

*National Longitudinal Study of  
Adolescent Health*

*Wave III  
Education Data  
Primary Codebook*

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# WAVE III EDUCATION DATA PRIMARY COMPONENT

**Not all variables discussed in this codebook are in the accompanying data file.  
Some will be released at a later date.**

## I. INTRODUCTION

### *A. Component Description*

The Primary Component of AHAA contains several types of indicators based on information collected from participating AHAA/Add Health schools and listed directly on student transcripts. One group of Primary Component measures conveys comprehensive information about the specific materials gathered from schools during the data collection process. Analysts can examine these measures to determine which and how many data collection instruments were submitted by each school for AHAA. Student-level disposition variables were also produced to enable assessment of the availability of information per AHAA/Add Health student. A third set of Primary indicators concern school characteristics as determined from completed School Information Forms (SIFs). Two final sets of Primary measures contain information concerning student exit or graduation status, and student college entrance exams.

The AHAA website, <http://www.prc.utexas.edu/ahaa/>, provides up-to-date information about the types of AHAA Primary Component data files currently available, and those that will be made available at a future date. This website also lists publications and additional research-related activities using Primary Component and other AHAA data.

### *B. Organization of Document*

The Primary Component codebook provides documentation of the primary or raw data indicators. Included in this documentation are detailed descriptions of the indicators, a discussion of the conventions used to name them, and a list of all missing codes applied to them. There is also an inventory of associated data files.

## II. PRIMARY DATA INDICATORS

### *A. Organization of Indicators*

The Primary data variables are organized into six sections. The first two sections display the school- and student-level disposition indicators. Following these sections is a presentation of the indicators constructed on the basis of completed SIFs. These indicators are ordered into two groups: 1) school attributes such as the types of special programs offered to students and Title I eligibility, and 2) the kinds of diplomas schools awarded and the credits students were required to earn in core academic subjects in order to receive these diplomas. The final two sections contain student-level indicators related

to student exit or graduation status, and college entrance exam information as recorded on transcripts.

### ***B. Data File Issues: School and Student Samples***

All schools last attended by respondents plus the original Add Health feeder schools are included in the school-level disposition data file, called edusch. Only schools with high school grade levels (9-12) are included in the data file edusif, which consists of information reported on completed SIFs. In general, feeder schools were not asked to submit SIFs during the AHAA data collection. (Two original Add Health schools that served only special education students and did not keep transcript records were also not included in either of the school-level files.)

Similarly, all respondents with a last school attended identification number (for whom we have last school attended information) are included in the student-level disposition data files edustd1 and edustd2. Only respondents whose transcripts recorded college entrance exam information are included in the standardized test data file, called edutest. As discussed in more detail below, all respondents for whom AHAA was able to collect exit or graduation status information are included in the student exit/graduation status data file, called edugrad.

### ***C. Description of Indicators***

#### **1. School-Level Disposition Indicators**

In general, these indicators have binary values indicating whether ( $0 = \text{no}$ ,  $1 = \text{yes}$ ) schools submitted specific data collection instruments such as student transcripts, and whether contextual information is available for a school. The third character of all school-level disposition variable names is **I**, standing for inventory.

These indicators are located in the edusch data file.

#### **ERITRN**

This binary variable indicates whether transcripts were received from participating schools (schools last attended by respondents only, no partners).

#### **ERINTRN**

This indicator conveys the total number of transcripts (respondents only, no partners) collected from each participating school.

#### **ERISIF**

This binary measure indicates whether schools submitted completed School Information Forms (SIF) and/or provided graduation requirement data.

## **ERISTEXT**

This indicator captures information about whether schools provided textbook lists for the math and science courses they offer. Schools that did not submit textbook lists are assigned a value of 0; schools that submitted only math lists are assigned the value 1; schools that submitted only science textbook lists are attributed the value 2; and schools that submitted math and science textbook lists are assigned a value of 3 for this variable.

## **ERICCD**

This indicator notes whether information from the Common Core of Data (CCD) is available for each school. Schools that were linked to the CCD surveys are assigned a value of 1 for this variable.

## **ERIPSS**

This indicator refers to whether information from the Private School Survey (PSS) was attached to each school. Schools that were linked to the PSS are assigned a value of 1 for this variable.

## **2. Student-Level Disposition Indicators**

In general, these variables have binary values indicating whether (0 = no, 1 = yes) particular types of AHAA data are available for each student. The third character of all student-level disposition variable names is **I**, standing for inventory.

These indicators are located in the edustd1 and edustd2 data files.

## **ERILSAID**

This indicator provides the identification number of the last high school each student attended as recorded on student transcripts.

## **ERITRAN**

This binary measure provides information about whether a transcript was collected for a given student.

## **ERIDTRAN**

This indicator refers to the exact date each student transcript was received. If a transcript was not collected for a student, the student is assigned the missing value 9991. If a transcript was collected for a student but the date of collection was not reported, the student is assigned the missing value 9993.

## **ERIGRAD**

This binary measure indicates whether exit status and/or graduation (month and/or year) information is available for students, and, thus, whether the student is included in the edugrad data file.

## **ERITEST**

This binary variable indicates whether college entrance exam (e.g. ACT, PSAT, SAT) information is available for a student, and, thus, whether the student is included in the edutest data file.

## **ERICOUR**

This binary variable refers to whether course-level data is available for a student. Students assigned a value of *1* are included in the Linking Component and in the data files associated with the Academic Courses Component.

## **ERITEXT**

This categorical measure relates to the Curriculum Component and identifies which students have any curriculum data (coded textbook information linked to the math or science courses recorded on student transcripts per year and overall). Students without curriculum data are assigned the value *0*. Students with both math and science curriculum data are assigned the value *1*, students with only math curriculum data are assigned the value *2*, and students with only science curriculum data are assigned the value *3*.

## **ERISCCD**

This binary measure indicates whether students were enrolled in schools linked to the CCD surveys.

## **ERISPSS**

This binary measure indicates whether students were enrolled in schools linked to the PSS.

## **ERICOVLP**

This binary measure refers to whether network information (course-overlap or local position) was constructed for a student in 1994-1995 and/or in 1995-1996.

### **3. School Characteristics**

These indicators were constructed on the basis of survey information school administrators provided on completed School Information Forms and are located in the data file edusif.

### **i. Type of High School**

These indicators refer to the classifications school administrators applied to their respective schools. These variables are assigned binary values ( $0 = \text{no}$ ,  $1 = \text{yes}$ ) dependent upon whether school administrators designated their schools as cooperative, alternative, charter, technical, or vocational types of high schools. Importantly, these categories are not mutually exclusive. For example, some schools were defined by administrators as both cooperative and vocational, and therefore were assigned a value of  $1$  for both **ERHSTYPV** and **ERHSTYPC**.

#### **ERHSTYPV**

This binary variable indicates whether administrators classified their schools as vocational high schools.

#### **ERHSTYPT**

This binary indicator measures whether administrators identified their high schools as technical schools.

#### **ERHSTYPH**

This binary variable indicates whether administrators defined their schools as charter high schools.

#### **ERHSTYPC**

This binary variable indicates whether administrators classified their high schools as cooperative schools.

#### **ERHSTYPA**

This binary indicator measures whether administrators defined their schools as alternative high schools.

### **ii. Graduation Test Requirements**

The following indicator relates to the tests schools required students to pass prior to graduation.

#### **ERGRATST**

This binary variable indicates whether students in participating schools were required to pass competency tests or performance assessments in order to graduate. Examples of these types of graduation tests include, but are not limited to, state competency exams, district competency exams, assessment exams, Regents exams, achievement tests, aptitude tests, basic standards tests, exit exams, U.S. Constitution tests, citizenship exams, and computer literacy exams.

### **iii. Title I Eligibility**

#### **ERTITLEI**

This binary variable indicates whether a school is eligible to receive Title I funds.

### **iv. School Programs Offered**

These indicators were developed on the basis of responses school administrators supplied to an open-ended SIF survey question regarding the types of special programs their schools make available to students. To best organize the wide variety of reported responses, AHAA researchers grouped similar programs together into broader, representative categories. Given these two factors, it is inappropriate for analysts to assume that summing the information captured by these indicators provides a definitive accounting of the total number of special programs participating schools offer.

It is important to note that schools that did not report offering any special programs to students were attributed the missing value 9995, 'legitimate skip,' for all of the specific special program flag indicators. These schools were also assigned the value 0 for the flag variable (**ERPROGRA**) indicating whether special programs were available to students.

In general, these indicators have binary values indicating whether (0 = no, 1 = yes) schools reported offering particular types of programs to students.

#### **ERPROGRA**

This binary measure indicates whether schools offered any special programs.

#### **ERPROIB**

This binary measure indicates whether schools offered International Baccalaureate programs.

#### **ERPROAP**

This binary indicator measures whether schools offered AP programs/classes.

#### **ERPROHON**

This binary measure indicates whether schools offered Honors programs. A sampling of school programs considered representative of this category include, but are not limited to: academic scholars program, honors, LEAP, program for exceptional students, and college incentive/college classes for students.

**ERPROGTE**

This binary measure captures whether schools offered Gifted and Talented type programs.

**ERPROMGT**

This binary indicator measures whether schools offered a magnet program.

**ERPROART**

This binary indicator measures whether schools offered art-related programs. Programs associated with this category include: music, performing arts, visual arts, and fine arts.

**ERPROSTM**

This binary indicator measures whether schools offered any special programs related to science and technology. A sample of such programs includes, but is not limited to: math and science academy, technology education, health science and engineering, greenhouse, pre-engineering, and pre-architecture.

**ERPROCAR**

This binary indicator relates to whether schools offered career oriented programs. Such programs include, but are not limited to: business, career and life skills, future teachers, agricultural, internship/leadership training, and law and public service/affairs programs.

**ERPROAEP**

This binary measure refers to whether schools offered adult education programs.

**ERPROROT**

This binary indicator concerns whether schools offered ROTC programs.

**ERPROAID**

This binary indicator measures whether schools offered Advancement Via Individual Determination (AVID) programs.

**ERPROSTW**

This binary measure relates to whether schools offered school-to-work programs.

## **ERPROCNE**

This binary measure concerns whether schools offered any type of continuing education programs. Programs within this category include, but are not limited to: GED, correspondence study, distance learning, independent study, and private high school completion program.

## **ERPROOUT**

This binary measure relates to whether schools offered outreach type programs. Programs within this category include, but are not limited to: Outward Bound, GEAR UP, outdoor education, and wilderness experience programs.

## **ERPROSPE**

This binary indicator refers to whether schools offered special education programs. Programs within this category consist of remedial programs and special education programs tailored to those with disabilities (physical or emotional).

## **ERPROESL**

This binary indicator captures whether schools offered English as a Second Language (ESL) or other bilingual programs.

## **ERPROREL**

This binary indicator measures whether schools offered a religious curriculum or program. Programs within this category include, but are not limited to: Christian education, religious or ethical training, theology, and religious-education courses.

## **ERPROOTH**

This binary measure indicates whether schools offered any ‘other’ special programs. Programs within this category include, but are not limited to: international studies, child care services, renaissance program, citizenship programs, community resources for study, and Indian academic programs.

### **4. School Graduation Credit Requirements**

The school graduation credit requirements indicators were reported by school administrators on the SIF survey, and were not constructed or altered by AHAA researchers. These indicators capture information related to the types of diplomas offered by schools, and the minimum amount of credits students were required to earn in each core academic subject in order to receive them. It is important to note that the credits were not rescaled into Carnegie units for comparability across schools. In addition, because academic indicators for individual students were rescaled to Carnegie units (see the Academic Courses Component and the study design document for information about this issue), the schools’ graduation credit requirements units are not necessarily directly

comparable to student-level indicators. These graduation credit requirements indicators are located in the edudiplo file.

This file includes 60 observations for each Add Health/AHAA school and only three analytic variables, plus school ID (SCID). The number of required credits is reported for each of six possible diploma types (Standard, Honors, Vocational and Special Education, Arts, and Other), and for each of ten subject categories ('total,' English, Math, Computer Science, Social Studies, Science, Foreign Language, Physical Education, 'other1,' 'other2').

### **ERDIPLOM**

This indicator refers to the types of diplomas schools reported as offering to students on completed SIFs. Categories for this indicator include: Standard, Honors, Vocational, and Special Education (SPED), Arts, and Other.

### **ERSBJECT**

This indicator relates to the academic subjects in which students must have earned credits in order to receive specific diplomas. Categories for this indicator consist of: 'total,' English, Math, Computer Science, Social Studies, Science, Foreign Language, Physical Education, 'other1,' and 'other2.'

### **ERCREDIT**

This indicator lists the number of credits schools required students to earn in each of the 10 subjects inventoried above to receive specific kinds of diplomas (Standard, Honors, Vocational, Special Education, Arts, and Other). In order to interpret the values assigned to this variable, analysts must use it in conjunction with the other two school graduation requirements indicators. For example, analysts must examine the **ERSBJECT** indicator to determine the particular subject to which the credit value corresponds, and the **ERDIPLOM** indicator to identify for which kind of diploma the credit value is required.

Analysts must exercise caution when using the **ERCREDIT** variable in comparative analyses because of significant differences in the methods schools used to calculate and report credit requirements. (The credit values appear exactly as listed by school administrators and were not standardized for comparability across schools).

## **5. Student College Entrance Exam Information**

The student college entrance exam indicators described below were developed on the basis of information listed directly on students' transcripts and were not constructed or altered by AHAA researchers. These indicators capture information related to standardized college entrance exams taken by students (ACT, PSAT composite, PSAT math, PSAT verbal, SAT math, and SAT verbal). It is important to note that only students with transcripts reporting test score information (a very limited sample) were assigned values for these indicators and included in the student-by-test level data file, edutest. The

**ERITEST** indicator discussed in the student disposition section captures information about which students have college entrance exam data.

It is important to note that some reported scores fall outside the valid range of scores for particular exams (e.g. scores greater than 36 for the ACT). However, none of these outliers exceed the range of valid scores for all standardized college entrance exams. For example, while a value of 78 exceeds the maximum attainable value for the ACT, it is within the acceptable range of values for the PSAT verbal and PSAT math exams. Therefore, analysts must exercise caution when using the **ERSTEST** variable (score on test), and decide to either drop or re-code the cases with invalid scores. (Note that one score reported for the SAT math, 940, exceeds the highest mark possible for this exam. However, this value is within the valid score range for the SAT composite).

The college entrance exam indicators are located in the data file edutest.

### **ERNTEST**

This categorical indicator provides information about the names of the standardized college entrance exams (ACT, PSAT composite, PSAT math, PSAT verbal, SAT math, SAT verbal) recorded on student transcripts. Students were attributed specific numeric values for this variable depending upon which standardized exam(s) appeared on their transcripts. For example, students who took the ACT were assigned a value of *900* for this variable. Those who took other tests were assigned the following numeric values: PSAT composite = *901*, PSAT math = *902*, PSAT verbal = *903*, SAT math = *904*, and SAT verbal = *905*.

A significant proportion of students took multiple exams. Analysts interested in determining how many and which exams each student took should examine this variable in combination with the **ERTESTID** variable discussed below.

### **ERDTEST**

This indicator provides information about the date standardized tests were taken by students. Students who took the ACT on June 1, 1996, for example, were assigned the value *6/1/1996* for this variable, and those who took the ACT on May 19, 2000 were assigned the value *5/19/2000*. The missing value *9993* was attributed to students if test dates did not appear on their transcript records.

Because we were unable to determine the validity of the following suspicious test dates: “9/9/1999” (24 cases), “1/1/1991” (25 cases), “1/1/2001” (6 cases), and “1/1/1999” (97 cases), we recorded them as actual test dates instead of as potentially missing. Analysts interested in using this variable will need to investigate these cases further in order to conclusively make a determination about their validity.

## **ERSTEST**

This indicator captures information about college entrance exam scores reported on student transcripts. Students receiving a score of 25 on the ACT, for example, were assigned the value 25 for the corresponding **ERSTEST** variable.

## **ERTESTID**

This indicator provides information about the unique identification number assigned to each student test record. For example, students who took both the ACT and PSAT composite were assigned two unique numeric values for the variable **ERTESTID**, each value corresponding to one of these two exams. It is important to note that the numeric values attributed to each student test record do not relate to scores, but reflect the sequential order in which exam information as recorded on student transcripts was entered into the AHAA test data file.

This variable enables analysts to determine the total number of standardized college entrance exams reported on each student's transcript. Analysts can decipher which particular exams each student took by examining the variable **ERNTEST**.

## **6. Student-Exit Status Indicators**

These indicators came directly from student transcripts or related materials and were not constructed or altered by AHAA researchers. These indicators, described in detail below, capture information related to high school graduation. In most cases, information for these variables came from student transcripts. When a transcript was not available, information entered on the transcript request form or any additional information that the school provided was used.

These indicators are located in the edugrad file.

## **EREXITST**

This indicator describes the student's exit status from high school. Categories for this variable include: graduated with standard diploma, graduated with honors diploma, graduated with special education diploma, received certificate of attendance, still enrolled, dropped out, non-graduate, certificate of completion, and graduate equivalency diploma.

## **ERGRADM**

This variable conveys the month of high school graduation.

## **ERGRADY**

This indicator refers to the calendar year of students' high school graduation.

All of these variables have a significant amount of missing data, largely as a result of variation in the information recorded on students' transcripts by different schools.

Additionally, there are a few students whose value on the graduation year variable precedes 1994-95 (the first year of Add Health), and therefore these cases require caution. Analysts might choose to compare students' values on these variables to the self-reports of high school graduation and related educational indicators available from the Wave III survey of Add Health.

### III. NAMING CONVENTIONS AND MISSING CODES

#### A. *Variable Names and Labels*

Primary or raw data variables were labeled according to a standard format.

1. Each variable consists of up to but not exceeding eight upper-case characters.
2. The initial character of all variables is **E**, serving as a reference to the education component of Add Health (AHAA).
3. The second character of all variables, the letter **R**, stands for raw or primary data and specifies that each of these variables belongs to the Primary data component of the broader Add Health/AHAA data set.
4. The third character of all student- and school-level disposition variables (found in edustd1 and edusch) is **I**, representing inventory.
5. The remaining characters describe the general and more specific information summarized by the variable. For example, the third through fifth characters of all school program variable names is **PRO** for program, and the remaining three characters signify a particular program (e.g. **AP** for Advanced Placement programs).
6. While the variable names consist of eight or fewer characters, the labels assigned to each variable consist of up to but not exceeding 40 characters including spaces.

#### B. *Data File Names*

1. The first three letters of all Primary Component data files are edu, serving as a reference to AHAA, the education component of Add Health.
2. The final five characters are descriptive of the data file contents. For example, the data file containing indicators about school characteristics (constructed on the basis of completed SIFs) is entitled edusif.

#### IV. MISSING CODES

- A. 9991: No transcript data exists for a given student.
- B. 9992: No graduation date or exit status is recorded on a student's transcript (used as an entry for **EREXITST**, **ERGRADM** and **ERGRADY**).
- C. 9993: No date is reported – for example, when a student's transcript records no date for a standardized test or when the submission date for transcripts is not available.
- D. 9994: Information is not provided by the school – for example, when a school did not provide information or answer questions on the SIF.
- E. 9995: Indicates a 'legitimate skip' – for example, as an entry for all specified special program flag variables in the case of a school that did not offer special programs.

#### V. DATA FILE INVENTORY

- A. edusch – school-level disposition file providing information about the types of data collection instruments submitted by participating schools.
- B. edustd1 and edustd2 – student-level disposition files containing indicators referring to the types of data available for each study respondent.
- C. edusif – this file contains data related to the information administrators provided about school features on completed SIFs.
- D. edudiplo – this data file contains information related to the types of diplomas schools offered and the credits students needed to earn in each core academic subject in order to receive these diplomas.
- E. edutest – this data file contains information pertaining to college entrance exams (available for only a limited number of respondents).
- F. edugrad – this file lists the indicators concerning student exit status, as well as date of graduation.

## VI. QUICK REFERENCE GUIDE

### *A. School-Level Disposition Indicators*

<b>ERITRN</b>	Binary variable that indicates whether transcripts were received from participating schools (schools last attended by respondents only, no partners).
<b>ERINTRN</b>	Total number of transcripts (respondents only, no partners) collected from each participating school.
<b>ERISIF</b>	Binary variable that indicates whether schools submitted completed School Information Forms (SIF) and/or provided graduation requirement data.
<b>ERISTEXT</b>	Categorical variable that indicates whether schools provided textbook lists for the math and/or science courses they offer.
<b>ERICCD</b>	Binary variable that indicates whether information from the Common Core of Data (CCD) is available for each school.
<b>ERIPSS</b>	Binary variable that indicates whether information from the Private School Survey (PSS) was attached to each school.

### *B. Student-Level Disposition Indicators*

<b>ERILSAID</b>	Identification number of the last high school each student attended as recorded on student transcripts.
<b>ERITRAN</b>	Binary variable indicating whether a transcript was collected for a given student.
<b>ERIDTRAN</b>	Date student transcript was received.
<b>ERIGRAD</b>	Binary variable that indicates whether exit status and/or graduation (month and/or year) information is available for a student, and, thus, whether the student is included in the <u>edugrad</u> data file.
<b>ERITEST</b>	Binary variable indicating whether college entrance exam (e.g. ACT, PSAT, SAT) information is available for a student, and, thus, whether the student is included in the <u>edutest</u> data file.
<b>ERICOUR</b>	Binary variable that indicates whether course-level data is available for a student.
<b>ERITEXT</b>	Categorical variable that relates to the Curriculum Component and identifies which students have math and/or science curriculum data.

<b>ERISCCD</b>	Binary variable that indicates whether students were enrolled in schools linked to the CCD surveys.
<b>ERISPSS</b>	Binary variable that indicates whether students were enrolled in schools linked to the PSS.
<b>ERICOVLP</b>	This binary measure refers to whether network information (course-overlap or local position) was constructed for a student in 1994-1995 and/or in 1995-1996.

### *C. School Characteristics*

#### **1. Type of High School**

<b>ERHSTYPV</b>	Binary variable indicating whether school administrators identified their high schools as vocational schools.
<b>ERHSTYPT</b>	Binary variable indicating whether school administrators identified their high schools as technical schools.
<b>ERHSTYPH</b>	Binary variable indicating whether school administrators identified their high schools as charter high schools.
<b>ERHSTYPC</b>	Binary variable indicating whether school administrators identified their high schools as cooperative schools.
<b>ERHSTYPA</b>	Binary variable indicating whether school administrators identified their high schools as alternative high schools.

#### **2. Graduation Test Requirements**

<b>ERGRATST</b>	Binary variable indicating whether students in participating schools were required to pass competency tests or performance assessments in order to graduate.
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#### **3. Title I Eligibility**

<b>ERTITLEI</b>	Binary variable that indicates whether a school was eligible to receive Title I funds.
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#### **4. School Programs Offered**

<b>ERPROGRA</b>	Binary variable indicating whether a school offered any special programs.
<b>ERPROIB</b>	Binary variable indicating whether a school offered International Baccalaureate programs.

<b>ERPROAP</b>	Binary variable indicating whether a school offered AP programs/classes.
<b>ERPROHON</b>	Binary variable indicating whether a school offered Honors programs/classes.
<b>ERPROGTE</b>	Binary variable indicating whether a school offered Gifted and Talented type programs.
<b>ERPROMGT</b>	Binary variable indicating whether a school offered magnet program.
<b>ERPROART</b>	Binary variable indicating whether a school offered art-related programs.
<b>ERPROSTM</b>	Binary variable indicating whether a school offered science and technology programs.
<b>ERPROCAR</b>	Binary variable indicating whether a school offered career oriented programs.
<b>ERPROAEP</b>	Binary variable indicating whether a school offered adult education programs.
<b>ERPROROT</b>	Binary variable indicating whether a school offered ROTC programs.
<b>ERPROAID</b>	Binary variable indicating whether a school offered Advancement Via Individual Determination (AVID) programs.
<b>ERPROSTW</b>	Binary variable indicating whether a school offered school-to-work programs.
<b>ERPROCNE</b>	Binary variable indicating whether a school offered continuing education programs.
<b>ERPROOUT</b>	Binary variable indicating whether a school offered outreach type programs.
<b>ERPROSPE</b>	Binary variable indicating whether a school offered special education.
<b>ERPROESL</b>	Binary variable indicating whether a school offered English as a Second Language (ESL) or other bilingual programs.
<b>ERPROREL</b>	Binary variable indicating whether a school offered religious curriculum or programs.

**ERPROOTH** Binary variable indicating whether a school offered any ‘other’ special programs.

*D. School Graduation Credit Requirements*

**ERDIPLOM** Types of diplomas (Standard, Honors, Vocational, and/or Special Education, Arts, and Other) schools offered to students (as indicated on the SIF).

**ERSBJECT** Academic subjects in which students must have earned credits in order to receive specific diplomas.

**ERCREDIT** Number of credits schools required students earn in each subject to receive specific kinds of diplomas.

*E. Student College Entrance Exam Information*

**ERNTEST** Categorical variable indicating the names of the standardized college entrance exams (ACT, PSAT composite, PSAT math, PSAT verbal, SAT math, SAT verbal) recorded on student transcripts.

**ERDTEST** Date standardized tests were taken by students.

**ERSTEST** College entrance exam scores reported on student transcripts.

**ERTESTID** Unique identification number assigned to each student test record.

*F. Student-Exit Status Information*

**EREXITST** This indicator describes the student’s exit status from high school.

**ERGRADM** This variable conveys the month of high school graduation.

**ERGRADY** This indicator refers to the calendar year of students’ high school graduation.

## Education Data - Primary Component – School-Level Disposition Indicators

Data file name: edusch 1-18-08

Education - Primary Component – School-Level Disposition Indicators

<b>scid</b>		Str 5	School Identifier NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	001	
1	0.1%	002	
1	0.1%	003	
1	0.1%	006	
1	0.1%	007	
1217	99.2%	008 -9480	NOTE: Range of values omitted from display
1	0.1%	9591	
1	0.1%	9594	
1	0.1%	9615	
1	0.1%	9621	
1	0.1%	9969	

<b>eritrn</b>		Num 1	Transcripts Received
Frequency	Percent	Value	Label
260	21.2%	0	No
967	78.8%	1	Yes

<b>erintrn</b>		Num 2	Number of Transcripts Received NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
260	21.2%	0	0
619	50.4%	1	1
136	11.1%	2	2
51	4.2%	3	3

20	1.6%	4	4
136	11.1%	5-215	NOTE: Range of values omitted from display
1	0.1%	218	218
1	0.1%	241	241
1	0.1%	349	349
1	0.1%	658	658
1	0.1%	940	940

<b>erisif</b>		Num 1	School Information Form Received
Frequency	Percent	Value	Label
324	26.4%	0	No
903	73.6%	1	Yes

<b>eristext</b>		Num 1	Textbook List Received
Frequency	Percent	Value	Label
1088	88.7%	0	Did not submit textbook list
14	1.1%	1	Submitted only math textbook list
22	1.8%	2	Submitted only science textbook list
103	8.4%	3	Submitted math and science textbook lists

<b>ericcd</b>		Num 1	Data Taken from CCD
Frequency	Percent	Value	Label
294	24.0%	0	No
933	76.0%	1	Yes

<b>eripss</b>		Num 1	Data Taken from PSS
Frequency	Percent	Value	Label
1114	90.8%	0	No
113	9.2%	1	Yes

## Education Data - Primary

Data file name: edustd1

Education Data - Primary

<b>aid</b>		Str 8	Respondent Identifier NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.0%	10316654	
1	0.0%	10316952	
1	0.0%	10506342	
1	0.0%	10570810	
1	0.0%	10606128	
14065	99.9%	11316754-99886992	NOTE: Range of values omitted from display
1	0.0%	99886993	
1	0.0%	99886994	
1	0.0%	99886995	
1	0.0%	99886996	
1	0.0%	99886999	

<b>erilsaid</b>		Str 5	Identification Number of Last School Attended NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
18	0.1%	001	
37	0.3%	002	
53	0.4%	003	
129	0.9%	006	
95	0.7%	007	
13735	97.6%	008 -9480	NOTE: Range of values omitted from display
1	0.0%	9591	
1	0.0%	9594	
1	0.0%	9615	

1	0.0%	9621	
4	0.0%	9969	

Note on variable ERILSAID: Although school 327 is listed as a middle school in previous Add Health data files, it is considered a high school in the Education data. School 327 in the Education data is the high school component (grades 9-12) of the Add Health middle school (grades 7-8).

## Education Data - Primary Component – Student-Level Disposition Indicators

Data file name: edustd2 1-18-08

Education - Primary Component – Student-Level Disposition Indicators

<b>aid</b>		Str 8	Respondent Identifier NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.0%	10316654	
1	0.0%	10316952	
1	0.0%	10506342	
1	0.0%	10570810	
1	0.0%	10606128	
14065	99.9%	11316754-99886992	NOTE: Range of values omitted from display
1	0.0%	99886993	
1	0.0%	99886994	
1	0.0%	99886995	
1	0.0%	99886996	
1	0.0%	99886999	

<b>eritrans</b>		Num 1	Transcript Collected
Frequency	Percent	Value	Label
1815	12.9%	0	No
12260	87.1%	1	Yes

<b>eridtrans</b>		Str 7	Date Transcript or Exit status/Graduation Data Received NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
6	0.0%	01/2002	
226	1.6%	01/2003	
1	0.0%	02/2002	
483	3.4%	02/2003	

232	1.6%	03/2003	
7712	54.8%	04/2002-11/1995	NOTE: Range of values omitted from display
2763	19.6%	11/2002	
845	6.0%	12/2002	
3	0.0%	12/2003	
1795	12.8%	9991	No transcript data exists for given student
9	0.1%	9993	No date is reported

<b>erigrad</b>		Num 1	Exit status and/or Graduation Data Received
Frequency	Percent	Value	Label
411	2.9%	0	No
13664	97.1%	1	Yes

<b>eritest</b>		Num 1	Test Information Received
Frequency	Percent	Value	Label
9859	70.0%	0	No
4216	30.0%	1	Yes

<b>ericour</b>		Num 1	Course Level Information Received
Frequency	Percent	Value	Label
1834	13.0%	0	No
12241	87.0%	1	Yes

<b>eritext</b>		Num 1	Curriculum Information Constructed
Frequency	Percent	Value	Label
4279	30.4%	0	No curriculum data constructed
7399	52.6%	1	Student with math and science curriculum data
1009	7.2%	2	Student with only math curriculum data
1388	9.9%	3	Student with only science curriculum data

<b>eriscdd</b>		Num 1	In a School Linked to CCD
Frequency	Percent	Value	Label
1185	8.4%	0	No

12890	91.6%	1	Yes
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<b>erispss</b>		Num 1	In a School Linked to PSS
Frequency	Percent	Value	Label
13227	94.0%	0	No
848	6.0%	1	Yes

<b>ericovlp</b>		Num 1	Network Information Constructed
Frequency	Percent	Value	Label
6035	42.9%	0	No
8040	57.1%	1	Yes

## Education Data - Primary Component - School Characteristics

Data file name: edusif

Education - Primary Component - School Characteristics

<b>scid</b>		Str 5	School Identifier NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	002	
1	0.1%	003	
1	0.1%	006	
1	0.1%	007	
1	0.1%	008	
731	98.7%	009 -9456	NOTE: Range of values omitted from display
1	0.1%	9462	
1	0.1%	9591	
1	0.1%	9594	
1	0.1%	9621	
1	0.1%	9969	

<b>erhstypv</b>		Num 1	Vocational type of high school
Frequency	Percent	Value	Label
534	72.1%	0	No
207	27.9%	1	Yes

<b>erhstyp</b>		Num 1	Technical type of high school
Frequency	Percent	Value	Label
624	84.2%	0	No
117	15.8%	1	Yes

<b>erhstyp</b>		Num 1	Charter type of high school
Frequency	Percent	Value	Label

740	99.9%	0	No
1	0.1%	1	Yes

<b>erhstypc</b>		Num 1	Cooperative type of high school
Frequency	Percent	Value	Label
622	83.9%	0	No
119	16.1%	1	Yes

<b>erhstypa</b>		Num 1	Alternative type of high school
Frequency	Percent	Value	Label
725	97.8%	0	No
16	2.2%	1	Yes

<b>ergratst</b>		Num 1	Graduation test requirement
Frequency	Percent	Value	Label
502	67.7%	0	No
239	32.3%	1	Yes

<b>ertitlei</b>		Num 1	School qualifies for Title I
Frequency	Percent	Value	Label
737	99.5%	0	No
4	0.5%	1	Yes

<b>erprogra</b>		Num 1	Special program offered
Frequency	Percent	Value	Label
496	66.9%	0	No
245	33.1%	1	Yes

<b>erproib</b>		Num 2	International Baccalaureate
Frequency	Percent	Value	Label
207	27.9%	0	No
38	5.1%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erproap</b>		Num 2	Advanced placement offered
Frequency	Percent	Value	Label
102	13.8%	0	No
143	19.3%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprohon</b>		Num 2	Honors program offered
Frequency	Percent	Value	Label
235	31.7%	0	No
10	1.3%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprogte</b>		Num 2	Gifted and talented education offered
Frequency	Percent	Value	Label
192	25.9%	0	No
53	7.2%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erpromgt</b>		Num 2	Magnet program offered
Frequency	Percent	Value	Label
231	31.2%	0	No
14	1.9%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erproart</b>		Num 2	Art related program offered
Frequency	Percent	Value	Label
227	30.6%	0	No
18	2.4%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprostm</b>		Num 2	Science technology program offered
Frequency	Percent	Value	Label
231	31.2%	0	No

14	1.9%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprocar</b>		Num 2	Career-oriented program offered
Frequency	Percent	Value	Label
231	31.2%	0	No
14	1.9%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erproaep</b>		Num 2	Adult education program offered
Frequency	Percent	Value	Label
234	31.6%	0	No
11	1.5%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprorot</b>		Num 2	ROTC program offered
Frequency	Percent	Value	Label
153	20.6%	0	No
92	12.4%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erproaid</b>		Num 2	AVID program offered
Frequency	Percent	Value	Label
244	32.9%	0	No
1	0.1%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprostw</b>		Num 2	School to work program offered
Frequency	Percent	Value	Label
224	30.2%	0	No
21	2.8%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprocne</b>		Num 2	Continuing education program offered
Frequency	Percent	Value	Label
236	31.8%	0	No
9	1.2%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erproout</b>		Num 2	Outreach program offered
Frequency	Percent	Value	Label
240	32.4%	0	No
5	0.7%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprospe</b>		Num 2	Special education program offered
Frequency	Percent	Value	Label
100	13.5%	0	No
145	19.6%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erproesl</b>		Num 2	English as a second language offered
Frequency	Percent	Value	Label
166	22.4%	0	No
79	10.7%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprorel</b>		Num 2	Religious studies program offered
Frequency	Percent	Value	Label
225	30.4%	0	No
20	2.7%	1	Yes
496	66.9%	9995	Legitimate skip

<b>erprooth</b>		Num 2	Other program offered
Frequency	Percent	Value	Label
236	31.8%	0	No

9	1.2%	1	Yes
496	66.9%	9995	Legitimate skip

## Education Data - School Graduation Credit Requirements

Data file name: edudiplo

Education Data - School Graduation Credit Requirements

<b>scid</b>		Str 5	SCHOOL IDENTIFICATION NUMBER NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
60	0.1%	002	
60	0.1%	003	
60	0.1%	006	
60	0.1%	007	
60	0.1%	008	
67800	99.1%	009 -9981	NOTE: Range of values omitted from display
60	0.1%	9984	
60	0.1%	9990	
60	0.1%	9993	
60	0.1%	9996	
60	0.1%	9999	

<b>erdiplo</b>		Num 1	Type of Diploma
Frequency	Percent	Value	Label
11400	16.7%	1	Standard
11400	16.7%	2	Honors
11400	16.7%	3	Vocational
11400	16.7%	4	Special Education (SPED)
11400	16.7%	5	Arts
11400	16.7%	6	Other

<b>ersubj</b>		Num 1	Subject Area of Requirements
Frequency	Percent	Value	Label
6840	10.0%	1	Total

6840	10.0%	2	English
6840	10.0%	3	Math
6840	10.0%	4	Computer Science
6840	10.0%	5	Social Studies
6840	10.0%	6	Science
6840	10.0%	7	Foreign Language
6840	10.0%	8	Physical Education
6840	10.0%	9	Other1
6840	10.0%	10	Other2

<b>ercredit</b>		Num 8	Minimum Credits NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
56270	82.3%	0	
6	0.0%	.2	
1	0.0%	.3	
290	0.4%	.5	
5	0.0%	.7	
11814	17.3%	1-240	NOTE: Range of values omitted from display
8	0.0%	250	
1	0.0%	256	
3	0.0%	260	
1	0.0%	265	
1	0.0%	270	