

*National Longitudinal Study of  
Adolescent Health*

*Wave III  
Education Data  
Academic Courses Component  
History and Social Sciences*

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**WAVE III EDUCATION DATA**  
**ACADEMIC COURSES COMPONENT**  
*HISTORY AND SOCIAL SCIENCES*

**I. INTRODUCTION**

The official AHAA website (<http://www.prc.utexas.edu/ahaa/>) provides full documentation of the theoretical underpinnings of the Academic Courses component. This website also lists all publications, and other current research-related activities based on the Academic Courses data. Full documentation of the Academic Courses indicators is included in Edu1.pdf which is also available in the Wave III education data codebooks on the Add Health website (<http://www.cpc.unc.edu/projects/addhealth>).

The following introductory paragraphs present a general overview of the Academic Courses indicators, and detail the organizational structure of the Academic Courses users' guide.

*A. Summary of Academic Courses Indicators*

The Academic Courses component of AHAA contains academic status and/or performance indicators for math, science, foreign language, English, history/social sciences, physical education (PE), and a combined category (overall) which includes all coursework taken including non-core and non-academic classes. Up to six types of Academic Course indicators were constructed for each of these subjects, and for the overall category. These include course sequence variables, course type indicators, course grade measures, course failures, semesters attempted, and credits earned variables. An overview of each indicator type is presented immediately below.

Course sequence variables measure the trajectories or strands of courses taken by students in highly differentiated and sequentially ordered subjects. Because math, science, and foreign language courses are typically organized into hierarchical, linear sequences – meaning successive courses are recognized as being more advanced and generally requiring more prerequisites – variables that capture students' location within these subjects' course hierarchies in each year and by the end of high school were created. 'B' versions of the math and science course sequence variables were also constructed where students were placed at a given level in the math and science course structures only if they received credit for courses taken. These two types of course sequence variables allow analysts the option of exploring whether students take certain levels of math or science courses, and/or if they successfully complete these courses.

Although English and history/social science courses arguably become more complex and rigorous over time (i.e., a 4<sup>th</sup> year English 'survey' course will generally

contain more challenging material than a standard 1<sup>st</sup> year ‘survey’ course), enrollment in later English and history/social science coursework is not necessarily contingent upon prior mastery of a specific set of concepts or acquisition of a particular knowledge base. The greater variety and incomparability of English and history/social science courses (because they tend not to be differentiated by topic) offered across and within AHAA schools also complicates attempts to organize them into a coherent hierarchical trajectory. Given these issues, no course sequence variables were constructed for English and history/social sciences. Course sequence variables were also not created for PE.

The second category of Academic Course indicators are course type variables which facilitate identification of the degree of difficulty and/or type of coursework taken by students in certain subjects, shedding insight into the grouping of these students according to ability. Specifically, analysts can explore these variables to determine if students took honors, Advanced Placement (AP), International Baccalaureate (IB), or remedial courses in English and history/social science in each year of high school course-taking. The English and history/social science course type variables are significantly detailed – representing particularly important measures of students’ academic position/positional advantage in these two core academic subjects. The course type indicators developed for PE, while not informative of ability level, enable identification of the specific kinds of PE courses students enrolled in during each year of high school.

Six course type variables were also developed for foreign language. Analysts can use foreign language course type variables to identify which students ever enrolled in AP/IB level foreign language during their high school careers, which students took multiple foreign languages, which students took English as a Second Language (ESL) classes, which specific types of ESL classes students enrolled in (either language-based or content area), and to discern which specific foreign languages were collapsed into the category ‘other’ foreign language.

The third set of constructed Academic Course measures includes grade point average (GPA) variables that capture students’ academic performance in the key curricular subjects (math, science, foreign language, English, history/social science, and PE) as well as across all subjects including non-core and non-academic courses (overall). Measures of students’ subject-specific and overall GPAs were produced for each year of high school course-taking and cumulatively across all years of high school.

The fourth set of Academic Course indicators are course failure or failure index variables. These were constructed to facilitate examination of the extreme low end of academic achievement. Separate failure index measures were produced for math, science, foreign language, English, and history/social science. Overall measures of the proportion of courses that students failed in each year of course-taking and cumulatively across all years of high school are also available. Course failure measures were not produced for PE.

The final two sets of constructed Academic Courses indicators consist of semesters attempted and credits earned variables which convey information about the

intensity of students' exposure to course content. Specifically, these variables inform the analyst of the number of semester-length courses students attempted in each of the core academic subjects per year of high school, and the amount of credit, if any, students received for them. Overall semesters attempted and credits earned variables were also produced to enable analytical assessment of the total amount of coursework students took and received credit for in each year and cumulatively. This information is critical to understanding Add Health students' academic experiences because learning opportunities and the benefits of education are largely determined by the *quantity* of course work taken. Importantly, these variables are not restricted to graded courses as in the case of the GPA and failure index variables, but capture information about all types of high school coursework taken by students including pass/fail and non-graded courses. Thus, they enable a comprehensive evaluation of students' high school course-taking patterns and academic achievement in the key curricular subjects and overall. It is important to note that only credits earned indicators were produced for PE, although all PE coursework attempted during high school is included in the year-specific and cumulative overall semesters attempted indicators.

All constructed Academic Course variables are named to indicate the students' course-taking year to which they correspond (i.e., years **0-6**, year **0** referring to high school courses recorded on students' transcripts taken prior to actual high school enrollment, years **1-4** relating to the standard four years of high school course-taking, and years **5-6** incorporating high school courses taken by those students who remained in high school beyond the typical 4 years). Similarly, the names assigned to cumulative and highest-level attained Academic Course measures (ending with a **C** or **H**, respectively) signify that they capture summarized information about students' high school course-taking experiences in the key curricular subjects. This standardized year (and cumulative) specification enables cross and within cohort comparisons. (See the analytic advice webpage on the AHAA website for more information about the significance of the standardized year specification particularly as it facilitates analyses using both AHAA and Add Health data). Complete information about the conventions used to name Academic Course variables is provided at the end of this document.

## ***B. Special Considerations Concerning Academic Courses Indicators***

### **1. Year 0**

It is important to note that no year **0** variables were constructed for history/social science because fewer than 50 student transcripts list history/social science coursework taken prior to actual high school enrollment. Similarly, no year **0** indicators were produced for PE.

Since only successfully completed coursework taken before entrance into high school appears on student transcripts (transcript-based year **0** data is limited to coursework students earned credit for), values for year **0** semesters attempted variables would equal those assigned for year **0** credits earned variables. Therefore, in an effort to reduce the production of redundant information and because available year **0** information

is not necessarily reflective of all year 0 high-school level coursework students actually enrolled in, year 0 semesters attempted variables were not constructed.

## **2. Year 5-6 Variables**

Year 5-6 variables were also not constructed for PE course-type indicators because of low student enrollment rates in those years.

### ***C. Organization of Document***

The documentation of the constructed Academic Course indicators is composed of three interrelated sections. The first contains extensive descriptions of these measures, including discussions of how they were constructed, and how they should be used and interpreted for analytical purposes. The last sections outline the standard conventions employed for naming Academic Courses indicators, and the missing codes applied to them. An inventory listing the data files constructed for the Academic Courses component is also presented. Note that all students with course-level information are included in each of these data files. (The student-level disposition file, edustdent, in the primary component of AHAA provides information about which students have course-level data.)

## **II. CONSTRUCTED ACADEMIC COURSES INDICATORS**

### ***A. Section Overview***

This section presents detailed information about the six major types of indicators included in the Academic Courses domain of AHAA: course sequence variables, course type indicators, course grade measures, course failure (failure index) measures, semesters attempted, and credit earned variables. The descriptions of all these measures are divided into two complementary parts, general and subject-specific considerations. Displayed under general issues are an explanation of how the variables were constructed, and a discussion of each variable's analytical significance. Topics covered in subject-specific considerations are those unique to each key curricular subject (math, science, foreign language, English, history/social science, PE, and overall) which have critical analytical implications. This includes cautionary statements informing analysts of pertinent issues they must consider when using and interpreting particular subject-specific Academic Courses variables.

### ***B. Description of Indicators***

#### **1. Course Sequence Indicators**

Course sequence measures apply only to math, science, and foreign language courses, and are not discussed in this document.

## 2. Course Type Indicators

### i. General Issues

In general, course type indicators are measures which capture the type and/or degree of difficulty of coursework taken by students. These indicators essentially function as the primary analytical means of identifying how students were differentiated in terms of ability (AP/IB, Honors, remedial) in the non-sequentially ordered subjects of English and history/social science. Course type measures enabling identification of the kinds of PE courses students took were also produced. In addition, variables measuring foreign language course type were constructed to supplement the information captured by the foreign language course sequence measures. Because course sequence variables provide substantial information about the ways students are ranked within the hierarchically organized subjects of math and science by the end of high school and in each year of course-taking, math and science course type variables were not generated.

Course type indicators for the subjects of English and history/social science are multi-tiered and provide information about the type and level of students' English and history/social science coursework taken in each year of high school. Dichotomous course type indicators were produced for three English categories – a general category encompassing all English courses ('any'), and two sub-classifications, 'survey' and 'other' English – which is represented in the variable name by variations of the fourth character (**A**, **S**, or **O**). English course type indicators also enable a comprehensive analysis of how Add Health students were grouped according to ability by further specifying at what level the course was taken (noted by variations in the 5<sup>th</sup>-6<sup>th</sup> characters of the variable names). For example, analysts interested in discerning which students took honors or AP 'survey' English courses in the second year of high school can examine the variables **EAESHN2** (indicating whether an honors-level 'survey' English course was taken in year **2** of high school) and **EAESAP2** (indicating whether an AP-level 'survey' course was taken in year **2** of high school).

In contrast to the English variables (which merged category and level identification into the same sets of type indicators), four separate course *category* indicators were developed to facilitate identification of the particular category of history/social science coursework students took in each year of high school. These category variable names feature **CAT** as the 5<sup>th</sup>-7<sup>th</sup> characters, but are differentiated through a fourth character variation (**A**, **B**, **C**, or **D**). The values assigned to these indicators correspond to a hierarchical taxonomy of history/social science course categories, with categories ranked according to frequency of student enrollment. A detailed explanation of the way the diverse range of history/social sciences courses recorded on student transcripts was ordered into this hierarchical taxonomy, a description of the taxonomy itself, and how analysts should interpret the **A-D** course category and type indicators is provided in the history/social sciences subject-specific section. Once the **A-D** designations are established for a particular student, there are sets of corresponding (through the fourth character denotation) binary course type indicators that identify the levels of these courses. These course level sub-classifications (denoted by variations in the 5<sup>th</sup>-6<sup>th</sup> characters of the variable names) facilitate an examination of how

students who took history/social science courses were stratified within these courses on the basis of ability-level.

Students who never enrolled in or who did not take English and/or history/social science courses in a given year were assigned ‘missing values’ (described later in more detail) for appropriate English and/or history/social science course type indicators. Importantly, students who took English or history/social science courses in a given year in one particular sub-category (i.e. ‘survey’ English’ or category **A** in history/social science) were assigned missing values for the other sub-categories in that subject in that year (i.e. ‘other’ English or categories C-D in history/social science). For example, students whose only English course was an honors ‘other’ English course during the third year of high school course-taking were assigned values of *1* for **EAEOHN3** (dichotomous variable indicating whether an honors-level ‘other’ English course was taken in the 3<sup>rd</sup> year) and **EAEAHN3** (indicating whether ‘any’ honors-level English course was taken in the 3<sup>rd</sup> year), values of *0* for **EAEOAP3** (indicating whether an AP/IB-level ‘other’ English course was taken in the 3<sup>rd</sup> year) and **EAEORM3** (indicating whether a remedial level ‘other’ English course was taken in the 3<sup>rd</sup> year), and missing values for **EAESHN3**, **EAESAP3**, and **EAESRM3** (‘survey’ type indicators for honors, AP/IB, and remedial-level ‘survey’ English courses, respectively). The missing value assigned depends upon whether or not students *ever* enrolled in ‘survey’ English courses during high school (*9993* if they never enrolled, and *9994* if they did take ‘survey’ coursework at some point in their high school careers). See the section on missing codes for more information about the application of missing values to multi-tiered English and history/social science variables.

Analysts can assume that students receiving values of *0* across all English and/or history/social sciences course-type variables measuring course level (AP/IB, Honors, remedial) in a given year were enrolled in regular-level coursework. (Note that these variables are not mutually exclusive, and students who took AP/IB, Honors, or remedial level courses in a particular year may also have taken regular-level English courses.)

## ii. Issues Specific to History/Social Sciences

Correct use of the history/social science course type indicators requires a full understanding of how the history/social science courses recorded on student transcripts were organized. The next sub-sections outline the steps taken to order students’ history/social science coursework into a hierarchically arranged set of course categories, and describes the development of the history/social sciences Academic Courses indicators on the basis of this course taxonomy. This is followed by complete documentation of the history/social sciences course category and type indicators, emphasizing in particular the relationship between these indicators and the other history/social sciences academic courses measures constructed for AHAA.

### *Overview – Organizational Procedures*

The history/social sciences courses recorded on student transcripts were coded according to the CSSC coding schema and grouped into six non-overlapping categories: *1*

= History, 2 = Political Science/Government/Economics, 3 = Geography, 4 = Sociology/Psychology, 5 = Non-Western studies, and 6 = 'other.' It is imperative to note that the hierarchical arrangement of these topical course categories (1-6) reflects the frequency of student enrollment in them, and bears no relationship to notions of course quality or ranking. In other words, this taxonomy shows that history coursework was taken by the largest number of students, followed in sequential order by the remaining five course categories (most common to least commonly taken courses). To simplify the development of history/social science variables based on these six course categories, and avoid the proliferation of numerous variables with little analytical use, two general sets of history/social sciences variables – 'course A' and 'course B' – were constructed for most Academic Courses indicators (course grades, course failures, semesters attempted, and credits earned variables). Because many AHAA students took history/social science courses in more than one of these six categories in a given year of high school, the 'course A' and 'course B' variables capture the diversity of these students' course-taking experiences without resulting in the production of variables with low analytical yield. The distinction between and composition of the 'course A' and 'course B' indicators is clarified more fully in the next paragraphs.

Students who took courses in only one history/social science course category in a given year were assigned valid values for corresponding 'course A' indicators and missing values for 'course B' indicators. For example, students who took only history courses (category 1) in the first year of high school course-taking were assigned valid values for 'course A' indicators and missing values for 'course B' indicators. Likewise, students who took courses in both economics and political science were assigned valid values for only the 'course A' indicators because these two types of courses belong to the same course category (category 2). This second example clarifies that the 'course A' and 'course B' indicators are *category* and not *course* specific. The quantity of history/social science coursework taken can be determined by looking at the 'course A' and 'course B' semesters attempted variables.

Students who enrolled in coursework in more than one history/social science course category in a given year of course-taking were assigned valid values for both 'course A' and 'course B' indicators. For example, students who took geography (category 3) and sociology (category 4) in the third year of course-taking were attributed valid values for both 'course A' and 'course B' indicators. Similarly, students who took a history (category 1) and a non-Western studies (category 5) course during the third year of high school were assigned valid values for corresponding 'course A' and 'course B' indicators.

It is important to note that the 'course A' indicators always capture information about the *highest* category of coursework a student took in a specified year of high school (highest here refers to the ranking of the category on the frequency-based history/social science course taxonomy described previously). Returning to the example of the students who took both history and non-Western studies during their third year of high school, all their 'course A' indicators provide information about their history course-taking experience (category 1) and all their 'course B' indicators convey information about their

non-Western studies course (category 5). If students took courses in more than two history/social science course categories in a given year (i.e., if a student took history, government, and psychology courses in the second year of high school), their ‘course **A**’ indicators capture information about the course corresponding to the highest category (the history or category 1 course) while the information about their other coursework (government and psychology, category 2 and 4 courses respectively) was averaged together for their ‘course **B**’ GPA and failure index, and added together for their semesters attempted and credits earned indicators.

Because the course categories that define a student’s ‘**A**’ and ‘**B**’ courses in one year may not be the same in other years, cumulative measures of ‘Course **A**’ and ‘Course **B**’ (for course grades/GPA, course failures/failure indexes, semesters attempted, and credits earned variables) could not be meaningfully produced. It would be misleading, for example, to construct a cumulative ‘course **A**’ GPA for a student whose coursework captured by the ‘course **A**’ indicators was history in year 1 and sociology in year 2. Instead, non-category specific, composite cumulative GPA, failure index, semesters attempted and credits earned measures were constructed. In sum, the cumulative history/social sciences Academic Course measures incorporate all history/social science courses taken during a student’s high school career and were calculated by averaging (for GPA and failure index measures) or summing (for semesters attempted and credits earned indicators) course information across the course categories detailed above.

#### *Course Category Indicators – General Overview*

Analysts interested in determining the exact type of history/social science coursework (i.e., from the course categories 1-6) students took in a given year of high school (the type of coursework included in their ‘course **A**’ and ‘course **B**’ indices) can examine the history/social sciences course category variables. Four sets of course category variables (**A-D**) were constructed to best enable analysts to decipher the full range of history/social science courses students took per year. Course category ‘**A**’ variables provide information about the type of courses assigned to a student’s ‘course **A**’ measures in each year of high school course-taking. Course Category ‘**B-D**’ variables, in turn, capture information about the history/social sciences coursework incorporated into a student’s ‘Course **B**’ measures (for course grades, course failures, semesters attempted, and credits earned). These variables, importantly, allow analysts to determine if a student’s ‘Course **B**’ indicators represent the average or sum of coursework taken in one or multiple course categories. Specifically, if in a given year a student is assigned a numeric value for course category ‘**B**’ variables and missing codes for course category ‘**C**’ and ‘**D**’ variables, the analyst can assume that this student’s ‘Course **B**’ indicators in the specified year are composed of coursework taken from only one history/social science course category. (This situation applies to the majority of students.) In contrast, if in a particular year a student is assigned numeric values for course category ‘**B**’ and ‘**C**’ and possibly ‘**D**’ indicators, the analyst can conclude that that student’s ‘Course **B**’ indicators (for course grades, course failures, semesters attempted, and credits earned) consist of coursework taken from multiple history/social science course categories. Furthermore,

the numeric values assigned to these course category variables (**B-D**) indicate the particular types of history/social science coursework the student enrolled in.

It is important to note that because only a very small number of students (N=10) took coursework in more than 4 course categories in a given year of high school course-taking, course category variables identifying a 5<sup>th</sup> grouping of history/social science coursework (course category ‘**E**’ variables) taken by these students were not constructed. However, information about these courses was averaged in with the other coursework taken by these students and included in their corresponding ‘Course **B**’ indicators.

The following examples illustrate how to use and interpret the history/social sciences course category variables.

Example 1:

A student who enrolled in a history and a political science course during the first year of high school course-taking was assigned the value 1 for **EAHACAT1** and 2 for **EAHBCAT1** (information about the history course would have been captured by that student’s year 1 ‘course **A**’ indicators because it is ranked higher on the history/social science course category structure, and information about the political science course would have been captured by that student’s year 1 ‘course **B**’ indicators). Likewise, a student who took courses in geography, sociology and psychology in the third year of course-taking was assigned a value of 3 for **EAHACAT3** and 4 for **EAHBCAT3** (since sociology and psychology fall into the same course category and the information about them would have been averaged into that student’s third year ‘course **B**’ GPA, course failures, semesters attempted, and credits earned indicators).

Example 2:

Students who enrolled in coursework falling into more than two course categories in a given year were assigned valid values for multiple course category variables (**A, B, C** and possibly **D**). For example, a student who took history, economics, geography, and a non-Western studies course during the fourth year of course-taking was assigned the value 1 for **EAHACAT4**, 2 for **EAHBCAT4**, 3 for **EAHCCAT4**, and 5 for **EAHDCAT4**. In other words, this student’s Course **B** indicators for course grades, course failures, semesters attempted and credits earned would be calculated across his/her economics, geography, and non-Western studies course, while his/her value on Course **A** indicators would measure only the History course. This example details a rare case, but reiterates the importance of paying close attention to the ranking of students’ history/social science coursework.

*Course Category Indicators – Description of Indicators*

**EAHACAT1- EAHACAT6**  
**EAHBCAT1 – EAHBCAT6**  
**EAHCCAT1 – EAHCCAT6**

## EAHDCAT1 – EAHDCAT6

These categorical indicators (**A-D**) allow analysts to identify the particular type of history/social science coursework students took in each year of high school (years **1-6**). Specifically, these indicators enable analysts to determine the type of history/social science coursework included in each student's 'course **A**' and 'course **B**' indicators per year of high school course-taking.

As previously discussed, the history/social science courses listed on student transcripts were coded according to the CSSC coding schema and were grouped into the following six course categories 1 = History, 2 = Political Science / Government / Economics, 3 = Geography, 4 = Sociology/Psychology, 5 = Non-Western studies, and 6 = Other. Analysts can examine the course category indicators to decipher which of these six categories students took coursework in per year. For example, students who took history and geography in the third year of course-taking were assigned values of 1 for **EAHACAT3** and 3 for **EAHBCAT3**. (History is a category 1 course and, because it is listed higher in the history/social science course taxonomy would have been grouped into these students' 'course **A**' indicators while geography, a category 3 course, would have been linked to these students' 'course **B**' indicators.) This example highlights the importance of assessing the nomenclature of these variables when using them in analyses. The fourth character in all course-category variable names (**A, B, C, or D**), for example, indicates if the variable conveys descriptive information about a student's 'course **A**' (**EAHACAT(1-6)**) or 'course **B**' (**EAHBCAT(1-6)**) history/social science coursework taken in a given year of high school. Because many students' 'course **B**' indicators in a given year of high school capture the averaged information from coursework taken in more than one of the history/social science course categories, additional course category variables (**EAHCCAT(1-6)** and **EAHDCAT(1-6)**) were constructed to allow analysts to determine the complete course composition of these students' 'course **B**' indicators. For example, a student who took history, geography, sociology and a non-Western studies course during the second year of course taking was assigned the value 1 for **EAHACAT2**, 3 for **EAHBCAT2**, 4 for **EAHCCAT2**, and 5 for **EAHDCAT2**.

Students who *never* took a history/social science course, as well as those who enrolled in history/social science coursework, but *never* in multiple categories during high school were assigned missing values for corresponding **B, C, and D** course category indicators. Students who took history/social science classes in multiple course categories at some point during high school, but not in a particular year were also assigned missing values for relevant **B, C, and D** course category variables in the years in which they did not take multiple courses. For example, a student who took a government course but no other history/social science coursework in the first year of high school was assigned the value 2 for **EAHACAT1**, and missing values for **EAHBCAT1**, **EAHCCAT1**, and **EAHDCAT1**. The missing values assigned to the **B, C, and D** variables (either 9993 or 9994) differs depending upon whether or not the student ever took multiple categories of history/social science coursework while enrolled in high school. See the section on missing codes for more information about the application of missing values to multi-level history/social science variables.

### *Course Type Indicators – General Overview*

The history/social science course type indicators function similarly to the course-type indicators developed for English, allowing analysts to determine the level (Honors, AP/IB, regular, remedial) of history/social science coursework students enrolled in per year. Paralleling the structure of the course-category variables, four sets of course-type indicators (**A-D**) were developed. The interrelationship between the course category and course type indicators is discussed at length below.

It is important to note that no year **0** variables were constructed for history/social science course type and course category indicators because less than 50 student transcripts record high school level history/social science coursework taken prior to actual enrollment in high school.

Listed and detailed in greater depth below are the two sets of history/social science indicators, ‘course category’ and ‘course type.’ Particular attention is given to illustrating how analysts can use these indicators separately, or in conjunction with one another.

### *Course Type Indicators – Description of Indicators*

#### *Honors Indicators*

**EAHAHN1-EAHAHN6**  
**EAHBHN1-EAHBHN6**  
**EAHCHN1-EAHCHN6**  
**EAHDHN1-EAHDHN6**

#### *AP/IB Indicators*

**EAHAAP1-EAHAAP6**  
**EAHBAP1-EAHBAP6**  
**EAHCAP1-EAHCAP6**  
**EAHDAP1-EAHDAP6**

#### *Remedial Indicators*

**EAHARM1-EAHARM6**  
**EAHBRM1-EAHBRM6**  
**EAHCRM1-EAHCRCM6**  
**EAHDRM1-EAHDRM6**

In general, the history/social sciences course-type indicators are separate dichotomous measures of the level – honors, AP/IB, remedial – of history/social science coursework taken by students in each year (**1-6**). Four versions (**A-D**) of history/social

science course-type indicators were developed. Like the course category variables, the fourth character of history/social science course-type variable names clarifies if they provide information about the coursework grouped into students' 'course **A**' or 'course **B**' indicators, the 'course **B**' indicators potentially capturing information about more than one course category (see the rationale for developing the **B-D** indicators presented in the description of history course category indicators). For example, students who took AP history and an honors political science course in the fourth year of high school course-taking were assigned the value *1* for both **EAHAAP4** and **EAHBHN4** (because history is listed higher in the history/social science course taxonomy than political science, it would have been grouped into these students' 'course **A**' indicators while the political science course would have been linked to these students' 'course **B**' indicators).

Mirroring the **C** and **D** course category variables, **C** and **D** course type variables were produced to enable the identification of the level of all coursework taken by students who enrolled in courses in more than 2 history/social science categories in a given year of high school (information about these courses was averaged together for these students' 'course **B**' GPA, failure index, semesters attempted, and credits earned indicators). For example, a student who took AP political science, honors geography, remedial sociology, and a regular-level non-Western studies course in the third year of course taking was assigned the following values:

- *0* for **EAHAHN3**, *1* for **EAHAAP3**, and *0* for **EAHARM3**. These 'A' indicators capture information about this student's AP political science course because it falls into the highest listed category on the course-category structure.
- *1* for **EAHBHN3** and *0* for **EAHBAP3** and **EAHBRM3**. These 'B' indicators convey information about this student's geography course because geography fits into the next highest course category on the history taxonomy.
- *1* for **EAHCRM3** and *0* for **EAHCHN3** and **EAHCAP3**. These 'C' indicators provide information about this student's sociology course since sociology is grouped into the next highest course category according to the history/social science course-category schema.
- *0* for **EAHDHN3**, **EAHDAP3**, and **EAHDRM3**. These 'D' indicators capture information about this student's non-Western studies course since it corresponds with the lowest course category on the history/social science taxonomy. This example highlights that an assignment of *0* across the honors, AP/IB, and remedial course-type variables indicates the student took a regular-level course.

Parallel to the history/social science course category variables, students who *never* enrolled in a history/social science course or did not enroll in any history/social science coursework in a given year were assigned missing values for corresponding

course type variables. It is important to note that students who took history/social science classes in a specified year, but not in multiple history/social science course categories were also assigned missing values for relevant **B**, **C**, and **D** indicators. See the missing codes section at the end of the user's guide for comprehensive information about the application of missing values to multi-tiered history/social science indicators.

The course type and course category history/social science indicators provide complementary information, and can be analyzed independently or in conjunction with each other. Analysts interested in solely determining the specific kind(s) of history/social science courses students took in a given year, and ascertaining knowledge about the type of coursework captured by each student's 'course **A**' and 'course **B**' indicators can focus on the course category variables. Importantly, these variables also allow analysts to assess if a student's 'course **B**' indicators represent information gathered from one or more categories of history/social science coursework (refer to the above described history/social science taxonomy for a list of these categories). To draw conclusions about the level (either honors, AP/IB, remedial, or regular) of student history/social science coursework taken per year of high school, analysts should use the course type variables. For example, if analysts are primarily interested in identifying which students enrolled in AP/IB level history/social science coursework in the fourth year of high school course-taking, they would need to explore only this student's fourth year course type variables.

However, analysts interested in determining whether or not students took particular kinds of courses (i.e., history, political science/government/economics, geography, sociology/psychology, non-Western studies, other) at certain levels (honors, AP/IB, remedial, or regular) must utilize both course category and course type variables. For example, to determine if a student took an honors sociology course in year **3**, analysts need to first examine that student's third year course category indicators to find out if information about the sociology course was captured by the student's 'course **A**' or 'course **B**' indicators. If the sociology course was included in the student's 'course **B**' indicators, and these indicators provide information about history/social science coursework taken in more than one course category, analysts would next need to discover if the sociology course is described by that student's **B**, **C**, or **D** level course category indicator. Once the designated letter for the sociology course is identified, either **A**, **B**, **C**, or **D**, analysts could then examine the corresponding course type indicator to decipher the ability level attributed to it.

### **3. Course Grades Indicators**

#### **i. General issues**

These variables capture students' school performance for each year of their high school course-taking, as well as cumulatively across all years of high school. Grade point average (GPA) indicators were created separately for each of the key curricular subjects (math, science, foreign language, English, history/social sciences, and PE). GPA indicators were also created to measure students' performance in physical education, and in courses taken across all subjects (overall category).

The majority of students in AHAA took courses on a semester basis, such that schools recorded two separate entries for a year-long course on the transcript, each designated with a grade. The GPA variables are calculated as the average grade across semester-length courses in a given year (for the yearly indicators), or across all years of students' course-taking (for the cumulative indicators). Less than one percent of all courses taken by the entire sample of AHAA students occurred on a trimester basis. For the purposes of the construction of academic indicators, trimesters are considered equivalent to semesters. Students who took courses designated as year-long (and with only one grade recorded) are treated as having received the same grade for two semester-length courses. Fs are coded as 0, Ds are coded as 1, Cs are coded as 2, Bs are coded as 3, and As are coded as 4. Course in which students received a 'P' for pass, an 'NG' for not-graded, a 'W' for withdrew, a "WF" for withdrew failing, a 'WP' for withdrew passing, or an 'I' for incomplete, were not included in the calculation of GPA. Students who were not assigned a grade of A-F for a course that they took in a given year would have a missing value of 9995 (no grade received for a subject-specific course taken in a given year) on the corresponding GPA variable (for math, science, foreign language, English, history/social science courses, PE, or overall courses).

All GPA variables are named to indicate the students' course-taking year (0-6) to which they correspond (i.e., year 0 referring to high school courses recorded on student transcripts but completed prior to actual enrollment in high school, years 1-4 relating to the standard four years of high school course-taking, and years 5-6 incorporating high school courses taken by those students who remained in high school beyond the typical 4 years). For example, **EAEAGPA2** is the student's English GPA for the second year of high school course-taking. Cumulative measures are also specified to represent grade point average for all years of course-taking (designated with a **C** as the last character of the variable, such as **EAEAGPAC**). Extending the English example, **EAEAGPAC** is the students' cumulative English grade point average. Lastly, overall GPA includes all graded courses that appear on the students' transcripts, including non-core and non-academic courses (**EAOGPA0-EAOGPA6, EAOGPAC**).

Additionally, analysts should note that the cumulative indicators represent the average across all years for which the student was taking courses. If a student has only two years of course-taking data, for example, his or her value on **EAOGPAC** (overall cumulative GPA) would be calculated based on only two years of data, in contrast to the typical student with four years of course-taking data.

Students not taking a course in a specified subject – math, science, foreign language, English, history/social sciences, or PE – in a given year are assigned a missing value for the corresponding GPA variable. The missing value assigned will be (1) 9993 if a student never enrolled in a specified subject throughout the duration of their high school career, (2) 9994 if a student did not take courses in a specified subject in a given year but did take courses in the subject in other years, or (3) 9995 if a student did not take a *graded* course in a specified subject in that year. Refer to the missing codes section for further clarification of these issues.

The course grades measures provide analysts with yearly indicators of students' academic performance in the core academic subjects of math, science, foreign language, English, and history/social sciences as well as in physical education and across all subjects taken. In contrast to self-reported data, these are official indicators of performance as recorded on the students' high school transcripts. As such, they provide analysts with parallel measures of academic performance for students from all the various cohorts included in Add Health/AHAA. For example, by using **EAOGPA1**, the analyst has a base measure of academic performance at the beginning of high school for all students, regardless of what calendar or school year they began high school. (Note that in the example mentioned, a careful analyst might choose to restrict the analysis only to students' whose transcript-indicated grade level in **ELYEAR1** corresponded to ninth grade by using **ELYNINE**. See the Linking component for an in-depth discussion of these school-year and grade level indicators).

Finally, analysts interested in examining students' grades in conjunction with survey data from Add Health are advised to consider issues of temporal order of their variables. (See the analytical advice page on the AHAA website.)

## ii. Considerations Specific to History/Social Sciences

*'Course A,' 'Course B,' and Cumulative Measures*

**EAHAGPA1 – EAHAGPA6**  
**EAHBGPA1 – EAHBGPA6**  
**EAHGPA1 – EAHGPAC**

In general, these measures indicate the grade point average for all history/social science courses taken in each year (**1-6**) of course-taking and cumulatively across all years of high school. (Year **0** history/social science variables were not produced because of the small number of student transcripts with information about history/social science coursework taken prior to actual high school enrollment.)

Three types of history/social science GPA measures were developed. The first type (**EAHAGPA (1-6)**) provides information about the grade point average calculated for students' 'course **A**' history/social science coursework taken in each year. The second type (**EAHBGPA (1-6)**) captures information about the grade point average calculated for students' 'course **B**' history/social science coursework taken in each year of high school. (Note the 'course **B**' GPA indicators can represent the average across up to three different history/social science course categories for students taking multiple courses in the same year.) The final type is a non-category specific cumulative measure. Because the type of coursework taken by students and designated 'course **A**' and 'course **B**' is not necessarily consistent across all years of high school, category-specific cumulative GPA measures could not be meaningfully produced. See the presentation of the history/social sciences Course Type Indicators for full-documentation of how 'course **A**' and 'course **B**' history/social sciences indicators were developed for each student.

## 4. Course Failures – Failure Index Measures

### i. General Issues

While GPA captures the range of student performance, the failure index variables convey information about the extreme end of low academic performance. These variables measure the proportion of semester-length courses failed (in each year **1-6**), calculated as the number of semester-length courses failed divided by the number of semester-length courses attempted (in each year or cumulatively). Failure index variables are restricted to years **1-6** because only successfully completed high school courses taken prior to enrollment in high school are recorded on high-school transcripts. Therefore, by definition, failure indexes cannot be computed for year **0**.

As with grade point average indicators, separate failure index measures for math, science, foreign language, English, and history/social science are presented alongside an overall failure index which encompasses failures across all subjects including non-core or non-academic courses (course failure/failure index measures were not produced for PE). Failures are defined as they are for the grade point average variables (refer to the description of the grade point average measures above), relying only on the grade received, and not on whether the student's transcript indicate that he/she received credit for a course. (However, in the vast majority of cases, students who received a grade of 'F' in a given course did not receive any credit.) Specifically, only courses for which students' received standard grades (A, B, C, D, or F) are included in this measure.

A value of *0* on a failure index variable indicates no failures, while a value of *1* indicates that the student failed all courses in a given year or cumulatively (in math, science, foreign language, English, history/social science, or across all subjects). Therefore, students whose values fall between *0* and *1* failed some proportion of the courses they attempted for a grade. Although the failure index variables are continuous, the analyst should take care when using them in this format given that the majority of students have a value of *0* on each of the variables. Instead, analysts might choose to create a dichotomous indicator (any failure vs. none), or choose certain threshold values based upon the particular analysis or research question being addressed.

Additionally, unless a student fails all of his or her courses in a given subject or across subjects, the student will have a corresponding grade point average measure that is greater than *0*. For example, if a student took two semesters of math in **ELYEAR2** (see the discussion of school-year variables in the Linking component for information about this variable), and failed the first semester but received a C the second semester, he/she would have a value of .5 for **EAMFIX2** (the ratio of math courses student failed in year **2**) and a value of *1* for **EAMGPA2** (grade point average for math courses in year **2**).

Students not taking a course in a specified subject (math, science, foreign language, English, or history/social sciences) in a given year are assigned a missing value for the corresponding failure index variable. The missing value assigned will be 9993 if a student never enrolled in a specified subject throughout the duration of high school or 9994 if a student did not take a course in a specified subject in a given year but did take

courses in the subject in other years. Refer to the missing codes section for information about specific missing values.

## ii. Considerations Specific to History/Social Sciences

*Course A,* *'Course B,'* and *Cumulative Measures*

**EAHAFIX1 – EAHAFIX6**

**EAHBFIX1 – EAHBFIX6**

**EAHFIXC**

In general, these measures indicate the proportion of history/social science courses students failed in each year of high school course-taking (**1-6**) and cumulatively across all years of high school. As in the case of the history/social science course grades or GPA measures, separate failure index measures by year were computed for students' 'course **A**' and 'course **B**' history/social science coursework. (Note that the 'course **B**' failure measures represent coursework taken in up to three different history/social science course categories for students who took multiple history/social science courses in a given year.) Because the type of coursework ordered into the designations 'course **A**' and 'course **B**' for each student is not necessarily consistent across all years of high school, category-specific cumulative failure index measures could not be meaningfully produced. See the presentation of the history/social sciences course type indicators for full-documentation of how 'course **A**' and 'course **B**' history/social sciences indicators were developed for each student.

## 5. Semesters Attempted Variables

### i. General Issues

Semesters attempted variables provide analysts with important measures of students' exposure to core course material during high school. Specifically, these variables document the total number of semester units of each key curricular subject (math, science, foreign language, English, and history/social sciences) taken by Add Health students in each year (**1-6**) (i.e., years **1-4** relating to the standard four years of high school course-taking, and years **5-6** incorporating all high school courses taken by those students who remained in high school beyond the typical 4 years) and cumulatively across all years of high school. (Semesters attempted variables were not constructed for PE.) Over 85% of the courses taken by AHAA students were of semester-length. However, some students took year-long courses which were viewed as consisting of two semester-length courses. Students who took these classes were, therefore, assigned a value of 2 for corresponding semesters attempted variables. For consistency purposes (i.e., to maintain the designation of each semester as having a value of 1), the very small number of trimester courses (less than 1% of all courses) were treated as semesters. Although the majority of students took between 0-6 semesters of each core academic subject per year of high school (and were, thus, assigned values of 0-6 for corresponding semesters attempted variables), a small number of students took 7 or more semesters of a single subject in a given year. The value 12 was selected as a logical cut-off point

because it indicates a student took 6 year-long courses – the equivalent of the average number of courses taken by high school students in a single year of course-taking – in one subject in a given academic year. Therefore, the very small percentage of students (less than .5%) whose transcripts record more than 12 semesters were taken in one subject in a given year were all assigned the value *12* for relevant semesters attempted variables. It is important to note that overall semesters attempted variable values were not truncated because they reflect the amount of coursework taken by students in all subjects including non-core or non-academic courses in a given year of high school.

Cumulative measures for each subject represent the sum of the values recorded for truncated year-specific semesters attempted variables. Therefore, the highest assignable number for cumulative semesters attempted variables is 72 (if a student took 12 or more semesters of a given subject over 6 years of high school course-taking). Cumulative overall semesters attempted variables, however, indicate the total, non-truncated sum of coursework students enrolled in during high school.

Values assigned for semesters attempted variables were calculated independent of the credits students earned for coursework taken. For example, students who enrolled in 2 semesters of math in the third year of high school have a value of 2 for **EAMSA3** whether or not they received credit for these courses (i.e., students who passed as well as students who failed one or both courses were both assigned a value of 2 for **EAMSA3**).

Unlike GPA and failure index measures, which are limited to graded coursework, semesters attempted measures are inclusive of all high school courses (i.e., graded, pass/fail, non-credit), making them comprehensive indicators of the quantity of coursework taken by students while in high school. Referring to the example described above, this means that students who took 2 semesters of math in the third year of high school course-taking were assigned values of 2 for **EAMSA3** regardless of the type of math course taken (i.e., graded, pass/fail, or non-credit). (Thus, the missing value 9995, which denotes that student did not receive grade in course, is not relevant to semesters attempted variables.)

The missing value 9994 which indicates no subject-specific course was taken in a given year is inapplicable to semesters attempted variables. Instead, students who did not take subject-specific courses in a given year but whose transcripts indicate enrollment in the subject in other years were assigned a value of 0 for corresponding semesters attempted variables. For example, a student who did not take English in year 2 but took English in year 1 was assigned a value of 0 for **EAEASA2** (quantity of English courses student took in year 2 regardless of whether credit was earned). Only students who *never* enrolled in a particular subject throughout the duration of high school are assigned the missing value 9993 for appropriate semesters attempted variables.

Because only coursework for which students earned credit prior to actual high school enrollment are recorded on student transcripts, available year 0 information reflects the amount of credits students were awarded in specified subjects and not necessarily all high-school level coursework students attempted before starting high

school. Therefore, year 0 semesters attempted variables were not constructed. (Year 0 credits earned variables were produced and will be discussed later.)

## ii. Considerations Specific to History/Social Sciences

*‘Course A,’ ‘Course B,’ and Cumulative Measures*

**EAHASA1 – EAHASA6**

**EAHBSA1 – EAHBSA6**

**EAHSAC**

In general, these semesters attempted indicators capture the quantity of semester-length history/social science coursework taken by students in each year (1-6) and cumulatively across all years of high school. Three sets of semesters attempted variables were constructed for history/social science. The first set provides information about the total number of semesters students took in each year of their ‘course A’ designated history/social science coursework. The second set signifies the total number of semesters students attempted per year of ‘course B’ designated history/social science coursework. (Note that the ‘course B’ semesters attempted measures can represent coursework taken in up to three different history/social science course categories. See the discussion of the history/social science course type indicators for more information.) Analysts can sum the values assigned to students’ ‘course A’ and ‘course B’ semesters attempted indicators to compute the total number of semesters of any type of history/social science coursework they took in each year of high school.

The final indicator is a non-category specific cumulative semesters attempted measure. Because the type of coursework sorted into ‘course A’ and ‘course B’ for each student is not necessarily the same across all years of high school, category-specific cumulative semesters attempted measures could not be meaningfully produced. See the presentation of the history/social sciences course type indicators for full-documentation of how ‘course A’ and ‘course B’ history/social sciences indicators were developed for each student.

It is important to note that the values assigned for semesters attempted variables are not dependent upon whether credit was earned for coursework taken. For example, students who took 2 semesters of history in the first year of course-taking were all assigned the value 2 for **EAHASA1** (‘A’ or **EAHASA1-EAHASA6** history/social science semesters attempted variables would capture this information because history is ranked as the highest course category in the history/social science course taxonomy previously outlined) regardless of any marks received for the course (pass/fail, A, B, C, D or F).

Only students who never took history/social science coursework, or who enrolled in history/social science courses during high school but never in more than one course category throughout high school were assigned missing values for corresponding semesters attempted variables. For example, students who only took history/social sciences courses in one course category in each year of high school were assigned

missing values for all 'B' indicators, **EAHBSA(1-6)**. Students who did not take history/social science classes in a given year, but took history/social science courses in other years of high school were assigned the value of 0 for corresponding history/social science semesters attempted variables. See the section on missing codes for further clarification of these issues.

## 6. Credits Earned Indicators

### i. General Issues

The credits earned indicators refer to the number of Carnegie units earned in each core curricular subject (math, science, foreign language, English, history/social sciences, and PE) in each year (**0-6**) (i.e., year **0** referring to high school courses recorded on student transcripts but taken prior to actual high school enrollment, years **1-4** referring to the standard 4 years of high school course-taking, and years **5-6** encompassing all high school courses taken by those students who remained in high school beyond the typical 4 years) and across all years of high school. A Carnegie unit is a standardized measure equating one unit to the completion of a course that meets one period per day for one year. Therefore, a value of .5 is generally awarded for each successfully completed semester course. For example, if students took 2 semester-length science classes in the third year of course-taking and failed one, they would have a value of .5 for **EASCR3** (amount of science credits earned during year **3**).

Students were assigned values ranging from 0-6 for credits earned indicators for all key academic subjects (math, science, foreign language, English, and history/social science) except PE. Six credits was selected as a logical cut-off point because it represents the average total number of credits high school students typically earn in a given year of course-taking (encompassing coursework taken in all core academic subjects and electives). The small percentage of students earning 6 or more credits in a single subject in a specified year of course-taking were all assigned the value of 6 for corresponding credits earned indicators.

In the case of PE, students were assigned values ranging from 0 to 3 for credits earned indicators. Three credits was selected as the cut-off point for PE because (1) this number represents 6 semester-length PE courses taken in a single academic year, and (2) a very small number of students received more than 3 Carnegie units of PE credit in a given year. These students were assigned the value of 3 for all corresponding credits earned indicators.

It is important to note that the values assigned to students' overall credit measures, both year-specific and cumulative, were not truncated because these measures incorporate credits earned in all subjects including non-core and non-academic courses.

Students who took subject-specific courses in a given year but did not receive credit for these courses have a value of 0 for corresponding credits earned measures (i.e., students who did not earn credit for any science classes taken during year three received a value of 0 for **EASCR3**).

Because only credits earned while students were actually enrolled in high school are considered for the cumulative measures, high school credits attained during year 0 are not included in their calculation. It is important to note that subject-specific cumulative measures reflect the sum of truncated year-specific credits earned variables. Therefore, the highest assignable number for cumulative credits earned variables in all subjects except PE is 36 (indicating a student earned 6 credits in one subject every year for 6 years of high school course-taking). (The highest assignable number for PE cumulative credits earned variables is 18.) (As already stated, the values assignable for overall cumulative measures were not truncated.)

Credits earned measures are not restricted to graded coursework but encompass all courses taken during high school (i.e., graded, pass/fail, credit/non-credit). This feature makes credit earned measures quality indicators of students' success in meeting curricular requirements in each of the core academic subjects during high school.

Because a value of 0 for credits earned variables indicates students either failed courses attempted or enrolled in non-credit courses in a given year, students who did not take subject-specific courses in a particular year, or never took courses in a specified subject during high school, were assigned missing values for corresponding credits earned variables. The missing value 9995 which indicates students did not receive a grade in a specified course, is not applicable to credits earned variables because students can receive credit for non-graded courses. See the section on missing codes for detailed information about specific missing values.

## ii. Issues Specific to History/Social Sciences

*'Course A,' 'Course B,' and Cumulative*

**EAHACR1 – EAHACR6**  
**EAHBCR1 – EAHBCR6**  
**EAHCRC**

Three versions of credits earned indicators were produced for history/social science. The first set of indicators, **EAHACR1 – EAHACR6**, capture information about the amount of credit students received for their 'course A' history/social science coursework in each year of high school. The second set, **EAHBCR1 – EAHBCR6**, provide information about the amount of credit students earned in their 'course B' history/social science coursework per year. (Note that the 'course B' credits earned measures can represent the sum of credits for up to three different categories of history/social science coursework for students who took multiple history/social science courses in a given year. See the documentation provided in the history/social science course-type section for more information.) Students who only took coursework in one history/social science course category in a specified year would only have valid values for the 'course A' credits earned indicators.

The third history/social science credits earned indicator is a non-category specific cumulative measure. Because the type of coursework ordered into the designations ‘course **A**’ and ‘course **B**’ for each student is not necessarily the same across all years of high school, category-specific cumulative credits earned measures were not produced. See the presentation of the history/social sciences course type indicators for full-documentation of how ‘course **A**’ and ‘course **B**’ history/social sciences indicators were developed for each student.

Students who never enrolled in history/social science coursework during high school were assigned the missing value of 9993, while those who took history/social science classes but not in a specified year were assigned missing values of 9994 in the years in which they did not take history/social science courses. It is important to note that students who took history/social science courses in high school, but whose coursework was always captured by their ‘course **A**’ indicators were assigned missing values for corresponding ‘**B**’ or **EAHBRC(1-6)** credits earned indicators. See the section on missing codes for more information about the application of missing values to multi-level history/social sciences indicators.

### **III. NAMING CONVENTIONS**

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

Academic Courses variables were named and labeled according to a standard format:

1. Each variable consists of up to but not exceeding 8 upper-case characters.
2. The initial character of all variables is **E**, serving as a reference to the educational component of Add Health, AHAA.
3. The second character of all variables is **A**, specifying that each of these variables belongs to the Academic Courses component of the broader AHAA data set.
4. The next two characters relate to subject headings and sub-headings. The first of these two characters designates a particular subject (**M** = math, **S** = science **F** = foreign language, **E** = English, **H** = history/social sciences, **P** = physical education, **O** = overall), while the second character is used, if necessary, to denote more content specific sub-headings (**A**, **F**, **L**, **S**, and **O** represent ‘any,’ French, Latin, Spanish and ‘other’ within the foreign language indicators; **A**, **S**, or **O** denote ‘any,’ ‘survey’ or ‘other’ within the English variables; **A** – **D** represent the various categories history/social science courses were grouped into; and **A**, **G**, **S**, **B**, **D**, and **P** classify physical education courses according to the categories of any, general,

competitive sports, marching band, dance, and pep squad/cheerleading/drill team, respectively).

5. The next three characters within these variable names indicate variable type, signifying if the variable contains information about sequences (**SQ** and **SQB**), course type (**HN**, **AP** and **RM**), grade point average (**GPA**), failure rates (**FIX**), semesters attempted (**SA**), or credits earned (**CR**).
6. Some variables have an extra character on the end which denotes that the variable data corresponds to a certain year (i.e., year of high school course taking **0-6**), or that the data reflects cumulative information (**C**), or the highest level of a subject attained by the end of high school course-taking (**H**).
7. While the variable names consist of eight or fewer characters, the variable labels assigned to each Academic Courses variable can contain up to 40 characters including spaces.

## ***B. Examples***

### **1. Example of a Course Grade Measure**

**EAMGPA1** – *grade point average of math courses taken in year 1.*

This variable adheres to the conventions outlined above. The first character is **E**, a general reference to Add Health/AHAA. The second character, **A**, demonstrates that this variable contains information pertaining to the substantive Academic Courses component of Add Health/AHAA. The third character, letter **M**, identifies this variable as relating to the subject math. Notice that a second character is not needed because the label **M** for math sufficiently describes the subject covered under the variable. The next three characters, **GPA**, describe the specific type of information conveyed. In this case, the variable refers to grade point average. The last character listed for this variable is **1**, indicating that it refers to information about math course-work taken in the first year of high school.

### **2. Example of a Course Sequence Indicator**

**EASSQBH** – *'B' version, highest level science course for which the student received credit by the end of high school.*

Like the previously described variable, this variable begins with **E** and **A**, identifying it as (1) part of Add Health/AHAA and (2) belonging to the Academic Courses component of the Add Health/AHAA data set. The third character, letter **S**, shows that the variable contains information about the subject science. As in the first example, a second character is not needed to further describe the subject at hand because

the letter **S** for science provides adequate detail. The letters **SQB** indicate that these are the variables for the ‘**B**’ version of science course sequences. More specifically, they indicate that the variable captures information about the highest level of science each student received credit for in a specified time interval. The ending letter **H** tells the analyst that the variable contains data about the highest science level attained by students at the end of high school course-taking.

### *C. Data File Names*

The Academic Courses component data files were named in accordance with the following conventions:

1. Data file name begins with the prefix **edu**.
2. The remaining characters describe the academic subject(s) and corresponding variables included in the data file.

## **IV. MISSING CODES**

### *A. Description of Missing Codes*

1. *9991*: No transcript data exists for a given student
2. *9992*: Add Health/AHAA respondent’s transcript reflects no course data in a given year
3. *9993*: Respondent never took a given subject throughout her/his high school career
4. *9994*: Transcript indicates that no subject-specific course was taken in a given year but shows that courses in the specific subject were taken in other years
5. *9995*: Transcript does not have a typical grade (A, B, C, D, F) for a subject-specific course in a given year

### *B. Variable-Specific Considerations*

#### **1. Year 0 Variables**

Students whose transcripts did not list any course work taken prior to actual high school enrollment are assigned the missing value *9992* for all year **0** variables.

#### **2. Semesters Attempted Variables**

Students cannot receive a missing value of 9994 (indicates no subject-specific course was taken in a given year) for semesters attempted variables. Instead, students who did not take subject-specific courses in a given year, but took courses in this subject in other years were assigned a value of 0 for corresponding semesters attempted variables.

### 3. Credit Earned Variables

Because a value of 0 for credits earned variables indicates students either failed courses attempted or took non-credit courses in a given year, students who did not enroll in subject-specific courses in a particular year but who took courses in the specified subject in other years are assigned the missing value 9994. The missing value 9995 (student did not receive a *grade* in a specified course) is not applicable for credit earned variables, because students can receive credit for non-graded courses.

#### *C. Considerations Specific to History/Social Sciences*

The missing values applied to history/social sciences Academic Courses indicators are complex because indicators were separately constructed for multiple categories of history/social science course work ('course **A**' and 'course **B**' for the course grades/GPA, course failures/failure index, semesters attempted, and credits earned variables; and **A-D** for course type and course category indicators). For GPA, failure index, semesters attempted, and credits earned variables, students were assigned the missing code 9993 for 'course **A**' variables if they never enrolled in history/social science coursework during high school, and the missing code 9994 if they enrolled in history/social science coursework at some point during their high school careers but not in a specified year. Students were assigned the missing value 9993 for 'course **B**' variables if they never enrolled in more than one *category* of history/social science coursework while in high school, and the value 9994 if they enrolled in multiple categories of history/social science coursework during high school but not in a given year.

In the case of history/social sciences course type and course category variables, students were assigned the missing value 9993 for '**A**' variables if they never enrolled in history/social sciences courses, and 9994 if they took history/social sciences courses but not in a particular year. Similarly, they were assigned 9993 for '**B**' variables if they never took history/social science classes in multiple course categories while in high school, and 9994 if they took coursework in more than one history/social science category during high school, but not in a given year. Students were assigned the missing value of 9993 for '**C**' and '**D**' variables if they never took coursework in three or four course categories, and 9994 if they enrolled in coursework in three or four course categories during high school but not in a specified year.

Like the nested foreign language and English indicators, students were assigned a value of 0 for 'course **A**' and/or 'course **B**' semesters attempted variables only if they

enrolled in history/social science coursework designated as ‘course A’ and/or ‘course B’ at some point while they were in high school.

## V. DATA FILE INVENTORY

All students with course-level information are included in each of these Academic Courses data files listed below.

**A. edumsov** – this data file contains indicators that capture information about students’ math, science, and overall academic experiences and achievement. Indicator order: semesters attempted and credits earned. Note that course sequence (regular and ‘B’ versions), course grades (GPA), and course failure (failure index measures) variables are not included in this file. These are included in data file ‘edu1.’

**B. edueng** – this data set consists of English Academic Courses indicators. Indicator order: Course type, course grades (GPA), course failures (failure index measures), semesters attempted, and credits earned.

**C. eduflng** – this data set contains foreign language Academic Courses indicators. Indicator order: Course sequence (no ‘B’ version), course type, course grades (GPA), course failures (failure index measures), semesters attempted, and credits earned.

**D. eduhis** – this data file consists of history/social sciences Academic Courses indicators. Indicator order: Course type, course grades (GPA), course failures (failure index measures), semesters attempted, and credits earned.

**E. edupe** – this data file contains the physical education Academic Courses indicators. Indicator order: Course type, course grades (GPA), and credits earned.

## VI. QUICK REFERENCE GUIDE

### *History/Social Science Course Indicators*

#### **1. Course Category Indicators**

**EAHACAT(1-6)** These categorical indicators allow analysts to identify the particular type of history/social science coursework students took in each year of high school (years **1-6**) for ‘course A.’

**EAHBCAT(1-6)** These categorical indicators allow analysts to identify the particular type of history/social science coursework students took in each year of high school (years **1-6**) for ‘course B.’

**EAHCCAT(1-6)** These categorical indicators allow analysts to identify the particular type of history/social science coursework students took in each year of high school (years **1-6**) for ‘course **C.**’

**EAHDCAT(1-6)** These categorical indicators allow analysts to identify the particular type of history/social science coursework students took in each year of high school (years **1-6**) for ‘course **D.**’

## **2. Course Type Indicators**

**EAHAHN(1-6)** Binary variable representing honors-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **A.**’

**EAHBHN(1-6)** Binary variable representing honors-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **B.**’

**EAHCHN(1-6)** Binary variable representing honors-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **C.**’

**EAHDHN(1-6)** Binary variable representing honors-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **D.**’

**EAHAAP(1-6)** Binary variable representing AP/IB-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **A.**’

**EAHBAP(1-6)** Binary variable representing AP/IB-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **B.**’

**EAHCAP(1-6)** Binary variable representing AP/IB-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **C.**’

**EAHDAP(1-6)** Binary variable representing AP/IB-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **D.**’

**EAHARM(1-6)** Binary variable representing remedial-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **A.**’

**EAHBRM(1-6)** Binary variable representing remedial-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **B.**’

**EAHCRM(1-6)** Binary variable representing remedial-level History/Social Sciences courses taken per year (**1-6**) of high school for ‘course **C.**’

**EAHDRM(1-6)** Binary variable representing remedial-level History/Social Sciences courses taken per year (1-6) of high school for ‘course D.’

### **3. Course Grades Indicators**

**EAHAGPA(1-6)** Grade point average for history/social science courses in each year of high school course-taking (1-6) for ‘course A’.

**EAHBGPA(1-6)** Grade point average for history/social science courses in each year of high school course-taking (1-6) for ‘course B.’

**EAHGPA** Grade point average for history/social science courses cumulatively across all years of high school.

### **4. Course Failures – Failure Index Measures**

**EAHAFIX(1-6)** Proportion of history/social science courses students failed in each year of high school course-taking (1-6) for ‘course A’.

**EAHBFIX(1-6)** Proportion of history/social science courses students failed in each year of high school course-taking (1-6) for ‘course B.’

**EAHFIXC** Proportion of history/social science courses students failed cumulatively across all years of high school.

### **5. Semesters Attempted Variables**

**EAHASA(1-6)** Quantity of semester-length history/social science courses students took in each year (1-6) for ‘course A,’ regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

**EAHBSA(1-6)** Quantity of semester-length history/social science courses students took in each year (1-6) for ‘course B,’ regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

**EAHSAC** Quantity of semester-length history/social science courses students took cumulatively across all years of high school.

### **6. Credits Earned Indicators**

**EAHACR(1-6)** Students’ history/social science course completion rates, or the amount of history/social science credits earned, during each year of high-school (1-6) for ‘course A.’

**EAHBCR(1-6)** Students' history/social science course completion rates, or the amount of history/social science credits earned, during each year of high-school (**1-6**) for 'course **B**.'

**EAHCRC** Students' history/social science course completion rates cumulatively across all years of high school.

# **Education Data - History and Social Sciences**

Education - History and Social Sciences

<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%	10606128	
1	0.0%	11316754	
12227	99.9%	11316958-99719976	NOTE: Range of values omitted from display
1	0.0%	99886991	
1	0.0%	99886994	
1	0.0%	99886995	
1	0.0%	99886996	
1	0.0%	99886999	

<b>eahacat1</b>		Num 2	Humanities A Course Category Year 1
Frequency	Percent	Value	Label
4852	39.7%	1	History
2048	16.7%	2	Political science/government/economics
1562	12.8%	3	Geography
66	0.5%	4	Sociology
556	4.5%	5	Non-Western studies
1272	10.4%	6	Other
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in specific year

<b>eahacat2</b>		Num 2	Humanities A Course Category Year 2
Frequency	Percent	Value	Label
6673	54.5%	1	History
985	8.0%	2	Political science/government/economics
662	5.4%	3	Geography
132	1.1%	4	Sociology
377	3.1%	5	Non-Western studies
621	5.1%	6	Other
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in specific year

<b>eahacat3</b>		Num 2	Humanities A Course Category Year 3
Frequency	Percent	Value	Label
8664	70.8%	1	History
1292	10.6%	2	Political science/government/economics
198	1.6%	3	Geography
225	1.8%	4	Sociology
49	0.4%	5	Non-Western studies
397	3.2%	6	Other
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in specific year

<b>eahacat4</b>		Num 2	Humanities A Course Category Year 4
Frequency	Percent	Value	Label
2382	19.5%	1	History
5338	43.6%	2	Political science/government/economics
166	1.4%	3	Geography
847	6.9%	4	Sociology
127	1.0%	5	Non-Western studies
463	3.8%	6	Other
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in specific year

<b>eahacat5</b>		Num 2	Humanities A Course Category Year 5
Frequency	Percent	Value	Label
162	1.3%	1	History
215	1.8%	2	Political science/government/economics
10	0.1%	3	Geography
29	0.2%	4	Sociology
11	0.1%	5	Non-Western studies
22	0.2%	6	Other
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in specific year

<b>eahacat6</b>		Num 2	Humanities A Course Category Year 6+
Frequency	Percent	Value	Label
30	0.2%	1	History
29	0.2%	2	Political science/government/economics
2	0.0%	3	Geography
2	0.0%	4	Sociology
1	0.0%	5	Non-Western studies
7	0.1%	6	Other
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in specific year

<b>eahbcat1</b>		Num 2	Humanities B Course Category Year 1
Frequency	Percent	Value	Label
208	1.7%	2	Political science/government/economics
1242	10.1%	3	Geography
76	0.6%	4	Sociology
86	0.7%	5	Non-Western studies
420	3.4%	6	Other
190	1.6%	9993	Never took history/social sciences coursework in multiple categories
10015	81.8%	9994	Took coursework in more than one category but not in specific year

<b>eahbc2</b>		Num 2	Humanities B Course Category Year 2
Frequency	Percent	Value	Label
250	2.0%	2	Political science/government/economics
304	2.5%	3	Geography
170	1.4%	4	Sociology
109	0.9%	5	Non-Western studies
489	4.0%	6	Other
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences coursework in multiple categories
10511	85.9%	9994	Took coursework in more than one category but not in specific year

<b>eahbc3</b>		Num 2	Humanities B Course Category Year 3
Frequency	Percent	Value	Label
1404	11.5%	2	Political science/government/economics
274	2.2%	3	Geography
918	7.5%	4	Sociology
128	1.0%	5	Non-Western studies
955	7.8%	6	Other
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences coursework in multiple categories
7765	63.5%	9994	Took coursework in more than one category but not in specific year

<b>eahbc4</b>		Num 2	Humanities B Course Category Year 4
Frequency	Percent	Value	Label
911	7.4%	2	Political science/government/economics
147	1.2%	3	Geography
1401	11.4%	4	Sociology
195	1.6%	5	Non-Western studies
1093	8.9%	6	Other
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences coursework in multiple categories
7130	58.3%	9994	Took coursework in more than one category but not in specific year

<b>eahbc5</b>		Num 2	Humanities B Course Category Year 5
Frequency	Percent	Value	Label
88	0.7%	2	Political science/government/economics
16	0.1%	3	Geography
41	0.3%	4	Sociology
15	0.1%	5	Non-Western studies
51	0.4%	6	Other
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences coursework in multiple categories
362	3.0%	9994	Took coursework in more than one category but not in specific year

<b>eahbc6</b>		Num 2	Humanities B Course Category Year 6+
Frequency	Percent	Value	Label
13	0.1%	2	Political science/government/economics
4	0.0%	3	Geography
3	0.0%	4	Sociology
6	0.0%	5	Non-Western studies
6	0.0%	6	Other
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences coursework in multiple categories
69	0.6%	9994	Took coursework in more than one category but not in specific year

<b>eahccat1</b>		Num 2	Humanities C Course Category Year 1
Frequency	Percent	Value	Label
41	0.3%	3	Geography
4	0.0%	4	Sociology
7	0.1%	5	Non-Western studies
51	0.4%	6	Other
190	1.6%	9993	Never took coursework in 3 or 4 categories
11944	97.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahccat2</b>		Num 2	Humanities C Course Category Year 2
Frequency	Percent	Value	Label
16	0.1%	3	Geography
19	0.2%	4	Sociology
18	0.1%	5	Non-Western studies
88	0.7%	6	Other
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11692	95.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahccat3</b>		Num 2	Humanities C Course Category Year 3
Frequency	Percent	Value	Label
40	0.3%	3	Geography
203	1.7%	4	Sociology
64	0.5%	5	Non-Western studies
319	2.6%	6	Other
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
10818	88.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahccat4</b>		Num 2	Humanities C Course Category Year 4
Frequency	Percent	Value	Label
32	0.3%	3	Geography
168	1.4%	4	Sociology
66	0.5%	5	Non-Western studies
512	4.2%	6	Other
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10099	82.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahccat5</b>		Num 2	Humanities C Course Category Year 5
Frequency	Percent	Value	Label
6	0.0%	3	Geography
11	0.1%	4	Sociology
6	0.0%	5	Non-Western studies
35	0.3%	6	Other
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
515	4.2%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahccat6</b>		Num 2	Humanities C Course Category Year 6+
Frequency	Percent	Value	Label
2	0.0%	3	Geography
1	0.0%	4	Sociology
3	0.0%	5	Non-Western studies
3	0.0%	6	Other
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
92	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdcat1</b>		Num 2	Humanities D Course Category Year 1
Frequency	Percent	Value	Label
1	0.0%	4	Sociology
1	0.0%	5	Non-Western studies
2	0.0%	6	Other
190	1.6%	9993	Never took coursework in 3 or 4 categories
12043	98.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdcat2</b>		Num 2	Humanities D Course Category Year 2
Frequency	Percent	Value	Label
1	0.0%	4	Sociology
9	0.1%	6	Other
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11823	96.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdcat3</b>		Num 2	Humanities D Course Category Year 3
Frequency	Percent	Value	Label
15	0.1%	4	Sociology
4	0.0%	5	Non-Western studies
46	0.4%	6	Other
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
11379	93.0%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdcat4</b>		Num 2	Humanities D Course Category Year 4
Frequency	Percent	Value	Label
8	0.1%	4	Sociology
7	0.1%	5	Non-Western studies
57	0.5%	6	Other
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10805	88.3%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdcat5</b>		Num 2	Humanities D Course Category Year 5
Frequency	Percent	Value	Label
1	0.0%	4	Sociology
8	0.1%	6	Other
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
564	4.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdcat6</b>		Num 2	Humanities D Course Category Year 6+
Frequency	Percent	Value	Label
1	0.0%	4	Sociology
1	0.0%	6	Other
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
99	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahahn1</b>		Num 2	Honors Humanities A Taken in Year 1?
Frequency	Percent	Value	Label
9473	77.4%	0	no
883	7.2%	1	yes
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in specific year

<b>eahahn2</b>		Num 2	Honors Humanities A Taken in Year 2?
Frequency	Percent	Value	Label
8401	68.7%	0	no
1049	8.6%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in specific year

<b>eahahn3</b>		Num 2	Honors Humanities A Taken in Year 3?
Frequency	Percent	Value	Label
9905	80.9%	0	no
920	7.5%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in specific year

<b>eahahn4</b>		Num 2	Honors Humanities A Taken in Year 4?
Frequency	Percent	Value	Label
8491	69.4%	0	no
832	6.8%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in specific year

<b>eahahn5</b>		Num 2	Honors Humanities A Taken in Year 5?
Frequency	Percent	Value	Label
421	3.4%	0	no
28	0.2%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in specific year

<b>eahahn6</b>		Num 2	Honors Humanities A Taken in Year 6+?
Frequency	Percent	Value	Label
71	0.6%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in specific year

<b>eahbhn1</b>		Num 2	Honors Humanities B Taken in Year 1?
Frequency	Percent	Value	Label
1919	15.7%	0	no
113	0.9%	1	yes
190	1.6%	9993	Never took history/social sciences courses in multiple categories
10015	81.8%	9994	Took coursework in more than one category but not in specific year

<b>eahbhn2</b>		Num 2	Honors Humanities B Taken in Year 2?
Frequency	Percent	Value	Label
1276	10.4%	0	no
46	0.4%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses in multiple categories
10511	85.9%	9994	Took coursework in more than one category but not in specific year

<b>eahbhn3</b>		Num 2	Honors Humanities B Taken in Year 3?
Frequency	Percent	Value	Label
3493	28.5%	0	no
186	1.5%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses in multiple categories
7765	63.5%	9994	Took coursework in more than one category but not in specific year

<b>eahbhn4</b>		Num 2	Honors Humanities B Taken in Year 4?
Frequency	Percent	Value	Label
3487	28.5%	0	no
260	2.1%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses in multiple categories
7130	58.3%	9994	Took coursework in more than one category but not in specific year

<b>eahbhn5</b>		Num 2	Honors Humanities B Taken in Year 5?
Frequency	Percent	Value	Label
202	1.7%	0	no
9	0.1%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses in multiple categories
362	3.0%	9994	Took coursework in more than one category but not in specific year

<b>eahbhn6</b>		Num 2	Honors Humanities B Taken in Year 6+?
Frequency	Percent	Value	Label
32	0.3%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses in multiple categories
69	0.6%	9994	Took coursework in more than one category but not in specific year

<b>eahchn1</b>		Num 2	Honors Humanities C Taken in Year 1?
Frequency	Percent	Value	Label
100	0.8%	0	no
3	0.0%	1	yes
190	1.6%	9993	Never took coursework in 3 or 4 categories
11944	97.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahchn2</b>		Num 2	Honors Humanities C Taken in Year 2?
Frequency	Percent	Value	Label
132	1.1%	0	no
9	0.1%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11692	95.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahchn3</b>		Num 2	Honors Humanities C Taken in Year 3?
Frequency	Percent	Value	Label
579	4.7%	0	no
47	0.4%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
10818	88.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahchn4</b>		Num 2	Honors Humanities C Taken in Year 4?
Frequency	Percent	Value	Label
738	6.0%	0	no
40	0.3%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10099	82.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahchn5</b>		Num 2	Honors Humanities C Taken in Year 5?
Frequency	Percent	Value	Label
57	0.5%	0	no
1	0.0%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
515	4.2%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahchn6</b>		Num 2	Honors Humanities C Taken in Year 6+?
Frequency	Percent	Value	Label
9	0.1%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
92	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdhn1</b>		Num 2	Honors Humanities D Taken in Year 1?
Frequency	Percent	Value	Label
4	0.0%	0	no
190	1.6%	9993	Never took coursework in 3 or 4 categories
12043	98.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdhn2</b>		Num 2	Honors Humanities D Taken in Year 2?
Frequency	Percent	Value	Label
9	0.1%	0	no
1	0.0%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11823	96.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdhn3</b>		Num 2	Honors Humanities D Taken in Year 3?
Frequency	Percent	Value	Label
61	0.5%	0	no
4	0.0%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
11379	93.0%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdhn4</b>		Num 2	Honors Humanities D Taken in Year 4?
Frequency	Percent	Value	Label
67	0.5%	0	no
5	0.0%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10805	88.3%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdhn5</b>		Num 2	Honors Humanities D Taken in Year 5?
Frequency	Percent	Value	Label
9	0.1%	0	no
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
564	4.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdhn6</b>		Num 2	Honors Humanities D Taken in Year 6+?
Frequency	Percent	Value	Label
2	0.0%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
99	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahaap1</b>		Num 2	Advanced Placement/International Baccalaureate Humanities A Taken in Year 1?
Frequency	Percent	Value	Label
10319	84.3%	0	no
37	0.3%	1	yes
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in specific year

<b>eahaap2</b>		Num 2	Advanced Placement/International Baccalaureate Humanities A Taken in Year 2?
Frequency	Percent	Value	Label
9285	75.9%	0	no
165	1.3%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in specific year

<b>eahaap3</b>		Num 2	Advanced Placement/International Baccalaureate Humanities A Taken in Year 3?
Frequency	Percent	Value	Label
9928	81.1%	0	no
897	7.3%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in specific year

<b>eahaap4</b>		Num 2	Advanced Placement/International Baccalaureate Humanities A Taken in Year 4?
Frequency	Percent	Value	Label
8765	71.6%	0	no
558	4.6%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in specific year

<b>eahaap5</b>		Num 2	Advanced Placement/International Baccalaureate Humanities A Taken in Year 5?
Frequency	Percent	Value	Label
433	3.5%	0	no
16	0.1%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in specific year

<b>eahaap6</b>		Num 2	Advanced Placement/International Baccalaureate Humanities A Taken in Year 6+?
Frequency	Percent	Value	Label
70	0.6%	0	no
1	0.0%	1	yes
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in specific year

<b>eahbap1</b>		Num 2	Advanced Placement/International Baccalaureate Humanities B Taken in Year 1?
Frequency	Percent	Value	Label
2032	16.6%	0	no
190	1.6%	9993	Never took history/social sciences courses in multiple categories
10015	81.8%	9994	Took coursework in more than one category but not in specific year

<b>eahbap2</b>		Num 2	Advanced Placement/International Baccalaureate Humanities B Taken in Year 2?
Frequency	Percent	Value	Label
1316	10.8%	0	no
6	0.0%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses in multiple categories
10511	85.9%	9994	Took coursework in more than one category but not in specific year

<b>eahbap3</b>		Num 2	Advanced Placement/International Baccalaureate Humanities B Taken in Year 3?
Frequency	Percent	Value	Label
3640	29.7%	0	no
39	0.3%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses in multiple categories
7765	63.5%	9994	Took coursework in more than one category but not in specific year

<b>eahbap4</b>		Num 2	Advanced Placement/International Baccalaureate Humanities B Taken in Year 4?
Frequency	Percent	Value	Label
3628	29.6%	0	no
119	1.0%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses in multiple categories
7130	58.3%	9994	Took coursework in more than one category but not in specific year

<b>eahbap5</b>		Num 2	Advanced Placement/International Baccalaureate Humanities B Taken in Year 5?
Frequency	Percent	Value	Label
205	1.7%	0	no
6	0.0%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses in multiple categories
362	3.0%	9994	Took coursework in more than one category but not in specific year

<b>eahbap6</b>		Num 2	Advanced Placement/International Baccalaureate Humanities B Taken in Year 6+?
Frequency	Percent	Value	Label
32	0.3%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses in multiple categories
69	0.6%	9994	Took coursework in more than one category but not in specific year

<b>eahcap1</b>		Num 2	Advanced Placement/International Baccalaureate Humanities C Taken in Year 1?
Frequency	Percent	Value	Label
103	0.8%	0	no
190	1.6%	9993	Never took coursework in 3 or 4 categories
11944	97.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcap2</b>		Num 2	Advanced Placement/International Baccalaureate Humanities C Taken in Year 2?
Frequency	Percent	Value	Label
141	1.2%	0	no
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11692	95.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcap3</b>		Num 2	Advanced Placement/International Baccalaureate Humanities C Taken in Year 3?
Frequency	Percent	Value	Label
624	5.1%	0	no
2	0.0%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
10818	88.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcap4</b>		Num 2	Advanced Placement/International Baccalaureate Humanities C Taken in Year 4?
Frequency	Percent	Value	Label
772	6.3%	0	no
6	0.0%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10099	82.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcap5</b>		Num 2	Advanced Placement/International Baccalaureate Humanities C Taken in Year 5?
Frequency	Percent	Value	Label
58	0.5%	0	no
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
515	4.2%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcap6</b>		Num 2	Advanced Placement/International Baccalaureate Humanities C Taken in Year 6+?
Frequency	Percent	Value	Label
9	0.1%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
92	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdap1</b>		Num 2	Advanced Placement/International Baccalaureate Humanities D Taken in Year 1?
Frequency	Percent	Value	Label
4	0.0%	0	no
190	1.6%	9993	Never took coursework in 3 or 4 categories
12043	98.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdap2</b>		Num 2	Advanced Placement/International Baccalaureate Humanities D Taken in Year 2?
Frequency	Percent	Value	Label
10	0.1%	0	no
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11823	96.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdap3</b>		Num 2	Advanced Placement/International Baccalaureate Humanities D Taken in Year 3?
Frequency	Percent	Value	Label
65	0.5%	0	no
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
11379	93.0%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdap4</b>		Num 2	Advanced Placement/International Baccalaureate Humanities D Taken in Year 4?
Frequency	Percent	Value	Label
72	0.6%	0	no
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10805	88.3%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdap5</b>		Num 2	Advanced Placement/International Baccalaureate Humanities D Taken in Year 5?
Frequency	Percent	Value	Label
9	0.1%	0	no
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
564	4.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdap6</b>		Num 2	Advanced Placement/International Baccalaureate Humanities D Taken in Year 6+?
Frequency	Percent	Value	Label
2	0.0%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
99	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eaharm1</b>		Num 2	Remedial Humanities A Taken in Year 1?
Frequency	Percent	Value	Label
10328	84.4%	0	no
28	0.2%	1	yes
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in specific year

<b>eaharm2</b>		Num 2	Remedial Humanities A Taken in Year 2?
Frequency	Percent	Value	Label
9408	76.9%	0	no
42	0.3%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in specific year

<b>eaharm3</b>		Num 2	Remedial Humanities A Taken in Year 3?
Frequency	Percent	Value	Label
10779	88.1%	0	no
46	0.4%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in specific year

<b>eaharm4</b>		Num 2	Remedial Humanities A Taken in Year 4?
Frequency	Percent	Value	Label
9274	75.8%	0	no
49	0.4%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in specific year

<b>eaharm5</b>		Num 2	Remedial Humanities A Taken in Year 5?
Frequency	Percent	Value	Label
445	3.6%	0	no
4	0.0%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in specific year

<b>eaharm6</b>		Num 2	Remedial Humanities A Taken in Year 6+?
Frequency	Percent	Value	Label
71	0.6%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in specific year

<b>eahbrm1</b>		Num 2	Remedial Humanities B Taken in Year 1?
Frequency	Percent	Value	Label
2028	16.6%	0	no
4	0.0%	1	yes
190	1.6%	9993	Never took history/social sciences courses in multiple categories
10015	81.8%	9994	Took coursework in more than one category but not in specific year

<b>eahbrm2</b>		Num 2	Remedial Humanities B Taken in Year 2?
Frequency	Percent	Value	Label
1320	10.8%	0	no
2	0.0%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took history/social sciences courses in multiple categories
10511	85.9%	9994	Took coursework in more than one category but not in specific year

<b>eahbrm3</b>		Num 2	Remedial Humanities B Taken in Year 3?
Frequency	Percent	Value	Label
3676	30.0%	0	no
3	0.0%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took history/social sciences courses in multiple categories
7765	63.5%	9994	Took coursework in more than one category but not in specific year

<b>eahbrm4</b>		Num 2	Remedial Humanities B Taken in Year 4?
Frequency	Percent	Value	Label
3742	30.6%	0	no
5	0.0%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took history/social sciences courses in multiple categories
7130	58.3%	9994	Took coursework in more than one category but not in specific year

<b>eahbrm5</b>		Num 2	Remedial Humanities B Taken in Year 5?
Frequency	Percent	Value	Label
210	1.7%	0	no
1	0.0%	1	yes
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took history/social sciences courses in multiple categories
362	3.0%	9994	Took coursework in more than one category but not in specific year

<b>eahbrm6</b>		Num 2	Remedial Humanities B Taken in Year 6+?
Frequency	Percent	Value	Label
31	0.3%	0	no
1	0.0%	1	yes
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took history/social sciences courses in multiple categories
69	0.6%	9994	Took coursework in more than one category but not in specific year

<b>eahcrm1</b>		Num 2	Remedial Humanities C Taken in Year 1?
Frequency	Percent	Value	Label
103	0.8%	0	no
190	1.6%	9993	Never took coursework in 3 or 4 categories
11944	97.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcrm2</b>		Num 2	Remedial Humanities C Taken in Year 2?
Frequency	Percent	Value	Label
140	1.1%	0	no
1	0.0%	1	yes
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11692	95.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcrm3</b>		Num 2	Remedial Humanities C Taken in Year 3?
Frequency	Percent	Value	Label
625	5.1%	0	no
1	0.0%	1	yes
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
10818	88.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcrm4</b>		Num 2	Remedial Humanities C Taken in Year 4?
Frequency	Percent	Value	Label
776	6.3%	0	no
2	0.0%	1	yes
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10099	82.5%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcrm5</b>		Num 2	Remedial Humanities C Taken in Year 5?
Frequency	Percent	Value	Label
58	0.5%	0	no
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
515	4.2%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahcrm6</b>		Num 2	Remedial Humanities C Taken in Year 6+?
Frequency	Percent	Value	Label
9	0.1%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
92	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdrm1</b>		Num 2	Remedial Humanities D Taken in Year 1?
Frequency	Percent	Value	Label
4	0.0%	0	no
190	1.6%	9993	Never took coursework in 3 or 4 categories
12043	98.4%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdrm2</b>		Num 2	Remedial Humanities D Taken in Year 2?
Frequency	Percent	Value	Label
10	0.1%	0	no
301	2.5%	9992	No course-taking data in specific year
103	0.8%	9993	Never took coursework in 3 or 4 categories
11823	96.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdrm3</b>		Num 2	Remedial Humanities D Taken in Year 3?
Frequency	Percent	Value	Label
65	0.5%	0	no
724	5.9%	9992	No course-taking data in specific year
69	0.6%	9993	Never took coursework in 3 or 4 categories
11379	93.0%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdrm4</b>		Num 2	Remedial Humanities D Taken in Year 4?
Frequency	Percent	Value	Label
72	0.6%	0	no
1306	10.7%	9992	No course-taking data in specific year
54	0.4%	9993	Never took coursework in 3 or 4 categories
10805	88.3%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdrm5</b>		Num 2	Remedial Humanities D Taken in Year 5?
Frequency	Percent	Value	Label
9	0.1%	0	no
11655	95.2%	9992	No course-taking data in specific year
9	0.1%	9993	Never took coursework in 3 or 4 categories
564	4.6%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahdrm6</b>		Num 2	Remedial Humanities D Taken in Year 6+?
Frequency	Percent	Value	Label
2	0.0%	0	no
12133	99.2%	9992	No course-taking data in specific year
3	0.0%	9993	Never took coursework in 3 or 4 categories
99	0.8%	9994	Took coursework in 3 or 4 categories but not in specific year

<b>eahagpa1</b>		Num 8	Humanities A GPA Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
525	4.3%	0	0
3	0.0%	.25	.25
14	0.1%	.3333333333333333	.3333333333333333
164	1.3%	.5	.5
24	0.2%	.6666666666666666	.6666666666666666
7456	60.9%	.75-3.75	NOTE: Range of values omitted from display
1	0.0%	3.7777777777777777	3.7777777777777777
2067	16.9%	4	4
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in year
102	0.8%	9995	Did not take graded course in year

<b>eahagpa2</b>		Num 8	Humanities A GPA Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
594	4.9%	0	0
1	0.0%	.2	.2
15	0.1%	.3333333333333333	.3333333333333333
2	0.0%	.4	.4
174	1.4%	.5	.5
6809	55.6%	.6666666666666666-3.75	NOTE: Range of values omitted from display
1746	14.3%	4	4
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in year
109	0.9%	9995	Did not take graded course in year

<b>eahagpa3</b>		Num 8	Humanities A GPA Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
550	4.5%	0	0
2	0.0%	.25	.25
33	0.3%	.333333333333333	.333333333333333
190	1.6%	.5	.5
30	0.2%	.666666666666666	.666666666666666
7964	65.1%	.75-3.75	NOTE: Range of values omitted from display
1964	16.0%	4	4
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in year
92	0.8%	9995	Did not take graded course in year

<b>eahagpa4</b>		Num 8	Humanities A GPA Year 4 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
330	2.7%	0	0
2	0.0%	.25	.25
8	0.1%	.333333333333333	.333333333333333
1	0.0%	.4	.4
79	0.6%	.5	.5
6847	56.0%	.57142857142857-3.75	NOTE: Range of values omitted from display
1941	15.9%	4	4
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in year
115	0.9%	9995	Did not take graded course in year

<b>eahagpa5</b>		Num 8	Humanities A GPA Year 5 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
58	0.5%	0	0
1	0.0%	.333333333333333	.333333333333333
6	0.0%	.5	.5
2	0.0%	.666666666666666	.666666666666666
1	0.0%	.75	.75
320	2.6%	1-3.5	NOTE: Range of values omitted from display
41	0.3%	4	4
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in year
20	0.2%	9995	Did not take graded course in year

<b>eahagpa6</b>		Num 8	Humanities A GPA Year 6+
Frequency	Percent	Value	Label
9	0.1%	0	0
1	0.0%	.5	.5
9	0.1%	1	1
1	0.0%	1.5	1.5
15	0.1%	2	2
1	0.0%	2.33333333333333	2.33333333333333
3	0.0%	2.5	2.5
1	0.0%	2.66666666666666	2.66666666666666
17	0.1%	3	3
1	0.0%	3.33333333333333	3.33333333333333
1	0.0%	3.5	3.5
4	0.0%	4	4
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in year
8	0.1%	9995	Did not take graded course in year

<b>eahbgpa1</b>		Num 8	Humanities B GPA Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
152	1.2%	0	0
1	0.0%	.2	.2
6	0.0%	.5	.5
1	0.0%	.6666666666666666	.6666666666666666
229	1.9%	1	1
1078	8.8%	1.25-3.6666666666666666	NOTE: Range of values omitted from display
2	0.0%	3.75	3.75
496	4.1%	4	4
190	1.6%	9993	Never took more than 1 category
10015	81.8%	9994	Took coursework in multiple categories but not in year
67	0.5%	9995	Did not take graded course in year

<b>eahbgpa2</b>		Num 8	Humanities B GPA Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
119	1.0%	0	0
1	0.0%	.25	.25
10	0.1%	.5	.5
1	0.0%	.6666666666666666	.6666666666666666
144	1.2%	1	1
676	5.5%	1.25-3.6666666666666666	NOTE: Range of values omitted from display
277	2.3%	4	4
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took more than 1 category
10511	85.9%	9994	Took coursework in multiple categories but not in year
94	0.8%	9995	Did not take graded course in year

<b>eahbgpa3</b>		Num 8	Humanities B GPA Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
180	1.5%	0	0
2	0.0%	.333333333333333	.333333333333333
29	0.2%	.5	.5
2	0.0%	.666666666666666	.666666666666666
4	0.0%	.75	.75
2351	19.2%	1-3.875	NOTE: Range of values omitted from display
966	7.9%	4	4
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took more than 1 category
7765	63.5%	9994	Took coursework in multiple categories but not in year
145	1.2%	9995	Did not take graded course in year

<b>eahbgpa4</b>		Num 8	Humanities B GPA Year 4 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
173	1.4%	0	0
10	0.1%	.3333333333333333	.3333333333333333
1	0.0%	.4	.4
36	0.3%	.5	.5
1	0.0%	.6	.6
2470	20.2%	.6666666666666666-3.8333333333333333	NOTE: Range of values omitted from display
995	8.1%	4	4
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took more than 1 category
7130	58.3%	9994	Took coursework in multiple categories but not in year
61	0.5%	9995	Did not take graded course in year

<b>eahbgpa5</b>		Num 8	Humanities B GPA Year 5 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
23	0.2%	0	0
5	0.0%	.5	.5
1	0.0%	.75	.75
1	0.0%	.8333333333333333	.8333333333333333
28	0.2%	1	1
120	1.0%	1.3333333333333333-3.75	NOTE: Range of values omitted from display
27	0.2%	4	4
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took more than 1 category
362	3.0%	9994	Took coursework in multiple categories but not in year
6	0.0%	9995	Did not take graded course in year

<b>eahbgpa6</b>		Num 8	Humanities B GPA Year 6+
Frequency	Percent	Value	Label
3	0.0%	0	0
1	0.0%	.333333333333333	.333333333333333
4	0.0%	1	1
1	0.0%	1.14285714285714	1.14285714285714
10	0.1%	2	2
4	0.0%	3	3
1	0.0%	3.8	3.8
6	0.0%	4	4
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took more than 1 category
69	0.6%	9994	Took coursework in multiple categories but not in year
2	0.0%	9995	Did not take graded course in year

<b>eahgpac</b>		Num 8	Humanities GPA Across All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
218	1.8%	0	0
1	0.0%	.1	.1
3	0.0%	.125	.125
6	0.0%	.14285714285714	.14285714285714
6	0.0%	.166666666666666	.166666666666666
11065	90.4%	.18181818181818-3.92307692307692	NOTE: Range of values omitted from display
2	0.0%	3.92857142857142	3.92857142857142
1	0.0%	3.94117647058823	3.94117647058823
706	5.8%	4	4
190	1.6%	9993	Never took history/social sciences courses
39	0.3%	9995	Did not take graded course in year

<b>eahafix1</b>		Num 8	Humanities A Failure Index Year 1
Frequency	Percent	Value	Label
9348	76.4%	0	0
16	0.1%	.25	.25
57	0.5%	.333333333333333	.333333333333333
1	0.0%	.4	.4
468	3.8%	.5	.5
21	0.2%	.666666666666666	.666666666666666
5	0.0%	.75	.75
338	2.8%	1	1
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in year
102	0.8%	9995	Did not take graded course in year

<b>eahafix2</b>		Num 8	Humanities A Failure Index Year 2
Frequency	Percent	Value	Label
8277	67.6%	0	0
1	0.0%	.1666666666666666	.1666666666666666
3	0.0%	.2	.2
28	0.2%	.25	.25
72	0.6%	.3333333333333333	.3333333333333333
1	0.0%	.375	.375
5	0.0%	.4	.4
573	4.7%	.5	.5
35	0.3%	.6666666666666666	.6666666666666666
1	0.0%	.75	.75
1	0.0%	.8	.8
344	2.8%	1	1
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in year
109	0.9%	9995	Did not take graded course in year

<b>eahafix3</b>		Num 8	Humanities A Failure Index Year 3
Frequency	Percent	Value	Label
9627	78.7%	0	0
4	0.0%	.2	.2
32	0.3%	.25	.25
131	1.1%	.333333333333333	.333333333333333
549	4.5%	.5	.5
35	0.3%	.666666666666666	.666666666666666
3	0.0%	.75	.75
352	2.9%	1	1
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in year
92	0.8%	9995	Did not take graded course in year

<b>eahafix4</b>		Num 8	Humanities A Failure Index Year 4
Frequency	Percent	Value	Label
8579	70.1%	0	0
6	0.0%	.1666666666666666	.1666666666666666
1	0.0%	.2	.2
1	0.0%	.2222222222222222	.2222222222222222
28	0.2%	.25	.25
1	0.0%	.28571428571428	.28571428571428
92	0.8%	.3333333333333333	.3333333333333333
1	0.0%	.4	.4
255	2.1%	.5	.5
8	0.1%	.6666666666666666	.6666666666666666
3	0.0%	.75	.75
233	1.9%	1	1
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in year
115	0.9%	9995	Did not take graded course in year

<b>eahafix5</b>		Num 8	Humanities A Failure Index Year 5
Frequency	Percent	Value	Label
348	2.8%	0	0
1	0.0%	.25	.25
8	0.1%	.333333333333333	.333333333333333
25	0.2%	.5	.5
2	0.0%	.666666666666666	.666666666666666
1	0.0%	.75	.75
44	0.4%	1	1
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in year
20	0.2%	9995	Did not take graded course in year

<b>eahafix6</b>		Num 8	Humanities A Failure Index Year 6+
Frequency	Percent	Value	Label
52	0.4%	0	0
1	0.0%	.333333333333333	.333333333333333
1	0.0%	.5	.5
1	0.0%	.8	.8
8	0.1%	1	1
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in year
8	0.1%	9995	Did not take graded course in year

<b>eahbfix1</b>		Num 8	Humanities B Failure Index Year 1
Frequency	Percent	Value	Label
1789	14.6%	0	0
6	0.0%	.25	.25
2	0.0%	.333333333333333	.333333333333333
69	0.6%	.5	.5
1	0.0%	.666666666666666	.666666666666666
1	0.0%	.8	.8
97	0.8%	1	1
190	1.6%	9993	Never took more than 1 category
10015	81.8%	9994	Took coursework in multiple categories but not in year
67	0.5%	9995	Did not take graded course in year

<b>eahbfix2</b>		Num 8	Humanities B Failure Index Year 2
Frequency	Percent	Value	Label
1077	8.8%	0	0
2	0.0%	.1666666666666666	.1666666666666666
4	0.0%	.25	.25
6	0.0%	.3333333333333333	.3333333333333333
48	0.4%	.5	.5
1	0.0%	.6666666666666666	.6666666666666666
1	0.0%	.75	.75
89	0.7%	1	1
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took more than 1 category
10511	85.9%	9994	Took coursework in multiple categories but not in year
94	0.8%	9995	Did not take graded course in year

<b>eahbfix3</b>		Num 8	Humanities B Failure Index Year 3
Frequency	Percent	Value	Label
3257	26.6%	0	0
4	0.0%	.1666666666666666	.1666666666666666
1	0.0%	.2	.2
13	0.1%	.25	.25
14	0.1%	.3333333333333333	.3333333333333333
99	0.8%	.5	.5
6	0.0%	.6666666666666666	.6666666666666666
2	0.0%	.75	.75
138	1.1%	1	1
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took more than 1 category
7765	63.5%	9994	Took coursework in multiple categories but not in year
145	1.2%	9995	Did not take graded course in year

<b>eahbfix4</b>		Num 8	Humanities B Failure Index Year 4
Frequency	Percent	Value	Label
3343	27.3%	0	0
1	0.0%	.111111111111111	.111111111111111
1	0.0%	.125	.125
3	0.0%	.166666666666666	.166666666666666
2	0.0%	.2	.2
23	0.2%	.25	.25
1	0.0%	.28571428571428	.28571428571428
42	0.3%	.333333333333333	.333333333333333
1	0.0%	.375	.375
2	0.0%	.4	.4
129	1.1%	.5	.5
1	0.0%	.57142857142857	.57142857142857
1	0.0%	.6	.6
13	0.1%	.666666666666666	.666666666666666
1	0.0%	.75	.75
122	1.0%	1	1
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took more than 1 category
7130	58.3%	9994	Took coursework in multiple categories but not in year
61	0.5%	9995	Did not take graded course in year

<b>eahbfix5</b>		Num 8	Humanities B Failure Index Year 5
Frequency	Percent	Value	Label
162	1.3%	0	0
1	0.0%	.1666666666666666	.1666666666666666
2	0.0%	.25	.25
4	0.0%	.3333333333333333	.3333333333333333
15	0.1%	.5	.5
21	0.2%	1	1
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took more than 1 category
362	3.0%	9994	Took coursework in multiple categories but not in year
6	0.0%	9995	Did not take graded course in year

<b>eahbfix6</b>		Num 8	Humanities B Failure Index Year 6+
Frequency	Percent	Value	Label
22	0.2%	0	0
1	0.0%	.333333333333333	.333333333333333
1	0.0%	.4	.4
1	0.0%	.5	.5
1	0.0%	.57142857142857	.57142857142857
1	0.0%	.666666666666666	.666666666666666
3	0.0%	1	1
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took more than 1 category
69	0.6%	9994	Took coursework in multiple categories but not in year
2	0.0%	9995	Did not take graded course in year

<b>eahfixc</b>		Num 8	Humanities Failure Index Across All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
9135	74.7%	0	0
4	0.0%	.05	.05
12	0.1%	.0555555555555555	.0555555555555555
10	0.1%	.0625	.0625
1	0.0%	.06451612903225	.06451612903225
2695	22.0%	.0666666666666666-.85714285714285	NOTE: Range of values omitted from display
5	0.0%	.875	.875
1	0.0%	.9	.9
145	1.2%	1	1
190	1.6%	9993	Never took history/social sciences courses
39	0.3%	9995	Did not take graded course in year

<b>eahasa1</b>		Num 2	Humanities A Semesters Attempted Year 1
Frequency	Percent	Value	Label
1691	13.8%	0	0
1925	15.7%	1	1
8107	66.2%	2	2
165	1.3%	3	3
159	1.3%	4	4
190	1.6%	9993	Never took history/social sciences courses

<b>eahasa2</b>		Num 2	Humanities A Semesters Attempted Year 2
Frequency	Percent	Value	Label
2383	19.5%	0	0
1417	11.6%	1	1
7399	60.5%	2	2
247	2.0%	3	3
387	3.2%	4	4
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took history/social sciences courses

<b>eahasa3</b>		Num 2	Humanities A Semesters Attempted Year 3
Frequency	Percent	Value	Label
619	5.1%	0	0
1509	12.3%	1	1
8579	70.1%	2	2
338	2.8%	3	3
399	3.3%	4	4
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took history/social sciences courses

<b>eahasa4</b>		Num 2	Humanities A Semesters Attempted Year 4
Frequency	Percent	Value	Label
1554	12.7%	0	0
2569	21.0%	1	1
5898	48.2%	2	2
265	2.2%	3	3
591	4.8%	4	4
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took history/social sciences courses

<b>eahasa5</b>		Num 2	Humanities A Semesters Attempted Year 5
Frequency	Percent	Value	Label
124	1.0%	0	0
181	1.5%	1	1
268	2.2%	2	2
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took history/social sciences courses

<b>eahasa6</b>		Num 2	Humanities A Semesters Attempted Year 6+
Frequency	Percent	Value	Label
30	0.2%	0	0
26	0.2%	1	1
45	0.4%	2	2
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took history/social sciences courses

<b>eahbsa1</b>		Num 2	Humanities B Semesters Attempted Year 1
Frequency	Percent	Value	Label
10015	81.8%	0	0
940	7.7%	1	1
973	8.0%	2	2
60	0.5%	3	3
59	0.5%	4	4
190	1.6%	9993	Never took more than 1 category

<b>eahbsa2</b>		Num 2	Humanities B Semesters Attempted Year 2
Frequency	Percent	Value	Label
10511	85.9%	0	0
613	5.0%	1	1
569	4.6%	2	2
45	0.4%	3	3
95	0.8%	4	4
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took more than 1 category

<b>eahbsa3</b>		Num 2	Humanities B Semesters Attempted Year 3
Frequency	Percent	Value	Label
7765	63.5%	0	0
1548	12.7%	1	1
1573	12.9%	2	2
202	1.7%	3	3
356	2.9%	4	4
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took more than 1 category

<b>eahbsa4</b>		Num 2	Humanities B Semesters Attempted Year 4
Frequency	Percent	Value	Label
7130	58.3%	0	0
1300	10.6%	1	1
1691	13.8%	2	2
262	2.1%	3	3
494	4.0%	4	4
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took more than 1 category

<b>eahbsa5</b>		Num 2	Humanities B Semesters Attempted Year 5
Frequency	Percent	Value	Label
362	3.0%	0	0
66	0.5%	1	1
145	1.2%	2	2
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took more than 1 category

<b>eahbsa6</b>		Num 2	Humanities B Semesters Attempted Year 6+
Frequency	Percent	Value	Label
69	0.6%	0	0
10	0.1%	1	1
22	0.2%	2	2
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took more than 1 category

<b>eahsac</b>		Num 2	Total Humanities Semesters Attempted Across All Years
Frequency	Percent	Value	Label
72	0.6%	1	1
264	2.2%	2	2
218	1.8%	3	3
525	4.3%	4	4
450	3.7%	5	5
2064	16.9%	6	6
1517	12.4%	7	7
2521	20.6%	8	8
922	7.5%	9	9
1441	11.8%	10	10
413	3.4%	11	11
764	6.2%	12	12
147	1.2%	13	13
387	3.2%	14	14
58	0.5%	15	15
284	2.3%	16	16
190	1.6%	9993	Never took history/social sciences courses

<b>eahacr1</b>		Num 8	Humanities A Credits Earned Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
581	4.7%	0	0
2	0.0%	.1	.1
1	0.0%	.15	.15
1	0.0%	.1666666666666666	.1666666666666666
3	0.0%	.2	.2
9764	79.8%	.25-3.5	NOTE: Range of values omitted from display
1	0.0%	3.7	3.7
1	0.0%	4	4
2	0.0%	6	6
190	1.6%	9993	Never took history/social sciences courses
1691	13.8%	9994	No history/social sciences courses in year

<b>eahacr2</b>		Num 8	Humanities A Credits Earned Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
680	5.6%	0	0
2	0.0%	.05	.05
1	0.0%	.095	.095
4	0.0%	.1	.1
1	0.0%	.15	.15
8760	71.6%	.2-2.97	NOTE: Range of values omitted from display
1	0.0%	3.5	3.5
1	0.0%	5.5	5.5
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took history/social sciences courses
2383	19.5%	9994	No history/social sciences courses in year

<b>eahacr3</b>		Num 8	Humanities A Credits Earned Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
625	5.1%	0	0
1	0.0%	.05	.05
1	0.0%	.066	.066
1	0.0%	.166666666666666	.166666666666666
3	0.0%	.2	.2
10192	83.3%	.25-2.5	NOTE: Range of values omitted from display
1	0.0%	3.5	3.5
1	0.0%	5	5
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took history/social sciences courses
619	5.1%	9994	No history/social sciences courses in year

<b>eahacr4</b>		Num 8	Humanities A Credits Earned Year 4 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
412	3.4%	0	0
1	0.0%	.025	.025
1	0.0%	.06	.06
1	0.0%	.066	.066
4	0.0%	.1	.1
8893	72.7%	.15-2	NOTE: Range of values omitted from display
7	0.1%	2.5	2.5
4	0.0%	3	3
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took history/social sciences courses
1554	12.7%	9994	No history/social sciences courses in year

<b>eahacr5</b>		Num 8	Humanities A Credits Earned Year 5
Frequency	Percent	Value	Label
72	0.6%	0	0
1	0.0%	.1	.1
1	0.0%	.15	.15
2	0.0%	.2	.2
1	0.0%	.24	.24
2	0.0%	.25	.25
3	0.0%	.4	.4
162	1.3%	.5	.5
1	0.0%	.725	.725
2	0.0%	.75	.75
181	1.5%	1	1
1	0.0%	1.3	1.3
10	0.1%	1.5	1.5
8	0.1%	2	2
1	0.0%	2.5	2.5
1	0.0%	3	3
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took history/social sciences courses
124	1.0%	9994	No history/social sciences courses in year

<b>eahacr6</b>		Num 8	Humanities A Credits Earned Year 6+
Frequency	Percent	Value	Label
11	0.1%	0	0
1	0.0%	.1	.1
1	0.0%	.2	.2
1	0.0%	.25	.25
1	0.0%	.35	.35
1	0.0%	.4	.4
25	0.2%	.5	.5
1	0.0%	.6	.6
21	0.2%	1	1
3	0.0%	1.5	1.5
3	0.0%	2	2
2	0.0%	3	3
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took history/social sciences courses
30	0.2%	9994	No history/social sciences courses in year

<b>eahbcr1</b>		Num 8	Humanities B Credits Earned Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
229	1.9%	0	0
1	0.0%	.1	.1
1	0.0%	.1666666666666666	.1666666666666666
15	0.1%	.25	.25
12	0.1%	.33	.33
1767	14.4%	.4-2.5	NOTE: Range of values omitted from display
4	0.0%	3	3
2	0.0%	4	4
1	0.0%	6	6
190	1.6%	9993	Never took more than 1 category
10015	81.8%	9994	Took coursework in multiple categories but not in year

<b>eahbcr2</b>		Num 8	Humanities B Credits Earned Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
207	1.7%	0	0
2	0.0%	.15	.15
1	0.0%	.1666666666666666	.1666666666666666
2	0.0%	.2	.2
2	0.0%	.25	.25
1103	9.0%	.33-2.75	NOTE: Range of values omitted from display
4	0.0%	3	3
1	0.0%	4	4
301	2.5%	9992	No course-taking data in year
103	0.8%	9993	Never took more than 1 category
10511	85.9%	9994	Took coursework in multiple categories but not in year

<b>eahbcr3</b>		Num 8	Humanities B Credits Earned Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
300	2.5%	0	0
2	0.0%	.1	.1
1	0.0%	.17	.17
1	0.0%	.198	.198
2	0.0%	.2	.2
3371	27.5%	.25-3.5	NOTE: Range of values omitted from display
1	0.0%	3.75	3.75
1	0.0%	4.15	4.15
724	5.9%	9992	No course-taking data in year
69	0.6%	9993	Never took more than 1 category
7765	63.5%	9994	Took coursework in multiple categories but not in year

<b>eahbcr4</b>		Num 8	Humanities B Credits Earned Year 4 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
223	1.8%	0	0
1	0.0%	.1	.1
1	0.0%	.132	.132
7	0.1%	.25	.25
1	0.0%	.3	.3
3509	28.7%	.33-4	NOTE: Range of values omitted from display
3	0.0%	4.5	4.5
2	0.0%	5	5
1306	10.7%	9992	No course-taking data in year
54	0.4%	9993	Never took more than 1 category
7130	58.3%	9994	Took coursework in multiple categories but not in year

<b>eahbcr5</b>		Num 8	Humanities B Credits Earned Year 5
Frequency	Percent	Value	Label
29	0.2%	0	0
1	0.0%	.3	.3
1	0.0%	.36	.36
1	0.0%	.45	.45
67	0.5%	.5	.5
1	0.0%	.75	.75
77	0.6%	1	1
22	0.2%	1.5	1.5
5	0.0%	2	2
1	0.0%	2.25	2.25
3	0.0%	2.5	2.5
1	0.0%	2.9	2.9
1	0.0%	3	3
1	0.0%	4	4
11655	95.2%	9992	No course-taking data in year
9	0.1%	9993	Never took more than 1 category
362	3.0%	9994	Took coursework in multiple categories but not in year

<b>eahbcr6</b>		Num 8	Humanities B Credits Earned Year 6+
Frequency	Percent	Value	Label
4	0.0%	0	0
1	0.0%	.1	.1
1	0.0%	.2	.2
1	0.0%	.25	.25
9	0.1%	.5	.5
2	0.0%	.75	.75
10	0.1%	1	1
2	0.0%	1.5	1.5
1	0.0%	2	2
1	0.0%	4	4
12133	99.2%	9992	No course-taking data in year
3	0.0%	9993	Never took more than 1 category
69	0.6%	9994	Took coursework in multiple categories but not in year

<b>eahcrc</b>		Num 8	Total Humanities Credits Earned Across All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
251	2.1%	0	0
1	0.0%	.05	.05
1	0.0%	.15	.15
1	0.0%	.1666666666666666	.1666666666666666
5	0.0%	.25	.25
11783	96.3%	.35-10	NOTE: Range of values omitted from display
1	0.0%	10.5	10.5
2	0.0%	11	11
1	0.0%	12	12
1	0.0%	12.5	12.5
190	1.6%	9993	Never took history/social sciences courses