TERM_START_DA~Y float  %9.0g       vlR9829401 YEAR TERM STARTED
TERM_END_DATE_M float  %12.0g      vlR9824400 MONTH TERM ENDED
TERM_END_DATE_Y float  %9.0g       vlR9824401 YEAR TERM ENDED
-------------------------------------------------------------------------------
Sorted by:  PUBID  TERM_NU  LNUM


. sum

    Variable |       Obs        Mean    Std. Dev.       Min        Max
-------------+--------------------------------------------------------
       PUBID |    270824    4466.899    2596.467          1       9021
     TERM_NU |    270824    4.524891    2.991202          1         28
        LNUM |    270824    25.17874     16.8028          1        175
    CRS_CODE |    270824    98.58807    72.98539          1        228
   CRS_GRADE |    270824    6.686516    4.125144          1         20
-------------+--------------------------------------------------------
CRS_GRADE_~A |    270824    .3777878    .6633943          0          3
  CRS_CREDIT |    270824    120.5948    176.2725         -3       9600
CRS~E_CREDIT |    270824    49.69363    33.03745         -3        600
CRS~C_CREDIT |    270824    1.881177    .6512473          1          5
   TERM_YEAR |    270824    1997.688    30.82429         -3       2004
-------------+--------------------------------------------------------
 TERM_SEASON |    270824    3.545273    2.654829          1         26
 TERM_SCH_NU |    270824    1.130343    .4558341          1         12
TERM_START~M |    270824   -2.275973    2.709788         -3         12
TERM_START~Y |    270824    1306.345    951.3804         -3       2004
TERM_END_D~M |    270824   -1.019843    3.702209         -3         12
-------------+--------------------------------------------------------
TERM_END_D~Y |    270824     1520.95    853.2621         -3       2004
```

FF-Transcript Course-Term Codebook

TERM_NU
This is the identifier for each term enrolled in high school. All variables starting with the prefix TERM_, provide details on each term.

```
. des TERM_NU

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
TERM_NU         float  %9.0g                 TERM LEVEL IDENTIFIER


. sum TERM_NU,d

                    TERM LEVEL IDENTIFIER
-------------------------------------------------------------
      Percentiles      Smallest
 1%            1              1
 5%            1              1
10%            1              1       Obs              270824
25%            2              1       Sum of Wgt.      270824

50%            4                      Mean           4.524891
                        Largest       Std. Dev.      2.991202
75%            6             28
90%            8             28       Variance       8.947291
95%           10             28       Skewness       1.151446
99%           14             28       Kurtosis       4.862413
```

LNUM
This is the identifier for each course in which the student was enrolled in high school. Repeated coursework for which the student enrolled, has a different LNUM. The highest number of LNUM for each individual represents the total number of courses reported in the high school transcript.

```
. des LNUM

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
LNUM            int    %10.0g                 COURSE LEVEL IDENTIFIER

. sum LNUM,d

                    COURSE LEVEL IDENTIFIER
-------------------------------------------------------------
      Percentiles      Smallest
 1%             1              1
 5%             3              1
10%             5              1       Obs              270824
25%            11              1       Sum of Wgt.      270824

50%            23                      Mean           25.17874
                        Largest       Std. Dev.       16.8028
75%            36            172
90%            48            173       Variance       282.3341
95%            54            174       Skewness       .7841372
99%            69            175       Kurtosis       4.082456
```

CRS_CODE
Re-code transcript course code to the SST_R course code. NOTE: researchers must use the crosswalk provided at the end of this appendix to compare the NLSY97 course codes to the SST-R. Please see Appendix 11 of the Codebook Supplement for more information on the creation of this variable. Information on the Secondary School Taxonomy - Revised (SST-R) is available on the National Center for Education Statistics website, http://nces.ed.gov.

```
. des CRS_CODE

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
CRS_CODE        float  %9.0g                  COURSE CODE
```

```
. sum CRS_CODE

    Variable |       Obs        Mean    Std. Dev.       Min        Max
-------------+--------------------------------------------------------
    CRS_CODE |    270824    98.58807    72.98539          1        228
```

Numeric Course Code, R-SST Codes and Code Descriptions

CRS_ CODE	SST-R Code	SST-R Description
1	1_11A	General Mathematics, ESE/Functional
2	1_11B	General Mathematics, Basic
3	1_11C	General Mathematics, Regular
4	1_11D	General Mathematics, Other
5	1_12A	Consumer Mathematics, ESE/Functional
6	1_12B	Consumer Mathematics, Regular
7	1_13	Pre-Algebra
8	1_14	Algebra 1
9	1_15	Geometry
10	1_16	Algebra 2 through Pre-Calculus
11	1_17A	Advanced Mathematics, Calculus
12	1_17B	Advanced Mathematics, AP/IB
13	1_17C	Advanced Mathematics, Other
14	1_18	Unified Mathematics
15	1_19A	Occupationally-Related Mathematics, ESE/Functional
16	1_19B	Occupationally-Related Mathematics, Regular
17	1_21A	Survey Science, Basic
18	1_21B	Survey Science, Specialized Topics
19	1_21C	Survey Science, Integrated/Unified Topics
20	1_22A	Biological Science, Basic
21	1_22B	Biological Science, Regular
22	1_22C	BIO II ; Biological Science, Advanced and Honors
23	1_22D	Biological Science, Specialized Topics
24	1_22E	Biological Science, AP/IB
25	1_23A	Chemistry, Basic
26	1_23B	Chemistry, Regular
27	1_23C	Chemistry, Advanced and Honors
28	1_23D	Chemistry, Specialized Topics
29	1_23E	Chemistry, AP/IB

CRS_ CODE	SST-R Code	SST-R Description
30	1_24A	Physics, Basic
31	1_24B	Physics, Regular
32	1_24C	Physics, Advanced and Honors
33	1_24D	Physics, Specialized Topics
34	1_24E	Physics, AP/IB
35	1_25A	Earth Science, Basic
36	1_25B	Earth Science, Regular
37	1_25C	Earth Science, Advanced and Honors
38	1_25D	Earth Science, Specialized Topics
39	1_26A	Physical Science, Basic
40	1_26B	Physical Science, Regular
41	1_26C	Physical Science, Advanced and Honors
42	1_26D	Physical Science, Specialized Topics
43	1_27	Engineering
44	1_31A	English Survey, Language Skills
45	1_31B	English Survey, Grades 7 and 8
46	1_31C1	English Survey, ESE/Functional, Grade 9
47	1_31C2	English Survey, ESE/Functional, Grade 10
48	1_31C3	English Survey, ESE/Functional, Grade 11
49	1_31C4	English Survey, ESE/Functional, Grade 12
50	1_31D1	English Survey, Basic, Grade 9
51	1_31D2	English Survey, Basic, Grade 10
52	1_31D3	English Survey, Basic, Grade 11
53	1_31D4	English Survey, Basic, Grade 12
54	1_31E1	English Survey, Regular, Grade 9
55	1_31E2	English Survey, Regular, Grade 10
56	1_31E3	English Survey, Regular, Grade 11
57	1_31E4	English Survey, Regular, Grade 12
58	1_31F1	English Survey, Advanced and Honors, Grade 9
59	1_31F2	English Survey, Advanced and Honors, Grade 10
60	1_31F3	English Survey, Advanced and Honors, Grade 11
61	1_31F4	English Survey, Advanced and Honors, Grade 12
62	1_31G	English Survey, AP/IB
63	1_32	Literature
64	1_33	Composition and Writing
65	1_34	Speech
66	1_35	English as a Second Language
67	1_41A	American History, Basic
68	1_41B	American History, Regular
69	1_41C	American History, Advanced and Honors
70	1_41D	American History, Specialized Topics
71	1_41E	American History, AP/IB
72	1_42A	World History, Basic
73	1_42B	World History, Regular
74	1_42C	World History, Advanced and Honors
75	1_42D	World History, Specialized Topics
76	1_42E	World History, AP/IB
77	1_43A	Government & Politics, Basic
78	1_43B	Government & Politics, Regular
79	1_43C	Government & Politics, Advanced and Honors
80	1_43D	Government & Politics, Specialized Topics

CRS_ CODE	SST-R Code	SST-R Description
81	1_43E	Government & Politics, AP/IB
82	1_44A	Economics, Basic
83	1_44B	Economics, Regular
84	1_44C	Economics, Advanced and Honors
85	1_44D	Economics, Specialized Topics
86	1_44E	Economics, AP/IB
87	1_45A	Behavioral Sciences, Basic
88	1_45B	Behavioral Sciences, Regular
89	1_45C	Behavioral Sciences, Advanced and Honors
90	1_45D	Behavioral Sciences, Specialized Topics
91	1_45E	Behavioral Sciences, AP/IB
92	1_46A	Geography, Basic
93	1_46B	Geography, Regular
94	1_46C	Geography, Advanced and Honors
95	1_46D	Geography, Specialized Topics
96	1_46E	Geography, AP/IB
97	1_47A	Social Science, Humanities, and Other, Basic
98	1_47B	Social Science, Humanities, and Other, Regular
99	1_47C	Social Science, Humanities, and Other, Advanced and Honors
100	1_47D	Social Science, Humanities, and Other, Specialized Topics
101	1_47E	Social Science, Humanities, and Other, AP/IB
102	1_51A	Visual Arts, Basic
103	1_51B	Visual Arts, Regular and Advanced
104	1_51C	Visual Arts, AP/IB
105	1_52A	Music, Basic
106	1_52B	Music, Regular and Advanced
107	1_52C	Music, AP/IB
108	1_53	Dance
109	1_54	Theater Arts
110	1_61A	Spanish, Year 1
111	1_61B	Spanish, Year 2
112	1_61C	Spanish, Year 3
113	1_61D	Spanish, Year 4+
114	1_61E	Spanish, AP/IB
115	1_62A	French, Year 1
116	1_62B	French, Year 2
117	1_62C	French, Year 3
118	1_62D	French, Year 4+
119	1_62E	French, AP/IB
120	1_63A	German, Year 1
121	1_63B	German, Year 2
122	1_63C	German, Year 3
123	1_63D	German, Year 4+
124	1_63E	German, AP/IB
125	1_64A	Latin, Year 1
126	1_64B	Latin, Year 2
127	1_64C	Latin, Year 3
128	1_64D	Latin, Year 4+
129	1_64E	Latin, AP/IB
130	1_65A	Italian, Year 1
131	1_65B	Italian, Year 2

CRS_ CODE	SST-R Code	SST-R Description
132	1_65C	Italian, Year 3
133	1_65D	Italian, Year 4+
134	1_65E	Italian, AP/IB
135	1_66A	Non-English Language Other, Year 1
136	1_66B	Non-English Language Other, Year 2
137	1_66C	Non-English Language Other, Year 3
138	1_66D	Non-English Language Other, Year 4+
139	1_66E	Non-English Language Other, AP/IB
140	1_67	Non-English Languages General/Survey
141	2_AA	Family and Consumer Sciences Education, 1st course
142	2_AB	Family and Consumer Sciences Education, 2nd (or later) courses
143	2_AC	Family and Consumer Sciences Education, Specialty courses
144	2_B1	GLMP, Basic Keyboarding/Typewriting
145	2_B2	GLMP, Industrial Arts
146	2_B3	GLMP, Career Preparation/General Work Experience
147	2_B4	GLMP, Technology Education
148	2_B5	GLMP, Other
149	2_C01A	Agriculture and Renewable Resources, 1st course
150	2_C01B	Agriculture and Renewable Resources, 2nd (or later) courses
151	2_C01C	Agriculture and Renewable Resources, Specialty courses
152	2_C01D	Agriculture and Renewable Resources, Co-op/Work Experience
153	2_C021A	Business Management, 1st course
154	2_C021B	Business Management, 2nd (or later) courses
155	2_C021C	Business Management, Specialty courses
156	2_C021D	Business Management, Co-op/Work Experience
157	2_C022A	Business Services, 1st course
158	2_C022B	Business Services, 2nd (or later) courses
159	2_C022C	Business Services, Specialty courses
160	2_C022D	Business Services, Co-op/Work Experience
161	2_C03A	Marketing and Distribution, 1st course
162	2_C03B	Marketing and Distribution, 2nd (or later) courses
163	2_C03C	Marketing and Distribution, Specialty courses
164	2_C03D	Marketing and Distribution, Co-op/Work Experience
165	2_C04A	Health Care, 1st course
166	2_C04B	Health Care, 2nd (or later) courses
167	2_C04C	Health Care, Specialty courses
168	2_C04D	Health Care, Co-op/Work Experience
169	2_C05A	Public and Protective Services, 1st course
170	2_C05B	Public and Protective Services, 2nd (or later) courses
171	2_C05C	Public and Protective Services, Specialty courses
172	2_C05D	Public and Protective Services, Co-op/Work Experience
173	2_C061A	T&I, Construction Trades, 1st course
174	2_C061B	T&I, Construction Trades, 2nd (or later) courses
175	2_C061C	T&I, Construction Trades, Specialty courses
176	2_C061D	T&I, Construction Trades, Co-op/Work Experience
177	2_C062A	T&I, Mechanics and Repair, 1st course
178	2_C062B	T&I, Mechanics and Repair, 2nd (or later) courses
179	2_C062C	T&I, Mechanics and Repair, Specialty courses
180	2_C062D	T&I, Mechanics and Repair, Co-op/Work Experience
181	2_C0631A	T&I, Precision Production (Drafting/Graphics/Printing), 1st
182	2_C0631B	T&I, Precision Production (Drafting/Graphics/Printing), 2nd (or

CRS_ CODE	SST-R Code	SST-R Description
183	2_C0631C	T&I, Precision Production (Drafting/Graphics/Printing), Specialty
184	2_C0632A	T&I, Precision Production (Metals/Wood/Plastics), 1st course
185	2_C0632B	T&I, Precision Production (Metals/Wood/Plastics), 2nd (or later)
186	2_C0632C	T&I, Precision Production (Metals/Wood/Plastics), Specialty
187	2_C0633A	T&I, Precision Production (Other), 1st course
188	2_C0633B	T&I, Precision Production (Other), 2nd (or later) courses
189	2_C0633C	T&I, Precision Production (Other), Specialty courses
190	2_C0634	T&I, Precision Production, Co-op/Work Experience
191	2_C064A	T&I, Transportation and Material Moving, 1st course
192	2_C064B	T&I, Transportation and Material Moving, 2nd (or later) courses
193	2_C064C	T&I, Transportation and Material Moving, Specialty courses
194	2_C064D	T&I, Transportation and Material Moving, Co-op/Work Experience
195	2_C071A	Computer Technology, 1st course
196	2_C071BA	Computer Technology, 2nd (or later) courses, non-AP/IB
197	2_C071BB	Computer Technology, 2nd (or later) courses, AP/IB
198	2_C071C	Computer Technology, Specialty courses
199	2_C071D	Computer Technology, Co-op/Work Experience
200	2_C072A	Communication Technology, 1st course
201	2_C072B	Communication Technology, 2nd (or later) courses
202	2_C072C	Communication Technology, Specialty courses
203	2_C072D	Communication Technology, Co-op/Work Experience
204	2_C073A	Other Technologies, 1st course
205	2_C073B	Other Technologies, 2nd (or later) courses
206	2_C073C	Other Technologies, Specialty courses
207	2_C073D	Other Technologies, Co-op/Work Experience
208	2_C08A	Personal and Other Services, 1st course
209	2_C08B	Personal and Other Services, 2nd (or later) courses
210	2_C08C	Personal and Other Services, Specialty courses
211	2_C08D	Personal and Other Services, Co-op/Work Experience
212	2_C09A	Food Service and Hospitality, 1st course
213	2_C09B	Food Service and Hospitality, 2nd (or later) courses
214	2_C09C	Food Service and Hospitality, Specialty courses
215	2_C09D	Food Service and Hospitality, Co-op/Work Experience
216	2_C10A	Child Care and Education, 1st course
217	2_C10B	Child Care and Education, 2nd (or later) courses
218	2_C10C	Child Care and Education, Specialty courses
219	2_C10D	Child Care and Education, Co-op/Work Experience
220	2_C11	Specific Labor Market Preparation, Unidentified Subject
221	3_1A	Enrichment
222	3_1B	Assistance
223	3_1C	Service
224	3_2	Health, Physical & Recreational Education Credits
225	3_3	Religion and Theology Credits
226	3_4	Military Science Credits
227	4	Special Education Curriculum
228	5_5	Supervisor verification requested

CRS_GRADE
The recoded quality of the grade for the course. Grades were provided as letter grades or numbers and were standardized into a uniform grading system. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des CRS_GRADE

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
CRS_GRADE       float  %33.0g      vlR9762300 RECODED QUALITY GRADE

. tab1 CRS_GRADE

-> tabulation of CRS_GRADE

            RECODED QUALITY GRADE |      Freq.     Percent        Cum.
----------------------------------+-----------------------------------
                           1: A+ |      2,309        0.85        0.85
                            2: A |     65,776       24.29       25.14
                           3: A- |      8,623        3.18       28.32
                           4: B+ |      6,524        2.41       30.73
                            5: B |     58,253       21.51       52.24
                           6: B- |      6,175        2.28       54.52
                           7: C+ |      4,695        1.73       56.26
                            8: C |     47,339       17.48       73.74
                           9: C- |      4,111        1.52       75.25
                          10: D+ |      2,077        0.77       76.02
                           11: D |     25,315        9.35       85.37
                          12: D- |      2,216        0.82       86.19
                           13: F |     23,656        8.73       94.92
14: Pass, satisfactory, or credit |      6,604        2.44       97.36
  15: Unsatisfactory or no credit |      2,145        0.79       98.15
   16: Withdrew or dropped course |      1,269        0.47       98.62
                 17: Incomplete |        317        0.12       98.74
   18: Non-graded course or audit |      1,031        0.38       99.12
     19: Blank, no grade provided |      1,865        0.69       99.81
            20: Unrecodable grade |        524        0.19      100.00
----------------------------------+-----------------------------------
                            Total |    270,824      100.00
```

CRS_GRADE_REC_STA
The recoding status of the grade for a course. The variable was created to provide information on the recoding status of the TRANS_CRS_GRADE variable. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des CRS_GRADE_REC_STA

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
CRS_GRADE_REC~A float  %18.0g      CRS_GRADE_REC_STA


. tab1 CRS_GRADE_REC_STA

-> tabulation of CRS_GRADE_REC_STA

 CRS_GRADE_REC_STA |      Freq.     Percent        Cum.
-------------------+-----------------------------------
  Directly Recoded |    195,751       72.28       72.28
Recoded-own school |     48,354       17.85       90.13
  Recoded-standard |     26,197        9.67       99.81
         Uncodeable |        522        0.19      100.00
-------------------+-----------------------------------
             Total |    270,824      100.00
```

CRS_CREDIT
The number of credits earned for a course. Credits earned are listed in the units provided by the school and are not necessarily comparable across schools. Please see Appendix 11 of the Codebook Supplement for more information.

```
. des CRS_CREDIT

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
CRS_CREDIT      float  %9.0g       vlR9737500 CREDITS EARNED FOR COURSE
```

```
. sum CRS_CREDIT,d

                  CREDITS EARNED FOR COURSE
-------------------------------------------------------------
      Percentiles      Smallest
 1%           -3             -3
 5%            0             -3
10%            0             -3       Obs              270824
25%           50             -3       Sum of Wgt.      270824

50%           50                      Mean           120.5948
                        Largest       Std. Dev.      176.2725
75%          100           7600
90%          500           7950       Variance       31071.98
95%          500           9500       Skewness       5.545434
99%          500           9600       Kurtosis       153.4016
```

CRS_CARNEGIE_CREDIT
Number of Carnegie Credits earned in a course. One Carnegie credit is defined as the credits earned for a class that meets every day for one period for an entire school year. The respondent's primary school is the school submitting the transcript record for processing; for the majority of transcript records processed, this is the last high school attended reporting coursework for the student. The effort to standardize course credits is based on the number of school course credits equal to one Carnegie credit as reported at the primary school. A multiplier was identified at the school level and applied to all school-based credits, creating a standardized credit system. For more information, please see Appendix 11 of the Codebook Supplement.

```
. des CRS_CARNEGIE_CREDIT

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
CRS_CA~E_CREDIT float  %9.0g                 CARNEGIE COURSE CREDIT


. sum CRS_CARNEGIE_CREDIT,detail

                    CARNEGIE COURSE CREDIT
-------------------------------------------------------------
      Percentiles      Smallest
 1%            -3             -3
 5%             0             -3
10%             0             -3       Obs              270824
25%            50             -3       Sum of Wgt.      270824

50%            50                      Mean           49.69363
                        Largest       Std. Dev.      33.03745
75%            50            600
90%           100            600       Variance       1091.473
95%           100            600       Skewness       1.914703
99%           100            600       Kurtosis       22.37672
```

CRS_CARNEGIE_REC_CREDIT
Re-coding status of Carnegie Credits for a course. For more information on how this variable was coded, please see Appendix 11 of the Codebook Supplement.

```
. des CRS_CARNEGIE_REC_CREDIT

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
CRS_CA~C_CREDIT float  %65.0g      vlR9859400 CARNEGIE RECODE STATUS

. tab1 CRS_CARNEGIE_REC_CREDIT

-> tabulation of CRS_CARNEGIE_REC_CREDIT

               CRS_CARNEGIE_REC_CREDIT |      Freq.     Percent        Cum.
---------------------------------------+-----------------------------------
Directly recoded using school reported  |
Carnegie units                         |     67,759       25.02       25.02
Directly recoded using school reported  |
English credits for 1 year             |    173,048       63.90       88.92
Recoded using English survey coursework |     26,567        9.81       98.73
Recoded using English coursework, other |      1,338        0.49       99.22
                  Unclassifiable credit |      2,112        0.78      100.00
---------------------------------------+-----------------------------------
                                 Total |    270,824      100.00
```

TERM_YEAR
The term's academic year. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des TERM_YEAR

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
TERM_YEAR       float  %9.0g       vlR9828400 TERM YEAR

. tab1 TERM_YEAR

-> tabulation of TERM_YEAR

  TERM YEAR |      Freq.     Percent        Cum.
------------+-----------------------------------
         -3 |         64        0.02        0.02
       1992 |         20        0.01        0.03
       1993 |        540        0.20        0.23
       1994 |      6,139        2.27        2.50
       1995 |     19,440        7.18        9.68
       1996 |     32,909       12.15       21.83
       1997 |     44,536       16.44       38.27
       1998 |     50,199       18.54       56.81
       1999 |     46,104       17.02       73.83
       2000 |     35,030       12.93       86.77
       2001 |     22,795        8.42       95.18
       2002 |     10,380        3.83       99.01
       2003 |      2,526        0.93       99.95
       2004 |        142        0.05      100.00
------------+-----------------------------------
      Total |    270,824      100.00
```

TERM_SEASON
The way in which the academic school year is divided; Calendar season or other term designation of term xx. Note: when the term structure did not correspond to a season, a term type designation was assigned to maintain a chronological progression. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des TERM_SEASON

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
TERM_SEASON     float  %18.0g      vlR9827400 TERM SEASON

. sum TERM_SEASON

    Variable |       Obs        Mean    Std. Dev.       Min        Max
-------------+--------------------------------------------------------
 TERM_SEASON |    270824    3.545273    2.654829          1         26

. tab1 TERM_SEASON

-> tabulation of TERM_SEASON

       TERM SEASON |      Freq.     Percent        Cum.
-------------------+-----------------------------------
              Fall |     91,382       33.74       33.74
            Winter |      1,381        0.51       34.25
            Spring |     89,850       33.18       67.43
            Summer |      3,691        1.36       68.79
              Year |     67,195       24.81       93.60
             Other |        722        0.27       93.87
          Transfer |      2,386        0.88       94.75
            Term 1 |      3,199        1.18       95.93
            Term 2 |      3,906        1.44       97.37
            Term 3 |      2,973        1.10       98.47
            Term 4 |      3,425        1.26       99.74
           January |        178        0.07       99.80
          February |          1        0.00       99.80
             March |         87        0.03       99.83
             April |         69        0.03       99.86
               May |          8        0.00       99.86
              June |        141        0.05       99.92
           October |         85        0.03       99.95
          November |         93        0.03       99.98
          December |          1        0.00       99.98
8th Grade Transfer |         49        0.02      100.00
         7th Grade |          2        0.00      100.00
-------------------+-----------------------------------
             Total |    270,824      100.00
```

TERM_SCH_NU
R's school number during TERM_NU. This ID corresponds only to variables TRANS_SCH_CAT.xx and not to other school IDs in the NLSY97 youth data. School number 01 indicates the school from which the transcript was received. A school number greater than 01 indicates transferred coursework. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des TERM_SCH_NU

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
TERM_SCH_NU     float  %9.0g                  SCHOOL NUMBER FOR TERM

. sum TERM_SCH_NU

    Variable |       Obs        Mean    Std. Dev.       Min        Max
-------------+--------------------------------------------------------
 TERM_SCH_NU |    270824    1.130343    .4558341          1         12

. tab1 TERM_SCH_NU

-> tabulation of TERM_SCH_NU

     SCHOOL |
 NUMBER FOR |
       TERM |      Freq.     Percent        Cum.
------------+-----------------------------------
          1 |    244,224       90.18       90.18
          2 |     20,425        7.54       97.72
          3 |      4,469        1.65       99.37
          4 |      1,216        0.45       99.82
          5 |        337        0.12       99.94
          6 |         84        0.03       99.97
          7 |         27        0.01       99.98
          8 |         16        0.01       99.99
          9 |          7        0.00       99.99
         10 |          6        0.00      100.00
         11 |          6        0.00      100.00
         12 |          7        0.00      100.00
------------+-----------------------------------
      Total |    270,824      100.00
```

TERM_START_DATE_M
TERM_START_DATE_Y
The date the term started. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des TERM_START_DATE_M TERM_START_DATE_Y

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
TERM_START_DA~M float  %12.0g      vlR9829400 MONTH TERM STARTED
TERM_START_DA~Y float  %9.0g       vlR9829401 YEAR TERM STARTED

. tab1 TERM_START_DATE_M TERM_START_DATE_Y

-> tabulation of TERM_START_DATE_M

  MONTH TERM |
     STARTED |      Freq.     Percent        Cum.
-------------+-----------------------------------
          -3 |    251,948       93.03       93.03
  1: January |      1,493        0.55       93.58
 2: February |        415        0.15       93.73
    3: March |         67        0.02       93.76
    4: April |         29        0.01       93.77
      5: May |        326        0.12       93.89
     6: June |        224        0.08       93.97
     7: July |        728        0.27       94.24
   8: August |     12,220        4.51       98.75
9: September |      3,029        1.12       99.87
 10: October |        160        0.06       99.93
11: November |         95        0.04       99.97
12: December |         90        0.03      100.00
-------------+-----------------------------------
       Total |    270,824      100.00

-> tabulation of TERM_START_DATE_Y

  YEAR TERM |
    STARTED |      Freq.     Percent        Cum.
------------+-----------------------------------
         -3 |     93,578       34.55       34.55
       1992 |         20        0.01       34.56
       1993 |        498        0.18       34.74
       1994 |      5,941        2.19       36.94
       1995 |     17,824        6.58       43.52
       1996 |     28,671       10.59       54.11
       1997 |     33,954       12.54       66.64
       1998 |     34,304       12.67       79.31
       1999 |     26,026        9.61       88.92
       2000 |     16,374        6.05       94.97
       2001 |      9,867        3.64       98.61
       2002 |      3,202        1.18       99.79
       2003 |        552        0.20      100.00
       2004 |         13        0.00      100.00
------------+-----------------------------------
      Total |    270,824      100.00
```

TERM_END_DATE_M
TERM_END_DATE_Y
The date the term ended. Please see Appendix 11 of the Codebook Supplement for more information on the collection and coding of transcript data.

```
. des TERM_END_DATE_M TERM_END_DATE_Y

              storage  display     value
variable name   type   format      label      variable label
------------------------------------------------------------------------------
TERM_END_DATE_M float  %12.0g                 (mean) TERM_END_DATE_M
TERM_END_DATE_Y float  %9.0g                  (mean) TERM_END_DATE_Y

. tab1 TERM_END_DATE_M TERM_END_DATE_Y

-> tabulation of TERM_END_DATE_M

  MONTH TERM |
       ENDED |      Freq.     Percent        Cum.
-------------+-----------------------------------
          -3 |    202,383       74.73       74.73
  1: January |     17,726        6.55       81.27
 2: February |      1,938        0.72       81.99
    3: March |      1,333        0.49       82.48
    4: April |        858        0.32       82.80
      5: May |      9,996        3.69       86.49
     6: June |     28,946       10.69       97.18
     7: July |      1,070        0.40       97.57
   8: August |      1,081        0.40       97.97
9: September |        269        0.10       98.07
 10: October |      1,032        0.38       98.45
11: November |        921        0.34       98.79
12: December |      3,271        1.21      100.00
-------------+-----------------------------------
       Total |    270,824      100.00

-> tabulation of TERM_END_DATE_Y

  YEAR TERM |
       ENDED |      Freq.     Percent        Cum.
-------------+-----------------------------------
          -3 |     64,637       23.87       23.87
        1993 |         54        0.02       23.89
        1994 |        748        0.28       24.16
        1995 |      7,752        2.86       27.03
        1996 |     19,574        7.23       34.25
        1997 |     30,060       11.10       45.35
        1998 |     37,803       13.96       59.31
        1999 |     40,074       14.80       74.11
        2000 |     32,124       11.86       85.97
        2001 |     22,221        8.20       94.17
        2002 |     12,206        4.51       98.68
        2003 |      3,331        1.23       99.91
        2004 |        240        0.09      100.00
-------------+-----------------------------------
       Total |    270,824      100.00

////\\\\////
```

Appendix 11: Collection of the Transcript Data

To complement data on respondents' educational experiences collected during the yearly interviews, NLSY97 staff collected transcripts directly from respondents' high schools once the youths graduated or left school. Once the transcripts were received from the schools, survey staff coded the transcript record into a standard format. The resulting created variables comprise a history of the respondent's terms in school, courses taken, and other academic indicators. This appendix describes the survey materials used during data collection and explains the procedures and criteria for data entry and coding. It also lists specific details about individual Transcript Survey variables.

- Transcript Survey Data Collection
- Creation of the Transcript Data File
- Data Collection Variables
- Coding Information for Course Code Variables
- NLSY97 Transcript Survey Carnegie Unit Equivalent Credits
- School Program Variables
- Pipeline Variables
- Credit-Related Variables
- Notes on Transcript Survey Variables
- High School Graduation Requirements (Geocode CD only)

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Transcript Survey Data Collection

Conducted in 1999-2000, Wave 1of the NLSY97 Transcript Survey sought hard copy transcripts from 1,622 NLSY97 respondents who had provided signed authorization for transcript collection, and who were no longer enrolled in high school in spring 2000. Non-enrollment occurred when the youth either graduated from high school or dropped out of school and was at least 18 years old. From Wave I, coded transcript data are available for 1,417 respondents.

To complete the Transcript Survey effort, a second and final wave of the NLSY97 Transcript Survey requested hard copy transcripts from 5,701 eligible NLSY97 respondents. Youth respondents eligible for the Wave 2 Transcript Survey had a signed Permission to Contact School form on file, a known high school reported during a previous interview, and did not have a transcript collected during Wave I. The vast majority of NLSY97 respondents finished their high school careers by the end of the 2004 academic year, resulting in complete transcript records submitted from the schools. Transcript data was collected and coded for 4,815 respondents during Wave 2. Transcript data combined from both waves are available for 6,232 respondents.

User Notes: All transcript variables are listed as round 3 variables in the dataset. These variables are associated with round 3 because that was the timing of the first wave of transcript data collection.

NORC mailed a transcript request packet to each school from which an NLSY97 youth received his or her high school diploma, or to the last school the youth reported attending in the Youth interview. The packet contained informational materials about the NLSY97 and a pamphlet describing the NLSY97 Transcript Survey. In addition, packets included the following items:

1. a cover letter addressed to the school principal
2. a one-page cover sheet questionnaire collecting school-specific grading and transcript policies
3. a Student Request list identifying the sampled students in the school
4. the signed permission forms for these students

These documents are available in PDF form at the link below:

Collection of the Transcript Data, Wave 1 - example documents Collection of the Transcript Data, Wave 2 - example documents

(To download Acrobat Reader for free, see the Adobe website: http://www.adobe.com/. For a hard copy version of this document, users should contact NLS User Services: phone: (614) 442-7366 or e-mail User Services)

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Creation of the Transcript Data File

Organization of the data. There are several different types of variables in the transcript data file. First, at the school level the variable TRANS_SCH_CAT reports whether a course catalog was received from the school to aid in coding. The highest number of schools reported for any respondent is 12, so this variable is repeated 12 times. This course catalog variable also functions as the identification number of the school. During the data entry process described below, each school attended by a respondent was assigned a unique sequence ID number between 1 and 12, with the school that provided the transcript always listed as school #01. These numbers were used in variables that report which school the respondent attended in each term-for example, if a respondent has a value of 4 for term 1, then he or she attended school #04 in the course catalog variables. This school ID number does not link to any variables in the main data file.

Second, the transcript file includes information about the respondents that is not associated with a specific term or course. For example, these variables present test scores on a variety of achievement tests (ACT, PSAT, SAT, SAT II, AP), information on absences and tardies, the student's school completion status, and dates of enrollment. Variables also indicate whether the respondent participated in programs such as gifted, bilingual, or special education.

A number of variables refer to the respondent's terms of enrollment. For up to 28 terms, these items report the beginning and ending dates of the term, the way in which the school year is divided (such as a season, entire year, or another term based system), the academic year of the term, the respondent's grade level that term, and the number of credits earned. A variable listing the school the respondent attended during that term can be linked to the course catalog variable as described above.

Finally, the transcript file provides details about each course appearing on a student's high school transcript. Course-specific variables include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course. Because schools use many different grading systems, the course grades were converted into a standard scale that can be compared across respondents. A series of variables called "Recoding Status of Grade" indicates how the grade earned variable for each course was created. This process is described in more detail below.

Data entry and processing procedures. The transcript data capture process involved several distinct data entry steps, tailored to the structure of the data, the cleaning and reconciliation needs for the relevant variables, and scheduling requirements of the data collection process. The basic data entry and processing steps utilized during Wave 1 were:

1. Entry of course-level data into an Access data capture system from high school transcripts
2. Coding of entered course-level data using Access coding system
3. Entry of student-level data from Student Request List and high school transcripts into NORC's SurveyCraft Computer-Assisted Data Entry (CADE) system
4. Entry and coding of transfer school information from Student Request List, high school transcripts, and NLSY97 youth interview data using Access and SAS programs
5. Entry of school-level data from one-page Transcript Cover Sheet into SurveyCraft CADE system
6. Assigning course grades to a uniform grade scale using SAS transformations.

Each data entry and processing step is described in greater detail below. Enhancements to transcript processing developed specifically for the Wave 2 effort are noted following each section.

Wave 2 data entry and processing enhancements. Building on the Wave 1 model, the transcript data entry and processing steps were revised, improving the efficiency of the process and enhancing the quality of the data. The revised process included adding an edit and retrieval task at the beginning, streamlining the data entry instruments for a one-time, comprehensive entry task, utilizing an improved coding system separate from the data entry instrument, and building an auto-coding program.

Wave 2 transcript editing process. Due to the wide variation in the layout of high school transcript records, an editing and review task was implemented prior to data entry. Editing provided the first level of standardization of each transcript in preparation for data entry and also allowed clerks to identify problematic transcripts requiring a retrieval contact with the school. Editor staff identified key student level data elements, counted the number of transfer schools reported and sequenced term and course data as it appeared on the transcript. Editors highlighted terms and dates on the transcript, which created a series of reference points to maintain the sequence of courses and terms during data entry. Editor staff also reviewed the transcript for problematic or missing course and term data. If a potential data entry or coding problem existed, a retrieval form was completed and reviewed by a supervisor to determine whether a call to the school was necessary for further clarification.

Wave 1 course-level data entry. Course-level data include the course title, course number (assigned by school), grade earned,

credits earned, and honors designation. For matching purposes, the school ID was assigned and term dates were captured during this phase of data entry. Entry was performed using an MSAccess data-capture system. All courses were independently entered twice. Where entry and re-entry matched perfectly, no further quality control was performed. If one or more discrepancies were found electronically between the entry and re-entry, a supervisor adjudicated the two data-entered versions with the original hard copy transcript to determine the accurate values. Courses were entered in the order that they appeared on the transcript. This order varied from school to school, with systems including chronologically, alphabetically by course title, numerically by course number, etc.

Wave 1 data entry of student-specific data down to the term level. All other student-specific data were captured in a SurveyCraft instrument for computer-assisted data entry. These variables include the student's enrollment in gifted, special education, or bilingual programs, standardized test scores, dates of enrollment at the school, class rank and cumulative grade-point average, term-level information on beginning and ending dates of terms, absences and tardies, and credits earned by term. The SurveyCraft program generated a single record for each youth, containing up to 18 terms of study. Term date information was used to match term-level data with the school attended during that term. All transcripts from a school were data entered at the same time to exploit clerk familiarity with transcript formats and school-specific abbreviations. All transcripts were independently entered twice. Where entry and re-entry matched perfectly, no further quality control was performed. If one or more discrepancies were found electronically between the entry and re-entry, a supervisor adjudicated the two data-entered versions with the original hard copy transcript to determine the accurate values. Terms were entered in chronological order when such sequence could be determined.

Wave 2 data entry system. A more comprehensive SurveyCraft computer-assisted data entry system was constructed for the Wave 2 data processing effort. The updated instrument allowed clerks to key all contents of the transcript at one time, capturing student, school, term and course level data in a series of loops. The editing process allowed a standard transcript sequence to be followed during data entry. Course and term data were reported in a chronological sequence whenever possible. The consolidated CADE system eliminated the need to match course level and term level data from two different systems, allowed data entry to sequence terms in chronological order by school for each youth record, and added another level of quality control through double entry and adjudication of both the data entry and coded items. The same rules for adjudication used during Wave 1 data entry were also applied.

Wave 1 course coding. Course-level data were used for coding courses into the Revised Secondary School Taxonomy (SST-R), a hierarchical framework for high school course offerings. After all course-level data from a transcript had been entered, re-entered, and adjudicated, the transcript was available for course coding. To maximize coder familiarity with school naming and catalog conventions, all transcripts from a school were usually coded together. Coding of all courses was done independently by two coders. If the two codes were not equal, a supervisor adjudicated the discrepancy and assigned a final code. Because many schools did not submit course catalogs or had indecipherable course titles (e.g., Course 1), clerks called some schools directly for assistance in coding, speaking to administrative or instructional staff who were able to clarify course content. The coding process used a menu-driven MSAccess system, which exploited the hierarchical structure of the code frame and prevented coders from inadvertently entering invalid codes. All 'uncodable' courses were reviewed by the coding supervisor and project director where necessary.

Wave 2 course coding. The course coding process in Wave 2 utilized a similar menu driven MSAccess system. After transcript records were entered, re-entered and adjudicated, a flag was set in the data entry system. Flagged transcript records were extracted from the SurveyCraft data on a regular schedule and loaded by batches into the coding system. Within each batch, transcript records were grouped by school to allow clerks to maximize familiarity with school naming and catalog conventions. Along with course level data presented on the coding screen, key term level information, including dates, term season, and grade level were also presented, allowing the clerks to easily reference course titles in the transcript record and course catalog. Mirroring Wave I, each course was coded independently by two different coders, and any discrepancies between the two codes assigned were reviewed by a supervisor responsible for assigning the final code.

Wave 2 auto-coding program. Using course description and coding matches from the Wave 1 coding effort, a list of course descriptions with codes assigned was developed for an auto-coding program. This matching program was run before courses were loaded into the MSAccess coding system. Approximately 25% of all courses coded were completed by the auto-coding program. Project staff reviewed all auto-coded course descriptions and codes assigned for consistency and flagged any discrepancies for manual coding.

Transfer data. Transcripts often included information about courses attended at other institutions. These data could appear either as an original hard copy attachment to the sampled school's transcript or as additional lines on the sampled school's transcript. These terms and courses were data entered during the appropriate stage of data entry, with a designation that the term or course pertained to a transfer school. Course and term-specific information about transferred work was generally complete, but

information about the school from which work was transferred was often inadequate for coding purposes. As described above, all terms attended at the same school are associated with the same school ID.

Wave 2 transfer data and sequence of schools and terms. Building on lessons learned during the Wave 1 transcript processing, special effort was made to preserve a chronological sequence within the transcript for course, term and school data reported. The sequence established during the edit and data entry processes was used to order the terms chronologically. When preparing the term level data, the term year and season were used to confirm the sequence. For a small group of cases, the term sequence was difficult to assign when the transcript record indicated attendance at one or more institutions during similar term years. In these instances, attempts to sequence terms were based on the time period reported on the hard copy transcript whenever possible.

School 01 is always associated with the primary school or the school submitting the transcript. For the Wave 2 data, transfer schools are numbered in reverse chronological order as they appear on the transcript, often beginning with the most recent transfer school event moving in reverse order to the earliest transfer school event. In most instances, the school first attended by the student on the transcript will have the highest school number in the SCH_CAT.xx series.

Missing course catalogs and the Internet. For Wave 2 processing, if a series of transfer schools was present for a student, the SCH_CAT.xx variable was set to "no" indicating the catalog was not received. While a catalog for that school may have been received during the data collection period, it may not have been accessible to coding staff during the course of the transcript data collection. When available, online course catalogs were useful in clarifying particular types of coursework reported at a given school and were utilized by supervisors during the adjudication process.

Coursework reported below grade 9. Most transcripts entered and coded span a typical high school career from grades 9 or 10 through 12. For some districts and states, the transcript record includes middle school or junior high coursework, usually taken during grades 7 and 8. Other high school transcripts also record equivalency or classroom coursework eligible for high school credit that was earned while the student was in grade 8 or below. While no effort was made to collect middle school or junior high level coursework for the NLSY97 Transcript Survey, courses taken at these grade levels were coded and have been made available when provided as part of the hard copy transcript record.

School data. The one-page Transcript Cover Sheet provided information for assigning course grades to a uniform grade scale. During Wave 1 transcript processing, these data were entered into a SurveyCraft data capture instrument, once for each school submitting valid transcripts. Ten percent of schools were re-entered, and a supervisor referred to the original hard-copy to adjudicate discrepancies.

Wave 2 Transcript Cover Sheet procedures: Since a small percentage of schools during the Wave 1 effort reported unique grading scales, a data entry system was not built for Wave 2. Rather, the grade scale data were captured by a data processing clerk inside a spreadsheet containing high and low equivalents for each letter grade. An entry was made for each school submitting valid transcripts and a completed Transcript Cover Sheet. A supervisor reviewed the contents of the spreadsheet to ensure accuracy. When discrepancies reported on the Transcript Cover Sheet were discovered, the school was contacted as part of the retrieval process for clarification. The final grade scale spreadsheet was used in the standardized course grade procedures noted below.

Course grades. High school transcripts included a variety of systems for course grades, including letter grades or numbers. For ease of comparison, these were standardized into a uniform grading system. The standardized grading scale for the resulting CRS_GRADE variable ranges from 01 to 20. Table 1 lists the corresponding letter grades for each of the CRS_GRADE values.

Table 1. Grading system for coded transcript variables

CRS_GRADE	Corresponding letter grade		CRS_GRADE	Corresponding letter grade
01	A+		11	D
02	A		12	D-
03	A-		13	F
04	B+		14	Pass, satisfactory or credit
05	B		15	Unsatisfactory or no credit
06	B-		16	Withdrew or dropped course

07	C+		17	Incomplete
08	C		18	Non-graded course or audit
09	C-		19	Blank, no grade provided
10	D+		20	Unrecodable grade

In addition to the standardized grade variable, survey staff created a variable for each course called CRS_GRADE_RECODE_STATUS. This variable provides information on how the CRS_GRADE variable was created from the information provided by the school. The values of the recoding status variable are listed in Table 2.

Table 2. Values for CRS_GRADE_RECODE_STATUS

CRS_GRADE_RECODE_STATUS	Recoding Status
0	Directly recoded
1	Recoded using grade specifications of own school
2	Recoded using standard grade specifications
3	Uncodable grade

Each standardized grade was assigned using one of the following four methods:

1. **The transcript reported letter grades using the system in Table 1 above.** All letter grades were directly assigned to the corresponding standardized grade in Table 1. Letters that could not be classified into one of the categories 1-19 were considered to be unrecodable and included in category 20. In the cases where the CRS_GRADE variable was recoded directly from the grade on the transcript, CRS_GRADE_RECODE_STATUS was assigned a value of 0.
2. **The school used numeric grades and provided grading specifications on the one-page Transcript Cover Sheet.** For these respondents, numeric grades were converted to standardized grades using the grading specifications provided by the school. For example, if the numeric grade fell within the range for an 'A' as specified by that particular school, it was assigned to category 02. Fewer than 5% of schools provided multiple grading specifications; in all cases, the primary specifications were used. Due to the possibility of transcription errors, numeric grades below 15 were considered to be unrecodable when the minimum passing grade was higher than 15. For all cases where the CRS_GRADE variable was recoded from the transcript using the school's own grading specifications, CRS_GRADE_RECODE_STATUS was assigned a value of 1.
3. **The school used letter grades of a type different than those shown in Table 1.** During Wave I, grades of 'G' were classified as 05, 'O' and 'E' as 02, and 'O+' and 'E+' as 01. CRS_GRADE_RECODE_STATUS was assigned a value of 2. During Wave 2 grade construction, a variation in the interpretation of the 'E' grade across schools was discovered. In these cases, school specific grade scales were consulted to properly classify "E' grades as 02, 13, 14, or 15. If the grades could not be recoded, then CRS_GRADE was assigned a value of 20 and CRS_GRADE_RECODE_STATUS was assigned to 3.
4. **The school used numeric grades and did not provide grading specifications.** The means of the upper and lower limits of the grading systems across all schools were used to construct the standard grading system shown in Table 3. If the school did not specify its grading specifications, numeric grades (and numeric grades with a qualifier attached) were recoded based on this standard system. For Wave 2, the means of the upper and lower limits of the grading schools were recalculated using the grading systems received from all Wave 2 schools, as a check in the possibility of fluctuation in school grading systems. A different set of limits was developed and can be found in Table 3 below.

Once again, to take into account the possibility of transcription errors, numeric grades below 15 were considered to be unrecodable. CRS_GRADE_RECODE_STATUS was assigned a value of 2 when recoding was done using the standard grade specifications. If the grades could not be recoded, then CRS_GRADE was given a value of 20 and CRS_GRADE_RECODE_STATUS was coded as 3.

Table 3. Standard numeric grading system

Wave	Lower limit	Upper limit	CRS_GRADE
1	91	100	02
2	90	100	
1	82	Less than 91	05
2	80	Less than 90	

1	73	Less than 82	08
2	70	Less than 80	
1	65	Less than 73	11
2	60	Less than 70	
1	15	Less than 65	13
2	15	Less than 59	

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Data Collection Variables

Transcript Record Status and Transcript Wave

The Transcript Record Status variable is provided for all 8,984 respondents in the NLSY97 sample. For each respondent, the variable indicates whether or not a transcript was requested for the youth, and as appropriate, why a transcript was not requested, or why a transcript was not received. The second variable, available for all respondents with transcript data, reports whether the respondent's data was collected in wave 1 or wave 2 of the transcript survey.

TRANS_STAT	*High School Transcript Record Status*
TRANS_WAVE	*Transcript Wave*

Characteristics of Youth's Primary School

These variables pertain to the school from which the youth's transcript was primarily collected. In most cases, this is the last school that the youth attended.

Three variables were extracted from Quality Education Data (QED) data files:

TRANS_PR_SCH_SECT	*School Sector for Primary School*
TRANS_PR_SCH_DIST_STUDS	*Number of Students in Primary School's District*
TRANS_PCT_PR_SCH_9_12_STUDS	*Percentage of District Students in grades 9 - 12*

Four additional variables were coded from a variety of sources. In priority order, we captured information from hard-copy school catalogs, on-line school catalogs, other on-line school information, or telephone calls to school staff. Information is valid for the 2004-2005 school year.

TRANS_PR_SCH_CALC	*Primary School Offers Calculus?* School offers at least one term of calculus.
TRANS_PR_SCH_AP	*Primary School Offers AP Coursework?* School offers at least one Advance Placement course.
TRANS_PR_SCH_IB	*Primary School Offers IB Coursework?* School offers an International Baccalaureate curriculum.
TRANS_PR_SCH_VOC_ED	*Primary School Offers Vocational Education Courses?* School offers at least one vocational education course.

Data Quality Flag

This flag, called TRANS_PROBFLAG, was constructed to alert users to the existence of cases whose data we believed was incomplete or flawed in some way that would make the case less likely to provide useful information. The flag is a composite of five separate tests flagging different types of problems; a positive result for any one (or more) of those tests resulted in the case being coded 1 (Yes) for TRANS_PROBFLAG. The variable does not indicate how many flaws are present in a given case.

The five component tests are:

Test	Comment
Is the case missing all Carnegie credit information?	All cases without any Carnegie-credit information were positive for this test, whether the lack resulted from an absence of recorded course credits or an inability to establish Carnegie-credit equivalents for course credits.
Is the case lacking all usable course-grade information?	Cases were positive for this test if their records contained no grades other than 19 (Blank) or 20 (Unknown).
Is there a grade-level sequencing problem?	Cases were positive for this test if they showed either a grade-level reversion (lower grades seemingly occurring after higher grades) or an anomalous pattern of grade-levels in the data (e.g., 9^{th}, 10^{th}, and 12^{th} grade courses, but none for 11^{th} grade).
Does the record show an extremely limited number of courses?	Cases were flagged by this test if their showed 11 or fewer high-school courses.
Does the case contain a limited number of academic years?	This test codes cases that contain only one or two high-school academic years, where the transcript either indicates that the student graduates or contains no information on why the student left school.

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Coding Information for Course Code Variables

As part of the NLSY97 Transcript Survey, project staff coded respondents' courses using the revised Secondary School Taxonomy of courses (SST-R). The SST-R codes use a combination of numbers and letters to create a unique identifier for each type and level of high school course content. Because the NLSY97 data base system requires that all data be in numeric form, it was necessary to convert the SST-R codes into numbers for use with the Transcript Survey data. The following table indicates the NLSY97 number assigned for each original SST-R code and course description. These codes were used in variables R97128.-R97251. (TRANS_CRS_CODE.01-.175) in the NLSY97 data set.

Table 5. Numeric Course Code, R-SST Codes and Code Descriptions

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
1	1_11A	General Mathematics, ESE/Functional
2	1_11B	General Mathematics, Basic
3	1_11C	General Mathematics, Regular
4	1_11D	General Mathematics, Other
5	1_12A	Consumer Mathematics, ESE/Functional
6	1_12B	Consumer Mathematics, Regular

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
7	1_13	Pre-Algebra
8	1_14	Algebra 1
9	1_15	Geometry
10	1_16	Algebra 2 through Pre-Calculus
11	1_17A	Advanced Mathematics, Calculus
12	1_17B	Advanced Mathematics, AP/IB
13	1_17C	Advanced Mathematics, Other
14	1_18	Unified Mathematics
15	1_19A	Occupationally-Related Mathematics, ESE/Functional
16	1_19B	Occupationally-Related Mathematics, Regular
17	1_21A	Survey Science, Basic
18	1_21B	Survey Science, Specialized Topics
19	1_21C	Survey Science, Integrated/Unified Topics
20	1_22A	Biological Science, Basic
21	1_22B	Biological Science, Regular
22	1_22C	BIO II ; Biological Science, Advanced and Honors
23	1_22D	Biological Science, Specialized Topics
24	1_22E	Biological Science, AP/IB
25	1_23A	Chemistry, Basic
26	1_23B	Chemistry, Regular
27	1_23C	Chemistry, Advanced and Honors
28	1_23D	Chemistry, Specialized Topics
29	1_23E	Chemistry, AP/IB
30	1_24A	Physics, Basic
31	1_24B	Physics, Regular
32	1_24C	Physics, Advanced and Honors
33	1_24D	Physics, Specialized Topics
34	1_24E	Physics, AP/IB
35	1_25A	Earth Science, Basic
36	1_25B	Earth Science, Regular
37	1_25C	Earth Science, Advanced and Honors
38	1_25D	Earth Science, Specialized Topics
39	1_26A	Physical Science, Basic
40	1_26B	Physical Science, Regular
41	1_26C	Physical Science, Advanced and Honors
42	1_26D	Physical Science, Specialized Topics
43	1_27	Engineering
44	1_31A	English Survey, Language Skills
45	1_31B	English Survey, Grades 7 and 8
46	1_31C1	English Survey, ESE/Functional, Grade 9
47	1_31C2	English Survey, ESE/Functional, Grade 10
48	1_31C3	English Survey, ESE/Functional, Grade 11
49	1_31C4	English Survey, ESE/Functional, Grade 12

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
50	1_31D1	English Survey, Basic, Grade 9
51	1_31D2	English Survey, Basic, Grade 10
52	1_31D3	English Survey, Basic, Grade 11
53	1_31D4	English Survey, Basic, Grade 12
54	1_31E1	English Survey, Regular, Grade 9
55	1_31E2	English Survey, Regular, Grade 10
56	1_31E3	English Survey, Regular, Grade 11
57	1_31E4	English Survey, Regular, Grade 12
58	1_31F1	English Survey, Advanced and Honors, Grade 9
59	1_31F2	English Survey, Advanced and Honors, Grade 10
60	1_31F3	English Survey, Advanced and Honors, Grade 11
61	1_31F4	English Survey, Advanced and Honors, Grade 12
62	1_31G	English Survey, AP/IB
63	1_32	Literature
64	1_33	Composition and Writing
65	1_34	Speech
66	1_35	English as a Second Language
67	1_41A	American History, Basic
68	1_41B	American History, Regular
69	1_41C	American History, Advanced and Honors
70	1_41D	American History, Specialized Topics
71	1_41E	American History, AP/IB
72	1_42A	World History, Basic
73	1_42B	World History, Regular
74	1_42C	World History, Advanced and Honors
75	1_42D	World History, Specialized Topics
76	1_42E	World History, AP/IB
77	1_43A	Government & Politics, Basic
78	1_43B	Government & Politics, Regular
79	1_43C	Government & Politics, Advanced and Honors
80	1_43D	Government & Politics, Specialized Topics
81	1_43E	Government & Politics, AP/IB
82	1_44A	Economics, Basic
83	1_44B	Economics, Regular
84	1_44C	Economics, Advanced and Honors
85	1_44D	Economics, Specialized Topics
86	1_44E	Economics, AP/IB
87	1_45A	Behavioral Sciences, Basic
88	1_45B	Behavioral Sciences, Regular
89	1_45C	Behavioral Sciences, Advanced and Honors
90	1_45D	Behavioral Sciences, Specialized Topics
91	1_45E	Behavioral Sciences, AP/IB
92	1_46A	Geography, Basic

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
93	1_46B	Geography, Regular
94	1_46C	Geography, Advanced and Honors
95	1_46D	Geography, Specialized Topics
96	1_46E	Geography, AP/IB
97	1_47A	Social Science, Humanities, and Other, Basic
98	1_47B	Social Science, Humanities, and Other, Regular
99	1_47C	Social Science, Humanities, and Other, Advanced and Honors
100	1_47D	Social Science, Humanities, and Other, Specialized Topics
101	1_47E	Social Science, Humanities, and Other, AP/IB
102	1_51A	Visual Arts, Basic
103	1_51B	Visual Arts, Regular and Advanced
104	1_51C	Visual Arts, AP/IB
105	1_52A	Music, Basic
106	1_52B	Music, Regular and Advanced
107	1_52C	Music, AP/IB
108	1_53	Dance
109	1_54	Theater Arts
110	1_61A	Spanish, Year 1
111	1_61B	Spanish, Year 2
112	1_61C	Spanish, Year 3
113	1_61D	Spanish, Year 4+
114	1_61E	Spanish, AP/IB
115	1_62A	French, Year 1
116	1_62B	French, Year 2
117	1_62C	French, Year 3
118	1_62D	French, Year 4+
119	1_62E	French, AP/IB
120	1_63A	German, Year 1
121	1_63B	German, Year 2
122	1_63C	German, Year 3
123	1_63D	German, Year 4+
124	1_63E	German, AP/IB
125	1_64A	Latin, Year 1
126	1_64B	Latin, Year 2
127	1_64C	Latin, Year 3
128	1_64D	Latin, Year 4+
129	1_64E	Latin, AP/IB
130	1_65A	Italian, Year 1
131	1_65B	Italian, Year 2
132	1_65C	Italian, Year 3
133	1_65D	Italian, Year 4+
134	1_65E	Italian, AP/IB
135	1_66A	Non-English Language Other, Year 1

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
136	1_66B	Non-English Language Other, Year 2
137	1_66C	Non-English Language Other, Year 3
138	1_66D	Non-English Language Other, Year 4+
139	1_66E	Non-English Language Other, AP/IB
140	1_67	Non-English Languages General/Survey
141	2_AA	Family and Consumer Sciences Education, 1st course
142	2_AB	Family and Consumer Sciences Education, 2nd (or later) courses
143	2_AC	Family and Consumer Sciences Education, Specialty courses
144	2_B1	GLMP, Basic Keyboarding/Typewriting
145	2_B2	GLMP, Industrial Arts
146	2_B3	GLMP, Career Preparation/General Work Experience
147	2_B4	GLMP, Technology Education
148	2_B5	GLMP, Other
149	2_C01A	Agriculture and Renewable Resources, 1st course
150	2_C01B	Agriculture and Renewable Resources, 2nd (or later) courses
151	2_C01C	Agriculture and Renewable Resources, Specialty courses
152	2_C01D	Agriculture and Renewable Resources, Co-op/Work Experience
153	2_C021A	Business Management, 1st course
154	2_C021B	Business Management, 2nd (or later) courses
155	2_C021C	Business Management, Specialty courses
156	2_C021D	Business Management, Co-op/Work Experience
157	2_C022A	Business Services, 1st course
158	2_C022B	Business Services, 2nd (or later) courses
159	2_C022C	Business Services, Specialty courses
160	2_C022D	Business Services, Co-op/Work Experience
161	2_C03A	Marketing and Distribution, 1st course
162	2_C03B	Marketing and Distribution, 2nd (or later) courses
163	2_C03C	Marketing and Distribution, Specialty courses
164	2_C03D	Marketing and Distribution, Co-op/Work Experience
165	2_C04A	Health Care, 1st course
166	2_C04B	Health Care, 2nd (or later) courses
167	2_C04C	Health Care, Specialty courses
168	2_C04D	Health Care, Co-op/Work Experience
169	2_C05A	Public and Protective Services, 1st course
170	2_C05B	Public and Protective Services, 2nd (or later) courses
171	2_C05C	Public and Protective Services, Specialty courses
172	2_C05D	Public and Protective Services, Co-op/Work Experience
173	2_C061A	T&I, Construction Trades, 1st course
174	2_C061B	T&I, Construction Trades, 2nd (or later) courses
175	2_C061C	T&I, Construction Trades, Specialty courses
176	2_C061D	T&I, Construction Trades, Co-op/Work Experience
177	2_C062A	T&I, Mechanics and Repair, 1st course
178	2_C062B	T&I, Mechanics and Repair, 2nd (or later) courses

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
179	2_C062C	T&I, Mechanics and Repair, Specialty courses
180	2_C062D	T&I, Mechanics and Repair, Co-op/Work Experience
181	2_C0631A	T&I, Precision Production (Drafting/Graphics/Printing), 1st course
182	2_C0631B	T&I, Precision Production (Drafting/Graphics/Printing), 2nd (or later) courses
183	2_C0631C	T&I, Precision Production (Drafting/Graphics/Printing), Specialty courses
184	2_C0632A	T&I, Precision Production (Metals/Wood/Plastics), 1st course
185	2_C0632B	T&I, Precision Production (Metals/Wood/Plastics), 2nd (or later) courses
186	2_C0632C	T&I, Precision Production (Metals/Wood/Plastics), Specialty courses
187	2_C0633A	T&I, Precision Production (Other), 1st course
188	2_C0633B	T&I, Precision Production (Other), 2nd (or later) courses
189	2_C0633C	T&I, Precision Production (Other), Specialty courses
190	2_C0634	T&I, Precision Production, Co-op/Work Experience
191	2_C064A	T&I, Transportation and Material Moving, 1st course
192	2_C064B	T&I, Transportation and Material Moving, 2nd (or later) courses
193	2_C064C	T&I, Transportation and Material Moving, Specialty courses
194	2_C064D	T&I, Transportation and Material Moving, Co-op/Work Experience
195	2_C071A	Computer Technology, 1st course
196	2_C071BA	Computer Technology, 2nd (or later) courses, non-AP/IB
197	2_C071BB	Computer Technology, 2nd (or later) courses, AP/IB
198	2_C071C	Computer Technology, Specialty courses
199	2_C071D	Computer Technology, Co-op/Work Experience
200	2_C072A	Communication Technology, 1st course
201	2_C072B	Communication Technology, 2nd (or later) courses
202	2_C072C	Communication Technology, Specialty courses
203	2_C072D	Communication Technology, Co-op/Work Experience
204	2_C073A	Other Technologies, 1st course
205	2_C073B	Other Technologies, 2nd (or later) courses
206	2_C073C	Other Technologies, Specialty courses
207	2_C073D	Other Technologies, Co-op/Work Experience
208	2_C08A	Personal and Other Services, 1st course
209	2_C08B	Personal and Other Services, 2nd (or later) courses
210	2_C08C	Personal and Other Services, Specialty courses
211	2_C08D	Personal and Other Services, Co-op/Work Experience
212	2_C09A	Food Service and Hospitality, 1st course
213	2_C09B	Food Service and Hospitality, 2nd (or later) courses
214	2_C09C	Food Service and Hospitality, Specialty courses
215	2_C09D	Food Service and Hospitality, Co-op/Work Experience
216	2_C10A	Child Care and Education, 1st course
217	2_C10B	Child Care and Education, 2nd (or later) courses
218	2_C10C	Child Care and Education, Specialty courses
219	2_C10D	Child Care and Education, Co-op/Work Experience
220	2_C11	Specific Labor Market Preparation, Unidentified Subject
221	3_1A	Enrichment

TRANS_ CRS_ CODE.xxx	SST-R Code	SST-R Description
222	3_1B	Assistance
223	3_1C	Service
224	3_2	Health, Physical & Recreational Education Credits
225	3_3	Religion and Theology Credits
226	3_4	Military Science Credits
227	4	Special Education Curriculum
228	5_5	Supervisor verification requested

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NLSY97 Transcript Survey Carnegie Unit Equivalent Credits (CRS_CARNEGIE_CREDIT.xxx)

The NLSY97 High School Transcript variables include credits earned for completed coursework as reported by the school submitting the transcript. Because credit systems vary considerably across schools, researchers may find it useful to use a transformation into Carnegie credit units, which are comparable across schools. One **Carnegie credit** is defined as the credits earned for a class that meets every day for one period for an entire school year. An NLSY97 Transcript Survey respondent's **primary school** is the school submitting the transcript record for processing; for the majority of transcript records processed, this is the last high school attended reporting coursework for the student. The effort to standardize course credits is based on the number of school course credits equal to one Carnegie credit as reported at the primary school. A multiplier was identified at the school level and applied to all school-based credits, creating a standardized credit system.

Carnegie Credit Conversion Method

The conversion of school-based course credits into a standardized Carnegie unit was established through three distinct approaches at the primary school level:

1. Identify Carnegie unit equivalent credits directly reported by the school
2. Establish a Carnegie credit equivalent measure through credits earned for an entire year of English coursework, directly reported by the school.
3. If a school did not directly report the relationship between English coursework and credits earned for one school year, observe patterns of English Survey and other English credits earned over an entire school year within the transcript record.

A standardized Carnegie credit measure was created through observation of school credits earned for coursework routinely taken over a full school year. Review of the transcript survey data indicates that English coursework is most often repeated over a year for the student's entire high school career, allowing a close approximation of the number of school-based credits earned over one full school year. If a school could not provide a Carnegie credit equivalent measure for school credits, the school was asked to provide the number of school credits a student earns for completion of English coursework across an entire school year.

Standardized Carnegie Credits Based on School Reports. Initial transcript requests at schools did not include a series of questions regarding Carnegie equivalent credits. While recontacting schools during the 2004 wave, specific effort was made to define school credits earned in terms of Carnegie credits. Data processing clerks also reviewed course catalog materials submitted and identified schools with Carnegie Unit conversions reported or English credits earned by school year. In total, approximately 90% (n = 5,583) of the student transcripts submitted by primary schools either reported Carnegie equivalent credits or provided the number of English credits earned over one school year. The school-based reports were used to create a multiplier directly applied to course credits noted below.

School Reported Carnegie Credit Equivalencies. When a school provided the number of school course credits equal to one Carnegie credit unit, a credit multiplier was built based on the ratio: X school-based credits = 1 Carnegie credit unit. This multiplier was associated with the primary school. For student records associated with the primary school, the multiplier was applied to each course credit and captured in the CRS_CARNEGIE_CREDIT.xxx variable. The recode flag was set to 1 in each instance (see Table 1).

Standardized Carnegie Credits Based on School Reported English Credits. If a school provided the number of school-based

credits earned for one full school year's English coursework, a credit multiplier was built based on the ratio: X English Credits Earned for One School Year = 1 Carnegie credit unit. This comparison was built on the underlying assumption that the number of school-based credits earned for English coursework completed over one school year was equivalent to one Carnegie credit unit. The multiplier was associated with the primary school. For student records associated with the primary school, the multiplier was applied to each course credit and captured in the CRS_CARNEGIE_CREDIT.xxx variable. The recode flag was set to 2 in each instance (see Table 1).

Standardized Carnegie Credits Based on Transcript Observations. For the remaining 10% of student records, a standard Carnegie credit equivalent was constructed by observing credit patterns across schools within transcript records. Again, English coursework was targeted as such coursework was more likely to be repeated across school years and have similar curriculum. Course credit patterns were first observed in English Survey coursework (1_31E*). If a credit pattern could not be detected, the program was expanded to observe a pattern across all English coursework (1_3*).

Standardized Carnegie Credits Based on English Survey Credits within Transcripts. Programs were built to observe English Survey course credit patterns across school years (where course codes = 1_31E*). Course credits were summed across school years to create a multiplier based on the ratio (X English Survey credits for 1 school year = 1 Carnegie credit unit). The multiplier was associated with the primary school. For student records associated with the primary school, the multiplier was applied to each course credit and captured in the CRS_CARNEGIE_CREDIT.xxx variable. The recode flag was set to 3 in each instance (see Table 1).

Standardized Carnegie Credits Based on Other English Credits within Transcripts. Programs were built to observe English course credit patterns across school years (where course codes = 1_3*). Course credits were summed across school years to create a multiplier based on the ratio (X English credits for one school year = 1 Carnegie credit unit). The multiplier was associated with the primary school. For student records associated with the primary school, the multiplier was applied to each course credit and captured in the CRS_CARNEGIE_CREDIT.xxx variable. The recode flag was set to 4 in each instance (see Table 1).

Unclassifiable Credits. In few instances, a credit system across schools could not be observed from reviewing English coursework credits earned. Reasons for not classifying school-based credits into a Carnegie credit equivalency include: credits were not reported (i.e., "missing") at the course level, zero credits were earned for all courses reported, not enough credits were reported to establish a Carnegie multiplier, and credits reported varied enough to prevent a standardized multiplier across student records. In such instances, CRS_CARNEGIE_CREDIT.xxx was set to a missing value (-3) and the recode flag was set to 5 (see Table 1).

Table 1: Values for CRS_CARNEGIE_RECODE.xxx

Carnegie Unit Recode Flag	***Recoding Status***
1	Directly recoded using school-reported Carnegie Units.
2	Recoded using multiplier developed from school-reported English credits earned in one school year.
3	Recoded using standardized multiplier observed in English Survey credits.
4	Recoded using standardized multiplier observed in English coursework, other.
5	Unclassifiable credits

Additional Notes regarding the Carnegie Credit Assignment

Quality control checks were developed to evaluate the procedures using school-based credits earned for one year of English coursework in calculating a standard Carnegie multiplier. The three standardized calculations using English course credits were tested on the schools with direct Carnegie credit conversions reported. In addition, staff reviewed the total number of Carnegie credits earned by student to determine if the Carnegie credits reported seem reasonable. A range of 16 - 24 Carnegie credits earned for academic coursework was benchmarked. While a large majority fall within this range of credits, there are still outliers. Some reasons for these outliers are noted below.

Primary Schools and Credits Earned at Other/"Transfer" Schools. One key assumption is that the primary school calculated

credits earned for coursework taken at other ("transfer") schools based on the primary school's credit system required for graduation. This assumption proved true in most cases, as the primary school would adjust the transferable credits from other schools into meaningful credits necessary to graduate. In some instances, however, it is clear that the conversion of credits earned at prior schools into equivalent credits at the primary school did not occur. When possible, a conversion based on English coursework observed across the transfer schools was used to standardize the credits across both schools. In the remaining instances, it was determined that a standardized set of Carnegie credits could not be established based on the information presented, and Carnegie credits for these transcripts were coded as unclassifiable. The CRS_CARNEGIE_RECODE.xxx variables indicate what steps were taken for each individual course.

Course Credit Reporting and Data Entry Errors. If a clear entry or reporting error was identified for a particular course credit (often a missing decimal point) and a correction could be identified from reviewing other course credits earned or total credits reported by term, the Carnegie credit reported in the data file was constructed to reflect the adjusted credit earned, rather than using the apparently erroneous course credit value. Approximately 100 courses were affected by these types of corrections. The original credit information remains in the CRS_CREDIT.xx variable series.

Grades 7 and 8. Student transcripts with high numbers of Carnegie credits often include grade levels outside of the typical grades 9-12 high school career. A number of district level transcripts report middle school and high school coursework. Coursework taken in grades 7 and 8 was assigned a Carnegie credit equivalent. Researchers can use the grade level variables in order to exclude these courses (and credits) from specific analyses as appropriate.

Vocational and Enrichment Coursework Credits. It is apparent from review of the transcript records that many schools apply a different credit weighting system to certain types of vocational coursework (where R-SST = 2_*) and enrichment coursework (where R-SST = 3_*) than to academic level coursework (where SST = 1_*). While Carnegie credits have been calculated for these vocational and enrichment courses, users should note the credits earned for vocational and enrichment courses inflate the total number of Carnegie credits earned for some transcripts.

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School Program Variables

These variables categorize as academic or vocational a student's full coursetaking behavior in high school. The variables follow recommendations set forth in U.S. Department of Education. National Center for Education Statistics. "Procedures Guide for Transcript Studies" Working Paper 1999-05, by Martha Naomi Alt and Denise Bradby. Project Officer, Denise Nelson. Washington, D.C.:1999. (For an explanation of the course codes [e.g., 1_31*], see "Coding Information" above.)

Academic specialist (question name: TRANS_ACAD_SPEC)

Student earned at least 4 credits in English (1_31* 1_32 1_33 1_34); at least 3 credits in mathematics at the Algebra 1 level or higher (1_14 1_15 1_16 1_17*); at least 2 credits in biology, chemistry, or physics (1_22* 1_23* 1_24*); at least 2 credits i social studies (1_41* 1_42* 1_43* 1_44* 1_45* 1_46* 1_47*) with at least 1 credit in US or world history (1_41* 1_42*); at least 2 credits in a single foreign language (1_61* 1_62* 1_63* 1_64* 1_65* 1_66*).

Academic concentrator (question name: TRANS_ACAD_CONC)

Student earned at least 4 credits in English (1_31* 1_32 1_33 1_34); at least 3 credits in mathematics (1_11* 1_12* 1_13 1_14 1_15 1_16 1_17* 1_18 1_19*); at least 3 credits in science (1_21* 1_22 1_23 1_24* 1_25* 1_26*); at least 3 credits in socia studies 1_41* 1_42* 1_43* 1_44* 1_45* 1_46* 1_47*).

Vocational specialist (question name: TRANS_VOC_SPEC)

Student earned at least 4 credits in a single Specific Labor Market Preparation (SMLP) vocational area (2_C*), with at least 2 of these credits in that SLMP's 2nd-level or higher courses or co-op/work experience coursework (2_C*B 2_C*C 2_C*D 2_C11 2_C071BA).

Vocational concentrator (question name: TRANS_VOC_CONC)

Student earned at least 3 credits total in a single Specific Labor Market Preparation (SLMP) vocational area (2_C*).

School program (question name: TRANS_SCH_PGM)

The "School Program" variable combines the information from the four variables above. This variable is coded as follows:

1. Academic specialist (and not vocational concentrator)
2. Vocational concentrator (and not academic specialist)
3. Both academic specialist and vocational concentrator
4. Neither academic specialist nor vocational concentrator

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Pipeline Variables

Subject-area pipeline variables were modelled closely on the standards established in NCES Working Paper No. 2003-01 (http://nces.ed.gov/pubs2003/200301.pdf) for categorization of mathematics, foreigh language, and science course-taking. Some changes in procedure were necessary because of our use of the R-SST course-coding scheme; these are noted in the appropriate sections below. (For an explanation of the course codes [e.g., 1_31*], see "Coding Information" above.)

***Mathematics Pipeline* (question name: TRANS_MATHPIPE)**

100	**No math.** No recorded high-school math courses.
200	**Non-academic.** Highest course was 1_11*, 1_12*, or 1_19*.
300	**Low academic**. Students whose highest-level math course was 1_13.
400	**Middle academic 1.** Highest course was 1_14, 1_15, or 1_18 (Unified math, two or fewer years).
500	**Middle academic 2.** Students whose highest math achievement was one or fewer Carnegie credits in math courses coded 1_16 (Algebra 2 through Pre-Calculus; Trig and Advanced Math) OR three years of 1_18 (Unified Math).
600	**Advanced academic 1.** Students whose highest math achievement was more than one credit in math courses coded 1_16 (Algebra 2 through Pre-Calculus; Trig and Advanced Math).
700	**Advanced academic 2.** Highest course was 1_17C.
800	**Advanced academic 3.** Highest course was 1_17A or 1_17B.

The division between students with one or fewer credits in course-code 1_16 and those with more than one credit was made in order to adapt the R-SST course-coding scheme to the 8-category math pipeline standard established in NCES 2003-01.

Sciences

***Life Sciences Pipeline* (question name: TRANS_BIOPIPE)**

0	**None.** No credits in any high-school life sciences (1_22*).
100	**Basic Biology 1.** Highest course was 1_22A.
200	**General Biology 1.** Highest course was 1_22B.
300	**Secondary Life Sciences.** Highest course was 1_22D.
400	**Honors & General Biology 2.** Highest course was 1_22C.
500	**Advanced.** Highest course was 1_22E.

Chemistry Pipeline **(question name: TRANS_CHEMPIPE)**

0	**None.** No credits in high-school chemistry (1_23*).
100	**Intro or Consumer Chemistry.** Highest course was 1_23A.
200	**Chemistry 1.** Highest course was 1_23B.
300	**Chemistry 2.** Highest course was 1_23C, D, or E.

Physics Pipeline **(question name: TRANS_PHYSICS_PIPE)**

0	**None.** No credits in high-school physics (1_24*).
100	**General Physics.** Highest course was 1_24A.
200	**Physics 1.** Highest course was 1_24B.
300	**Physics 2.** Highest course was 1_24C or E.

(For 1_24D, see Physical Sciences Pipeline.)

Physical Sciences Pipeline **(question name: PHYS_SCI_PIPE)**

0	**None.** No credits in high-school physical sciences (not physics).
100	**Physical Sciences, Applied Physical Sciences, Earth Science, College Prep Earth Science, or Unified Science.** Highest course was 1_25A-B, 1_26A-B, or 1_21A-C.
200	**Astronomy, Environmental Sci, Geology, or Oceanography.** Highest course was 1_24D, 1_25C-D, or 1_26C-D.

Overall Physical Sciences Pipeline **(question name: TRANS_OPS_PIPE)**

0	**None.** No credits in high-school physics or physical sciences.
100	**Primary Physical Science.** Physical Sciences Pipeline = 1.
200	**Secondary Physical Science.** Physical Sciences Pipeline=2 or Chemistry Pipeline=1 or Physics Pipeline=1.
300	**Chemistry 1 or Physics 1.** Chemistry Pipeline=2 or Physics Pipeline=2.
400	**Chemistry 1 and Physics 1.** Chemistry Pipeline=2 and Physics Pipeline=2.
500	**Chemistry 2 or Physics 2.** Chemistry Pipeline=3 or Physics Pipeline=3.

Life Sciences and Physical Sciences Pipeline **(question name: TRANS_SCI_PIPE)**

0	**None.** No credits in high-school science.
100	**Primary Physical Science.** Overall Physical Sciences Pipeline=1**.**
200	**Secondary Physical Science or Basic Biology.** Overall Physical Sciences Pipeline=2 or Life Sciences Pipeline=1**.**
300	**General Biology 1 or Secondary Biology or Honors & General Biology 2 or Advanced Biology.** Life Sciences Pipeline >= 2**.**
400	**Chemistry 1 or Physics 1.** Overall Physical Sciences Pipeline=3**.**
500	**Chemistry 1 & Physics 1.** Overall Physical Sciences Pipeline=4**.**
600	**Chemistry 2 or Physics 2.** Overall Physical Sciences Pipeline=5**.**

Foreign Languages

The foreign language variables are as follows:

TRANS_SPANPIPE	*Progress in Spanish*
TRANS_FRCHPIPE	*Progress in French*
TRANS_GERMPIPE	*Progress in German*
TRANS_LATPIPE	*Progress in Latin*
TRANS_ITALPIPE	*Progress in Italian*
TRANS_OTHLANGPIPE	*Progress in other foreign language*
TRANS_LANGPIPE_1	*Progress in First Language Attempted*

TRANS_LANGPIPE_2 *Progress in Second Language Attempted*
TRANS_LANGPIPE_3 *Progress in Third Language Attempted*
All foreign language pipline variables are coded using the following coding scheme:

0	Attempted, no progress.
50	Completed .5 units, Year 1.
100	Completed 1 unit, Year 1.
150	Completed .5 units, Year 2.
200	Completed 1 unit, Year 2.
250	Completed .5 units, Year 3.
300	Completed 1 unit, Year 3.
350	Completed .5 units, Year 4.
400	Completed 1 unit, Year 4.
450	Completed .5 units, AP/IB.
500	Completed 1 unit, AP/IB.
9900	Never attempted language.

The 0 category includes students with pre-high-school foreign-language coursework but none in high school.

Number of Languages Attempted **(question name: TRANS_FRN_LANG_ATMPT)**

All recorded high-school coursework in any foreign language (1_61* through 1_66*) was included in this measure, with any number of credits or none, and counting all courses coded 1_66* (Foreign Language, Other) collectively as 1 language attempted . The range in our data is from 0 to 4 languages.

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Credit-Related Variables

Credits by Academic Year, Academic/Vocational

Summary credits variables sum Carnegie credits (TRANS_CRS_CARNEGIE_CREDIT.xxx) over the relevant course codes or time period. Total credits variables are assigned to reserved codes for three classes of students: those with only pre-high school coursework; those with no relevant courses; and those who had relevant courses, but no valid Carnegie credits associated with those courses. Question names for these variables are as follows:

TRANS_ACAD_CRD_XXYY *Academic Credits Academic Year XX-YY*
TRANS_AC_VOC_CRD_XXYY *Academic and Vocational Credits Acad Yr XX-YY*
TRANS_ACAD_CRDS_TOT *Academic Credits-All*
TRANS_AC_VOC_CRDS_TOT *Academic and Vocational Credits--All*
TRANS_PCT_ADV_CRDS *Percentage of Credits from Advance Coursework*
TRANS_TOT_MATH *Total Math Credits*
TRANS_TOT_ACA_MATH *Total Academic Math Credits*
TRANS_TOT_ACA_NONLO_MATH *Total Non-Low Academic Math Credits*
TRANS_TOT_ADV_MATH *Total Advanced Math Credits*
TRANS_TOT_FL_CRDS *Total Foreign Languages Credits*
Course codes for these variables are classified as follows (for an explanation of the course codes [e.g., 1_31*], see "Coding Information" above):

Academic	1_*.
Academic and Vocational	1_* or 2_*.
Advanced	1_17* 1_22C 1_22E 1_23C 1_23E 1_24C 1_24E 1_25C 1_26C 1_31F1 1_31F2 1_31F3 1_31F4 1_31G 1_41C 1_41E q_42C 1_42E 1_43C 1_43E 1_44C 1_44E 1_45C 1_45E 1_46C 1_46E 1_47C 1_47E 1_51C 1_52C 1_61E 1_62E 1_63E 1_64E 1_65E 1_66E as a fraction of total Carnegie credits.

Math	1_11* 1_12* 1_13 1_14 1_15 1_16 1_17* 1_18 1_19*
Academic math	1_13 1_14 1_15 1_16 1_17* 1_18
Non-Low academic math	1_14 1_15 1_16 1_17A 1_17B 1_17C 1_18
Advanced math	1_16 1_17*
Foreign Language	1_61* 1_62* 1_63* 1_64* 1_65* 1_66*.

Cumulative Credits by Academic Year (question name: TRANS_CUM_CRDS_EARNED_XXYY)

These variables sum the Carnegie credits earned by each student over the course of his/her high school career as of the end of each academic year. The variable has valid values for every academic year from when the student first reported high school coursework, to when the student last reported high school coursework, including interim years (if any) in which no coursework was reported.

Terms were assigned to an academic year primarily by a series of rules using information contained in the variables TERMSEAS, TERMYEAR, TRMSTRMO, TRMSTRYR, TRMENDMO, and TRMENDYR. For example, a Fall term beginning in September of 1999 would be assigned to the 1999-2000 academic year. However, start and end dates are often either missing or inaccurate, so there was extensive re-coding of academic year based on the entire sequence of terms included in the transcript, with reference to the GRLEVEL and CRSCODE variables as necessary. Summer terms were included with the *previous* academic year; thus, courses taken in Summer 1999 were coded as belonging to the 1998-1999 academic year.

Cumulative Percentage of New Basics Requirements Fulfilled by Academic Year (question name: TRANS_PCT_NB_EARNED_XXYY)

The New Basics curriculum is a minimum curriculum recommended by the National Commission of Excellence in Education (NCEE) in 1983 to be completed by high school graduates. These variables represent the cumulative percentage of New Basics Core requirements completed by each student.

New Basics Core Requirements

English- 4 credits (1_3*) Math - 3 credits (1_1*)Science - 3 credits (1_2*)Social Science - 3 credits (1_4*)Computer Science- 0.5 credits (2_C071*)

The Carnegie credits earned for courses fulfilling New Basics requirements were summed by subject area over each academic year, and the cumulative percentage of Core New Basics requirements completed was calculated. Percentages were capped at 100, so that students exceeding requirements would show 100% fulfillment. Users may refer to National Center for Education Statistics (www.nces.ed.gov) publications for additional information on the New Basics curriculum.

Grade level by Academic Year (question name: TRANS_GRD_LV_XXYY)

These variables report the student's grade level for each academic year we have course work reported for them. In some cases, there were two or more grade levels reported for a single academic year. In these cases, the academic year grade level is set to the grade level associated with the highest number of credits. In most cases, this is also the highest grade level reported during that academic year. Summer terms (and their associated grade levels) were excluded from this construction.

Coursework Reported by Academic Year (question name: TRANS_CRSWRK_IN_XXYY)

After the assignment of terms to academic years (see the section **Cumulative Credits by Academic Year** for an explanation of this process) we recorded for each student the academic years in which any coursework was reported for that student. Academic years in which only pre-high-school coursework was reported are assigned a reserved code; an academic year which contained a mixture of high-school and pre-high-school coursework (often because of high school work pursued during the summer after 8th grade) was coded as having valid coursework reported.

Credit-Weighted Grade Point Averages (question names: TRANS_CRD_GPA_OVERALL and TRANS_CRD_GPA_YR_XXYY)

These variables indicate grade point averages on a 4 point grading scale. For each course, the quality grade (TRANS_CRS_GRADE.xxx) is weighted by Carnegie credits (TRANS_CRS_CARNEGIE_CREDIT.xxx). Quality grades were recoded as follows: 1 = 4.3, 2=4.0, 3=3.7, 4=3.3, 5=3.0, 6=2.7, 7=2.3, 8=2.0, 9=1.7, 10=1.3, 11=1.0, 12=0.7, 13=0.0, all other values recoded to missing. Overall and Academic Year variables include all courses.

Subject variables are defined as follows:

- *Credit Weighted GPA - English* (question name: TRANS_CRD_GPA_ENGLISH): 1_31* 1_32 1_33 1_34
- *Credit Weighted GPA - Foreign Language* (question name: TRANS_CRD_GPA_FGN_LANG): 1_61* 1_62* 1_63* 1_64* 1_65* 1_66*
- *Credit Weighted GPA - Social Science* (question name: TRANS_CRD_GPA_SOC_SCI): 1_41* 1_42* 1_43* 1_44* 1_45* 1_46* 1_47*
- *Credit Weighted GPA - Mathematics* (question name: TRANS_CRD_GPA_MATH): 1_11* 1_12* 1_13 1_14 1_15 1_16 1_17* 1_18 1_19*
- *Credit Weighted GPA - Life and Physical Sciences* (question name: TRANS_CRD_GPA_LP_SCI): 1_21* 1_22* 1_23* 1_24* 1_25* 1_26*

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Notes on Transcript Survey Variables

Transcript Survey variables can be found in the NLSY97 data set by browsing through the "transcript survey" area of interest or by searching for question names with the prefix TRANS_. This section provides supplemental notes not included in the codebook about individual transcript variables.

Table 4. Additional information about Transcript Survey variables

Question name (all begin with TRANS_) and reference number(s)	Variable title and notes
CRS_CODE.xx R97128.-R97251.	**Course Code xx** Courses are numbered approximately as they appeared on the high school transcript. The course number has no content except to identify the course uniquely. Because terms are numbered approximately chronologically, course numbers and term numbers may not increase in tandem. Information on the Secondary School Taxonomy - Revised (SST-R) is available on the National Center for Education Statistics website, http://nces.ed.gov. **Note that researchers must use the crosswalk provided above to compare the NLSY97 course codes to the SST-R.**
CRS_CREDIT.xx R97252.-R97375.	**Credits Earned for Course xx** Credits earned are listed in the units provided by the school and are not necessarily comparable across schools. Some schools may award 1 credit for a one-year course, while others award credits according to the number of hours per week that the course meets. Course credits within a term may not sum to the credits earned for the term due to additional credits from non-coursework activities (e.g., community service, yearbook, etc.), or because of credit accumulation rules that involve multiple courses.

	For example, all religion courses may be worth .5 credits, but a student may face a ceiling of 2 credits earned from religion courses across all high school terms.
CRS_GRADE_RECODE_STATUS.xx R97376.-R97499.	**Recoding Status of Grade for Course xx** See "Course Grades" discussion under Data Entry and Processing above.
CRS_GRADE.xx R97500.-R97623.	**Recoded Quality Grade xx** See "Course Grades" discussion under Data Entry and Processing above.
CRS_TERM_NU.xx R97624.-R97747.	**Course Term Number xx** Because terms are numbered approximately chronologically while courses are numbered approximately as they appeared on the transcript, course numbers and term numbers may not increase in tandem. The term number has no content except to identify the term uniquely.
TERM_CREDIT.xx R97748.-R97765.	**Credits Earned in Term xx** Credits earned are listed in the units provided by the school and are not necessarily comparable across schools. Some schools may award 1 credit for a one-year course, while others award credits according to the number of hours per week that the course meets. Course credits within a term may not sum to the credits earned for the term due to additional credits from non-coursework activities (e.g., community service, yearbook, etc.), or because of credit accumulation rules that involve multiple courses. For example, all religion courses may be worth .5 credits, but a student may face a ceiling of 2 credits earned from religion courses across all high school terms.
TERM_START_DATE.xx R97856.-R97873.01	**Month, Year Term Started xx** Calendar month and year listed on transcript for start of term. If only one date was associated with a term and a start or end date could not be determined, that date appears in TERM_END_DATE.xx. Term dates may overlap if a youth transferred from one school to another mid-session, or in rare cases, with simultaneous enrollment in a vocational school, alternative school program or community college.
TERM_END_DATE.xx R97766.-R97783.01	**Month, Year Term Ended xx** Calendar month and year listed on transcript for end of term. If only one date was associated with a term and a start or end date could not be determined, that date appears as the end date. Term dates may overlap if a youth transferred from one school to another mid-session, or in rare cases, with simultaneous enrollment in a vocational school, alternative school program or community college.
TERM_GRADE.xx R97784.-R97801.	**Grade Level for Term xx** The grade level (e.g., 10, 11, etc.) in which the youth was enrolled during term xx.
TERM_SCH_NU.xx R97802.-R97819.	**School Number for Term xx** The ID of the school in which the youth was enrolled in term xx. Corresponds only to variables SCH_CAT.xx and not to other school IDs in the NLSY97 youth data. School number 01 indicates the school from which the transcript was received. A school number greater than 01 indicates transferred coursework.
TERM_SEASON.xx R97820.-R97837.	**Term Season xx** Calendar season or other term designation of term xx. Note, when the term structure did not correspond to a season, a term type designation was assigned to maintain a chronological progression.
TERM_YEAR.xx R97838.-R97855.01	**Term Year xx** Calendar year of term xx designation. May not match TERM_END_DATE.xx or TERM_START_DATE.xx, as in Fall 2000 term ending in January 2001.
SCH_CAT.xx R97874.-R97885.	**Course Catalog Received xx** Marked 'yes' if a course catalog was available from the school during the course coding process. May indicate higher reliability of SST-R code assigned in CRS_CODE.xx. Can be linked to CRS_CODE.xx through term number of course (CRS_TERM_NU.xx) and school number of term (TERM_SCH_NU.xx). School numbers link only to TERM_SCH_NU.xx variable and not to other school IDs in the NLSY97 youth data. School number 01 indicates the school from which the transcript was received, generally the most recent school of enrollment. A school number greater than 01 indicates transferred coursework.
SPECIAL_ED R97886.	**Participated in Special Ed** Marked yes if sampled school indicated on Student Request list that youth was enrolled in special education courses. Pertains to School 01.
BILING_ED R97887.	**Participated in Bilingual Ed** Marked yes if sampled school indicated on Student Request list that youth was enrolled in bilingual education courses. Pertains to School 01.

GIFTED_CRS R97888.	**Participated in Gifted Courses Program** Marked yes if sampled school indicated on Student Request list that youth was enrolled in a gifted courses program. Pertains to School 01.
TERM_TOTAL R97889.	**Total Number of Terms Reported** Total number of terms reported for youth across all schools. Equal to the maximum xx for which TERM_xx variables will have non-missing data.
SCH_START_DATE R97890.-R97890.01	**Month, Year Enrollment at School Started** Calendar month and year in which school shows student as first enrolled. Pertains to School 01.
SCH_END_DATE R97891.-R97891.01	**Month, Year Enrollment at School Ended** Calendar month and year in which school shows student as last enrolled. Pertains to School 01.
AB_AYxxxx R97892.-R97899.	**Number of Absences in Academic Year xxxx** Total absences in each academic year if youth was enrolled during that school year. For example, variable AB_AY1992 refers to absences in academic year 1992-93. May have been reported annually or summed from term-level data. Pertains to School 01.
AB-MISS R97900.	**Number of Absences if Year Not Assigned** Total absences for youth if absences are not classified by attendance year. Pertains to School 01.
TARDY_AYxxxx R97901.-R97908.	**Number of Tardies in Academic Year xxxx** Total tardies in each academic year if youth was enrolled during that school year. For example, variable TARDY_AY1992 refers to tardies in academic year 1992-93. May have been reported annually or summed from term-level data. Pertains to School 01.
TARDY_MISS R97909.	**Number of Tardies if Year Not Assigned** Total tardies for youth if tardies are not classified by attendance year. Pertains to School 01.
FLAG_MISS_AB_AYxxxx R97910.-R97917.	**Enrolled, Missing Absences in Academic Yr xxxx** Flag indicating that youth was enrolled in an academic year but was missing absence information for that year. For example, FLAG_MISS_AB_AY1992 refers to academic year 1992-93. Pertains to School 01.
FLAG_MISS_TARDY_AYxxxx R97918.-R97925.	**Enrolled, Missing Tardies in Academic Yr xxxx** Flag indicating that youth was enrolled in an academic year but was missing tardy information for that year. For example, FLAG_MISS_TARDY_AY1992 refers to academic year 1992-93. Pertains to School 01.
AT_SCH R97926.	**Has R Left School** **School's report of youth's enrollment status in spring 2000. Pertains to School 01.**
LEFT_DATE RR97927.-R97927.01	**Month, Year Left School** Calendar month and year in which school assigned non-enrollment status to students who have left school. May differ from SCH_END_DATE because of incomplete requirements that delayed graduation beyond the final term in which student enrolled in courses. May also differ if school has a lag period in which students are not considered to have dropped out, or if a student who transfers out mid-session is recorded as enrolled until the end of that session. Pertains to School 01.
LEFT_REASON R97928.	**Reason Left School** School's report of student's departure status for students who have left school. Pertains to School 01.
GPA R97929.	**GPA for Last Year** Grade-point average as calculated by the school in its metric for last year of youth's enrollment. May not match GPA calculated using CRS_GRADE.xx values due to conversion of grades to uniform scale, weighting procedures at school, or other school-specific GPA calculations (e.g., physical education courses do not contribute to academic GPA). Pertains to School 01.
CLASS_RANK R97930.	**Class Rank for Last Year** Youth's rank in class for last year of enrollment. Pertains to School 01.
CLASS_SIZE R97931.	**Class Size Category for Last Year** Categorical variable denoting size of youth's class (grade level) during last year of enrollment. Pertains to School 01.
PSAT_MATH R97932.	**PSAT Math Score** Standardized PSAT math score for youth's last administration of PSAT.
PSAT_VERB	**PSAT Verbal Score**

R97933.	Standardized PSAT verbal score for youth's last administration of PSAT.
ACT_COMP R97934.	**Composite ACT Score** Standardized ACT composite score for youth's last administration of ACT. Entered directly from transcript, may not correspond to sum of component scores.
ACT_ENG R97935.	**ACT English Score** Standardized ACT English score for youth's last administration of ACT. Entered directly from transcript, may not sum with other components to composite score.
ACT_MATH R97936.	**ACT Math Score** Standardized ACT Math score for youth's last administration of ACT. Entered directly from transcript, may not sum with other components to composite score.
ACT_READ R97937.	**ACT Reading Score** Standardized ACT Reading score for youth's last administration of ACT. Entered directly from transcript, may not sum with other components to composite score.
SAT_VERBAL R97938.	**SAT Verbal Score** Standardized SAT Verbal score for youth's last administration of SAT.
SAT_MATH R97939.	**SAT Math Score** Standardized SAT Math score for youth's last administration of SAT.
SAT_DATE R97940.-R97940.01	**Month, Year SAT Was Taken** Month and year of youth's last administration of SAT.
AP_ART R97	**AP Art Score** Highest test score for an Advanced Placement art exam. This Advance Placement variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_AP variable series below.
AP_BIO R97941.	**AP Biology Score** Highest test score for an Advanced Placement biology exam.
AP_CALC R97942.	**AP Calculus Score** Highest test score for an Advanced Placement calculus exam.
AP_CHEM R97943.	**AP Chemistry Score** Highest test score for an Advanced Placement chemistry exam.
AP_CMPSCI R97	**AP Computer Science Score** Highest test score for an Advanced Placement computer science exam. This Advance Placement variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_AP variable series below.
AP_ECON R97	**AP Economics Score** Highest test score for an Advanced Placement economics exam. This Advance Placement variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_AP variable series below.
AP_ENG R97944.	**AP English Score** Highest test score for an Advanced Placement English exam.
AP_HIST_EU R97945.	**AP European History Score** Highest test score for an Advanced Placement European history exam.
AP_GOVT R97946.	**AP Government and Politics Score** Highest test score for an Advanced Placement government and politics exam.
AP_INTENG R97	**AP International English Score** Highest test score for an Advanced Placement international English exam. This Advance Placement variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_AP variable series below.
AP_PHYS R97947.	**AP Physics Score** Highest test score for an Advanced Placement physics exam.
AP_PSYCH R97948.	**AP Psychology Score** Highest test score for an Advanced Placement psychology exam.
AP_SPAN R97949.	**AP Spanish Score** Highest test score for an Advanced Placement Spanish exam.
AP_STAT R97	**AP Statistics Score** Highest test score for an Advanced Placement statistics exam. This Advance Placement variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_AP variable series below.
AP_HIST_US R97950.	**AP U.S. History Score** Highest test score for an Advanced Placement U.S. history exam.

OTH_AP1 R97959.	**Number Other AP 1** Total number of other Advanced Placement exams on which youth received a score of 1. May include additional exams in subjects listed above.
OTH_AP2 R97960.	**Number Other AP 2** Total number of other Advanced Placement exams on which youth received a score of 2. May include additional exams in subjects listed above.
OTH_AP3 R97961.	**Number Other AP 3** Total number of other Advanced Placement exams on which youth received a score of 3. May include additional exams in subjects listed above.
OTH_AP4 R97962.	**Number Other AP 4** Total number of other Advanced Placement exams on which youth received a score of 4. May include additional exams in subjects listed above.
OTH_AP5 R97963.	**Number Other AP 5** Total number of other Advanced Placement exams on which youth received a score of 5. May include additional exams in subjects listed above.
SATII_BIO R97951.	**SAT II Biology Score** Highest standardized score for an SAT 2 Biology exam.
SATII_MATH1 R97952.	**SAT II Math I Score** Highest standardized score for an SAT II Math I exam.
SATII_MATH2 R97953.	**SAT II Math II Score** Highest standardized score for an SAT II Math II exam.
SATII_CHEM R97954.	**SAT II Chemistry Score** Highest standardized score for an SAT II Chemistry exam.
SATII_ENG_LIT R97955.	**SAT II English Literature Score** Highest standardized score for an SAT II English Literature exam.
SATII_ENG_WRITE R97956.	**SAT II English Writing Score** Highest standardized score for an SAT II English Writing exam.
SATII_HIST_AM R97957.	**SAT II American History and Social Studies Score** Highest standardized score for an SAT II American History and Social Studies exam.
SATII_PHYS R97	**SAT II Physics Score** Highest standardized score for an SAT II Physics exam. This SAT II variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_SAT variable series below.
SATII_HIST_WORLD R97958.	**SAT II World History Score** Highest standardized score for an SAT II World History exam.
SATII_SPANL R97	**SAT II Spanish Score** Highest standardized score for an SAT II Spanish exam. This SAT II variable is available for Wave 2 students only; students taking this exam in Wave 1 would have their score reported in the OTH_SAT variable series below.
OTH_SAT1 R97964.	**Number Other SAT 200400** Total number of other SAT II exams on which youth received a score of 200-400. May include additional exams in subjects listed above.
OTH_SAT2 R97965.	**Number Other SAT 401500** Total number of other SAT II exams on which youth received a score of 401-500. May include additional exams in subjects listed above.
OTH_SAT3 R97966.	**Number Other SAT 501600** Total number of other SAT II exams on which youth received a score of 501-600. May include additional exams in subjects listed above.
OTH_SAT4 R97967.	**Number Other SAT 601700** Total number of other SAT II exams on which youth received a score of 601-700. May include additional exams in subjects listed above.
OTH_SAT5 R97968.	**Number Other SAT 701800** Total number of other SAT II exams on which youth received a score of 701-800. May include additional exams in subjects listed above.

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High School Graduation Requirements (Geocode CD only)

Available on the restricted-use geocode CD only, these variables record information concerning high-school graduation requirements applicable to each case. GRADREQ_TYPE describes whether the requirements were in terms of credits, terms, or term/years. The five credit-requirement variables, GRADREQ_TOTAL through GRADREQ_SOC, give the total number of credits required for graduation and the numbers required from courses in the four specific subject areas of English, Math, Science, and Social Studies. The final variable, GRADREQ_SOURCE, shows where the requirements information was obtained. We preferred to show requirements information that came from or applied to the student's particular school, either through the individual school's catalog or website or from the school district. However, in some cases school-specific information was not available, and in these cases, we show graduation requirements set by the state in which the primary school was located, where these requirements could be determined. The values of the five credits-requirements variables must be divided by 100 before they can be used. Variable question names and titles are as follows:

TRANS_GRADREQ_TYPE	Credits or time requirements?
TRANS_GRADREQ_TOTAL	Graduation requirements, total
TRANS_GRADREQ_ENGL	Graduation requirements, English
TRANS_GRADREQ_MATH	Graduation requirements, Math
TRANS_GRADREQ_SCI	Graduation requirements, Science
TRANS_GRADREQ_SOC	Graduation requirements, Social Studies
TRANS_GRADREQ_SOURCE	Source of requirements data

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