National Longitudinal Study of Adolescent Health

Wave III
Education Data
Academic Courses Component
Foreign Language

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WAVE III EDUCATION DATA
ACADEMIC COURSES COMPONENT
FOREIGN LANGUAGE

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 4th year English 'survey' course will generally contain more challenging material than a standard 1st 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, edustd, 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

i. General Issues

Course sequence measures were developed to capture the academic level of students' coursework in core high school subjects, and are, therefore, key indicators of academic achievement. Specifically, these indicators were constructed for curricular subjects – math, science, and foreign language – with clearly defined, sequential course trajectories. Courses in these subjects are hierarchically organized, such that certain

courses are recognized as being more advanced and generally requiring more prerequisites compared to others. The course sequence indicators reflect students' location within the math, science, and foreign language course-taking hierarchies in each year (i.e., years **0-6**, year **0** referring to high school courses recorded on student transcripts which were completed prior to actual enrollment in high school, years **1**-4 relating to the standard 4 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). Course sequence measures were also produced to capture students' ultimate level of course-taking attained in these subjects by the end of high school.

Course sequence indicators were constructed using Classification of Secondary School Courses (CSSC) codes, which were attached to all courses on student transcripts (see the data collection and coding procedures section in the AHAA study design for a detailed accounting of how CSSC codes were applied to courses appearing on student transcripts). Using this detailed coding scheme, ordinal indicators of course sequences were developed based on major course subjects within math, science, and foreign language.

All of the course sequence indicators [**EAMSQ(0-6)**, **EASSQ(0-6)**, **EAFASQ(0-6)**] are named to indicate the students' course-taking year to which it corresponds. For example, **EAMSQ2** is students' math course sequence level for their second year of course-taking. Students who did not take a math, science, or foreign language course in a given year but who enrolled in these subjects in other years are assigned a value of *0* for corresponding course sequence variables. A small number of students have no math courses recorded on their transcripts, and a similarly small percentage of students have no science courses listed on their transcripts. These students are assigned missing values of *9993* (never took a given subject throughout their high school careers) for appropriate course sequence indicators. Because many AHAA students never enrolled in foreign language coursework during high school, a significant number of students are assigned the missing value *9993* for foreign language course sequence variables.

For each year of course-taking, students are assigned to the category in the course sequence that reflects the highest level class they took for one semester or more, regardless of whether or not they received credit for the course. For example, if a student took two different math courses in one year such as Algebra II and Geometry, they are placed in the higher category (i.e., Algebra II).

In addition to the series of variables capturing students' course-taking level for each year, AHAA provides cumulative measures that capture the highest level course taken by the end of high school for these three curricular subjects (**EAMSQH**, **EASSQH**, **EAFASQH**). For these cumulative indicators, there is no assignment of the value *0* because students receiving values other than missing codes for these indicators had to have taken at least one math, science, or foreign language course during high school. It is also important to note that examining students' sequence level in the last year they attended high school (such as **EAMSQ4** for students who enrolled in high school for four years) is not necessarily informative of the highest level course students took because

many students did not take math, science, or foreign language courses during their senior year of high school.

Alternate versions, called '**B**' versions, of the course sequence variables were also created for math (**EAMSQB(1-6)**) and science (**EASSQB(1-6)**)[1]. For these variables, students are placed at a given level in these subjects' respective course hierarchies per year of high school only if they received credit for coursework taken, versus version 'A' in which receiving credit for the course was not a factor. Students' transcripts indicate the amount of standardized credits, or Carnegie units, they received for each course taken. In most cases, not receiving credit for a course is the result of the student failing the course. For the '**B**' versions of the course sequences variables, if students took a course but received no credit in a given year, they are assigned a value of *0*, ('No Math' or 'No Science') for that year. If students took 2 separate courses and failed one, they are assigned to the category corresponding to the course that they passed. As in the case of the regular course sequences variables, there are also cumulative '**B**' version course sequences measures that represent the highest level math and science courses for which students received credit in high school (**EAMSQBH**, **EASSQBH**).

The decision to use the regular or '**B**' versions of the course sequence indicators depends on the particular research question of interest. Use of the regular course sequence variables, for example, is sufficient for analyses requiring only the examination of whether or not students took certain levels of courses. If, however, analysts are interested in determining the highest level math or science course students earned credit for per year or cumulatively by the end of high school, then the '**B**' version measures should be utilized.

In sum, course sequence variables provide analysts with measures of students' academic achievement in math, science, and foreign language in each year of high school regardless of the actual calendar or school years when this occurred. For example, the variables **EAMSQ1**, **EASSQ1**, and **EAFASQ1** provide analysts with respective measures of the level of math, science, and foreign language courses students took at the beginning of their high school careers. Analysts might choose to exercise caution and restrict this to students whose **ELYEAR1** corresponds to ninth grade, as indicated by **ELY1NINE** (refer to the school-year and grade level indicators presented in the Linking Component of AHAA for more information about these variables). These subject-specific course sequence variables could also be dichotomized to capture whether or not students began high school by taking certain levels of courses (i.e., by dichotomizing the variable **EAMSQ1**, analysts can discern if students started high school by taking Algebra I or a higher course, or entered high school taking Pre-Algebra or a lower course).

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[1] 'B' versions of the course sequence variables are not as analytically compelling for foreign language because a significant number of AHAA students opted not to enroll in foreign language courses, and most students who took foreign language courses did not progress beyond two years of course-taking. In addition, producing 'B' versions for the range of foreign languages taken by AHAA students results in the proliferation of variables with little analytical use. Hence, 'B' version course sequence measures were not constructed for foreign language.

Finally, analysts wanting to use course sequence indicators (either regular or '**B**' versions) in conjunction with survey data from Add Health need to carefully consider issues of temporal order. (See the analytic advice webpage on the AHAA website for more information about this issue and for constructive examples.)

ii. Considerations Specific to Foreign Language

Composite Indicators, 'Any' Foreign Language

EAFASQ0 – EAFASQ6, and **EAFASQH**

Language-Specific Indicators

EAFFSQ0 – EAFFSQ6, and **EAFFSQH** (French)
EAFLSQ0 – EAFLSQ6, and **EAFLSQH**   (Latin)
EAFSSQ0 – EAFSSQ6, and **EAFSSQH**   (Spanish)
EAFOSQ0 – EAFOSQ6, and **EAFOSQH** ('othe r')

Because foreign language variables are "nested," meaning each distinctive foreign language constitutes its own subject and is characterized by a sequentially organized course pathway, five sets of foreign language course sequence variables were constructed. The first is a composite measure, demarcating the highest level of 'any' foreign language taken in each year (**0-6**) and the highest level attained by the end of high school (**EAFASQ0-EAFASQ6**, **EAFASQH**). The other four sets are *language-specific* variables measuring the highest level of a specific foreign language taken by students per year (**0-6**) and the highest level attained in each of these languages by the end of high school. These languages are respectively, French, Latin, Spanish, and 'other.' A breakdown of languages included in the 'other' category is provided in the discussion of the variable **EAFOSP** ('other' foreign languages specified) under the heading '*Course Type Indicators.*'

As previously mentioned, all foreign language course sequence measures are ordinal variables developed in accordance with the Classification of Secondary School Courses (CSSC) codes. In general, foreign language courses range from level 1 to level 5 and, in some cases, level 6. The value of the variables correspond to the level of the course, so that a student who took French I her first year of high school will have a value of *1* on **EAFFSQ1** (as well as a value of *1* for **EAFASQ1**, the measure for 'Any foreign language'). Because level 6 courses were not offered across all languages and were taken by a small percentage of students, they were combined with level 5 courses, making level *5* the highest assignable level. As a consequence, students taking level 6 courses in any of the specified foreign languages were attributed a value of *5* for corresponding foreign language variables. Note that students who took AP or IB level foreign language courses were also attributed a value of *5* for corresponding foreign language course sequence variables. The variable **EAFAAP** (see a fuller description of this variable under the heading '*Course Type Indicators'*) allows analysts to identify those students who took AP or IB instead of regular level *5* foreign language coursework.

Some students enrolled in foreign language courses (e.g., field-based experiential courses such as Spanish for travelers, French field-based experience, independent study) which do not readily fit into the typical, hierarchically ordered foreign language course trajectory. In these cases, and for identification purposes, students who took these types of courses were assigned a value of *.5* for all corresponding course sequence variables.

Students were allocated a categorical value for composite and language-specific course sequence variables according to the highest level foreign language course they took for one semester or more, regardless of whether or not they received credit for the course. For example, if students took two different courses in the first year of course taking, such as French I and French II, they were attributed the higher category (they have values of *2* for both the composite, **EAFASQ1**, and the French course sequence indicator, **EAFFSQ1**). Additionally, the cumulative measure captures the highest-level foreign language course taken by the end of high school (i.e., **EAFASQH**). It is important to note that because many students did not enroll in foreign language courses during later years of high school, examining students' sequence level in the last year they attended high school (i.e., **EAFASQ4** for those who attended 4 years) will not necessarily inform the analyst of the highest-level foreign language course these students ever took. Instead analysts should use the variable **EAFASQH** to obtain this information, recognizing that the composite and language-specific variables (**EAFASQ0** – **EAFASQ6,** etc.) only provide data about the level of foreign language taken in specific years (**0-6**) of high school course-taking.

Students who enrolled in a foreign language course at some point during high school but not in a particular year are assigned to the 'No Foreign Language' category (value = *0*) for the corresponding course sequence variables in that year. Students who *never* took a foreign language course are assigned the missing value *9993* for corresponding course sequence variables. It is important to note that for language-specific variables, students assigned the missing value *9993* include those who *never* took 'any' foreign language courses and those who enrolled in foreign language coursework but *never* took courses in a specified language during high school. For example, students who took Spanish, but never took French courses were assigned the missing value *9993* for all French foreign language course sequence variables.

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.

The foreign language course type indicator, **EAFAAP**, informs analysts if students *ever* took an AP/IB level foreign language course, enabling analysts to determine whether or not students assigned to level *5* for foreign language course sequence variables were enrolled in an AP/IB level course. Five additional foreign language course type measures, **EAFOSP**, **EAFAML**, **EAFESLA**, **EAFESLL**, and **EAFESLC** convey descriptive information about foreign language coursework taken by AHAA participants. The first of these measures presents a breakdown of the languages included in the broad category 'other' foreign language. The second is a dichotomous indicator enabling analysts to identify which students took multiple foreign languages. The third provides information about which students took ESL coursework while enrolled in high school. The fourth and fifth measures indicate if the AHAA participant took language-based ESL coursework and/or content area Sheltered or SDAIE (Specially Designed Academic Instruction in English) coursework respectively.

ii. Issues Specific to Foreign Language

The foreign language course type indicators provide important supplemental information about students' foreign language course-taking patterns. The first of the indicators mentioned below informs the analyst of whether or not students ever enrolled in an AP/IB level foreign language course. The second enables analysts to identify those students that took more than one foreign language while in high school. The third indicator provides descriptive information about the specific foreign languages included in the category 'other.' The fourth is a general measure indicating whether or not students ever took any type of ESL coursework during high school. The fifth and sixth variables indicate whether the student took language-based ESL and whether the student took Sheltered/SDAIE (Specially-Designed Academic-Instruction in English) content area ESL instruction. (Note that these variables are not mutually exclusive. Some students took both types of ESL courses while enrolled in high school.)

Analysts interested in obtaining detailed information about students' attainment in foreign language – the level (*1-5*) of foreign language coursework taken on a yearly basis and cumulatively by the end of high school – should refer to the course sequence variables. Many students did not to take foreign language courses during high school, and those who did frequently stopped enrolling in these courses after meeting the general college requirement of 2 years. Consequently, the foreign language semesters attempted and credits earned variables are another key means of differentiating students by assessing whether or not and for how long they took foreign language coursework. These two variables allow analysts the option of exploring how many total semesters of foreign language coursework students took cumulatively and in each year, or investigating how many semesters students received credit for in this subject by the end of high school and in each year.

EAFAAP

This variable measures whether or not students *ever* took an AP or IB level foreign language course during high school. Significantly, this variable allows analysts to discern if students who took level *5* foreign language courses while in high school were enrolled in regular or AP/IB designated coursework (generally only the highest level language courses have the AP option). Since this is a general, non language-specific indicator, analysts can identify in which particular foreign language students took an AP/IB level course by locating the foreign language (French, Latin, Spanish, or 'other') where a student has a value of *5* for the highest level attained by the end of high school (among the course sequence variables **EAFFSQH**, **EAFLSQH**, **EAFSSQH**, **EAFOSQH**).

EAFAML

Although the majority of Add Health students enrolled in only one foreign language during high school, a small percentage took courses in multiple foreign languages. Because the composite 'Any' foreign language category fails to sufficiently capture these students' foreign language course-taking experiences, the dichotomous variable **EAFAML** was created to enable their identification. Students were assigned a value of *1* for this variable if they took multiple foreign languages, a value of *0* if they took only one foreign language while in high school, and the missing value of *9993* if they *never* took foreign language courses during their high school careers.

EAFOSP

This categorical variable specifies which languages are collapsed into the 'other' foreign language category and includes those taken by more than 1% of Add Health students: Students who enrolled in German were assigned the value *1*; students who took 'Foreign language for native speakers' courses were assigned the value *2*; the small number of students who took courses in 'other' foreign language coursework were assigned the value *3*. (All additional languages were taken by less than 1% of Add Health respondents; these include but are not limited to African, Asiatic, Dutch, Greek, Indic, Hawaiian, Hebrew, Italian, Mandarin, Japanese, Polish, Portuguese, Russian, and Swahili.) It is important to note that students who took courses in more than one 'other' foreign language (e.g., students who took German and Hebrew courses while enrolled in high school) were also assigned the value *3* for this variable.

EAFESLA

This categorical measure captures information about students' ESL course-taking during actual high school enrollment (years **1-6**). Students were assigned the value *1* for this variable if they ever took any type of ESL course at an Add Health high school during their high school careers. Students were assigned the value *2* if they took ESL coursework, but not at an Add Health high school. Students were assigned the value *0* for this variable if they never enrolled in an ESL class while in high school.

Note that CSSC codes do not currently capture the universe of ESL coursework offered across high schools and taken by Add Health students. Relying solely on CSSC

codes to determine whether a high school course is considered ESL, for example, results in the exclusion of Sheltered, Specially Designed Academic Instruction in English (SDAIE), and other courses specifically designed for English learners or LEP, Limited English Proficiency, students. To compensate for this limitation of the CSSC coding scheme, an additional coding procedure was implemented. This procedure involved searching for key words and acronyms known to indicate ESL in the course titles listed on student transcripts and course descriptions found in school catalogs. These key words and acronyms include: EL, ESOL, ESL, SDAIE, ELD, Sheltered, Language Review, Language Learning, English Development, Immigrant, English Language Development, and Bilingual. Students who took any such titled or described courses during high school were assigned values of *1* or *2* for this variable (depending upon where they took these courses).

All of the ESL courses used to create **EAFESLA** were further designated as focused on English language acquisition (language-based), or Sheltered or SDAIE content area instruction (e.g., SDAIE Algebra or Sheltered Biology). Two additional variables were constructed to enable identification of which type of ESL coursework students took. It is important to note that a student could have taken both types of ESL-related courses. These two variables are documented in full below.

EAFESLL

This binary measure provides additional information about the type of ESL coursework taken by AHAA participants during actual high school enrollment (years **1-6**). Students were assigned the value *1* for this variable if they ever took a language-based ESL course during high school. Students were assigned the value *0* for this variable if they never took a language-based ESL class while in high school.

EAFESLC

This binary measure captures information about students' Sheltered or SDAIE content area ESL course-taking during actual high school enrollment (years **1-6**). Students were assigned the value *1* for this variable if they ever took a Sheltered or SDAIE content area ESL course during high school. Students were assigned the value *0* for this variable if they never enrolled in a sheltered or SDAIE content area ESL class while in high school.

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 1% of all courses taken by the entire sample of AHAA students occurred on a trimester basis. For the purposes of the construction of academic indicators, trimesters are considered equivalent to semesters. Students who took courses designated as year-long (and with only one grade recorded) are treated as having received the same grade for two semester-length courses. Fs are coded as *0*, Ds are coded as *1*, Cs are coded as *2*, Bs are coded as *3*, and As are coded as *4*. 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 **ELY1NINE**. 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 Foreign Language

Composite Indicators, 'Any' Foreign Language:

EAFAGPA0 – EAFAGPA6, and **EAFAGPAC**

Language-Specific Indicators:

EAFFGPA0 – EAFFGPA6, and **EAFFGPAC**	(French)
EAFLGPA0 – EAFLGPA6, and **EAFLGPAC**	(Latin)
EAFSGPA0 – EAFSGPA6, and **EAFSGPAC**	(Spanish)
EAFOGPA0 – EAFOGPA6, and **EAFOGPAC**	('other')

There are five versions of foreign language GPA indicators. The first set encapsulates the grade point average for 'any' foreign language courses taken in each year (**0-6**) of high school and cumulatively across all years of high school. The next four sets are language-specific GPA measures, capturing students' grade point averages per year of high school and cumulatively in the four most frequently taken foreign languages. These four foreign languages are respectively, French, Latin, Spanish, and 'other.' A comprehensive list of the languages included in the 'other' category is provided under the variable name **EAFOSP** ('other' foreign languages specified) found in the section entitled '*Course Type Indicators.*'

It is important to note that because the cumulative GPA measure is based on all foreign language courses taken during actual high school enrollment, year **0** information is excluded from its calculation.

Students who *never* enrolled in a foreign language course or who did not take foreign language courses in a given year but took foreign language coursework in other years during high school, are assigned the missing values *9993* and *9994* respectively for corresponding GPA variables. Students assigned missing values for *language-specific* GPA variables also include those students that enrolled in foreign languages courses in a given year but not in a specified language. For example, students who took Spanish courses in the first year of high school were assigned missing values for all non-Spanish language specific GPA measures including **EAFFGPA1**, **EAFLGPA1**, and **EAFOGPA1** (and this missing value differs depending upon whether or not the student ever enrolled in a non-Spanish foreign language course during high school). See the missing codes section for detailed information about missing values and their application to nested foreign language variables.

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 Foreign Language

Composite Indicators, 'Any' Foreign Language:

EAFAFIX1 – EAFAFIX6, and **EAFAFIXC**

Language-Specific Indicators:

EAFFFIX1 – EAFFFIX6, and **EAFFFIXC**   (French)
EAFLFIX1 – EAFLFIX6, and **EAFLFIXC**   (Latin)
EAFSFIX1 – EAFSFIX6, and **EAFSFIXC**   (Spanish)
EAFOFIX1 – EAFOFIX6, and **EAFOFIXC**   ('other')

Similar to the grade point average indicators, five versions of failure index variables were constructed for foreign language. The first of these is an inclusive measure indicating the proportion of 'any' foreign language courses failed in each year of high school course-taking (**1-6**) and cumulatively across all years of high school. The next four sets are language-specific indicators, denoting respectively the proportion of French, Latin, Spanish, and 'other' foreign language courses failed during each year of high school course-taking (**1-6**) and cumulatively across all years of high school. As with the grade point average variables, the provision of language-specific failure index measures enables detailed assessment of student performance within and across the foreign languages taken by the majority of AHAA/Add Health students. The variable **EAFOSP** ('other' foreign languages specified) found under the heading *Course Type Indicators* displays an extensive list of the languages included in the 'other' foreign language category.

Students who *never* took foreign language coursework, and students who took foreign language classes during high school but not in a given year were assigned the missing values *9993* and *9994* respectively for corresponding foreign language failure index variables.

It is important to note that students assigned a missing value for a *language-specific* failure index variable also include those who took foreign language classes, but not in the specified language. For example, students who took only Spanish in the first year of high school course-taking were assigned missing values for all non-Spanish language-specific failure index variables for that year (e.g., **EAFFFIX1**, **EAFLFIX1**). The particular missing value assigned, *9993* or *9994*, depends upon whether or not the student ever took courses in these other languages during their high school careers (i.e., the small percentage of students who enrolled in multiple foreign languages during high school would have been assigned the value *9994* for corresponding non-Spanish language specific failure index variables). Refer to the section on missing codes for more information on the application of missing values to foreign language variables.

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 Foreign Language

Composite Indicators, 'Any' Foreign Language:

EAFASA1 – EAFASA6, and **EAFASAC**

Language-Specific Indicators:

EAFFSA1 – EAFFSA6, and **EAFFSAC** (French)
EAFLSA1 – EAFLSA6, and **EAFLSAC**   (Latin)

EAFSSA1 – EAFSSA6, and **EAFSSAC**   (Spanish)
EAFOSA1 – EAFOSA6, and **EAFOSAC**   ('other')

Five versions of semesters attempted variables were constructed for foreign language. The first enables analysts to determine the total number of semesters of 'any' foreign language courses students took in each year (**1-6**) and cumulatively across all years of high school. The next four sets of semesters attempted indicators measure the number of semesters of language-specific coursework students enrolled in per year of high school and cumulatively. The languages represented by these measures are: French, Latin, Spanish, and 'other.' The variable **EAFOSP** described in the *Course Type Indicators* section provides a detailed list of the languages collapsed into the category 'other.' For example, students who took 2 semesters of foreign language coursework (graded, pass/fail or non-credit) in the first year of high school were assigned a value of *2* for **EAFASA1**. If the specific language these students took was Spanish, they were also assigned a value of *2* for **EAFSSA1**.

In order for a student to receive a value of *0* for a language-specific semesters attempted variable, the student must have taken courses in the specified language at some point during high school. For example, students who did not take Latin courses in the third year of course-taking but took Latin in the first and second years of high school were assigned a value of *0* for **EAFLSA3**. Students who *never* took any foreign language courses, or who took foreign language courses but *never* in a specified language were assigned missing values for relevant semesters attempted variables. Returning to the first example, students who took Latin courses during high school but never enrolled in French, Spanish, or 'other' foreign language classes were assigned the missing value *9993* for corresponding French, Spanish, and 'other' semesters attempted variables (**EAFFSA0 – EAFFSA6**, and **EAFFSAC**; **EAFSSA0 – EAFSSA6**, and **EAFSSAC**; **EAFOSA0 – EAFOSA6**, and **EAFOSAC**). See the missing codes section for more information about specific missing values.

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 Foreign Language

Composite Indicators, 'Any' Foreign Language:

EAFACR0 – EAFACR6, and EAFACRC

Language-Specific Indicators:

EAFFCR0 – EAFFCR6, and **EAFFCRC**   (French)
EAFLCR0 – EAFLCR6, and **EAFLCRC** (Latin)
EAFSCR0 – EAFSCR6, and **EAFSCRC**   (Spanish)
EAFOCR0 – EAFOCR6, and **EAFOCRC** ('othe r')

Five versions of foreign language credits earned variables were constructed. The first is a composite indicator capturing the amount of credits students earned in 'any' foreign language per year (**0-6**) and cumulatively across all years of high school. The remaining four sets of credits earned measures are language-specific variables, indicating the number of credits students received in specific foreign languages in each year and by the end of high school. The four specific languages include French, Latin, Spanish, and 'other.' See the variable **EAFOSP** found under *Course Type Indicators* for a breakdown of the languages collapsed into the category 'other.' Following is an example of how values were assigned for these variables: Students who took 2 semester courses of foreign language in the third year of high school were assigned different values for corresponding credits earned variables depending upon how many credits they earned for these courses. If they earned credits for both courses, they received a value of *1* for **EAFACR3**. If they failed one course, they received a value of *.5* for **EAFACR3**. If they failed both courses, they were assigned a value of *0* for **EAFACR3**. In addition, if the language these students took was Spanish, they were also assigned the same values for Spanish-specific foreign language credits earned variables.

Students who did not take a foreign language course in a given year of high school, but enrolled in foreign language coursework sometime during their high school careers, were assigned the missing value *9994* for corresponding credits earned variables. For example, students who took Spanish in year **1** and not in year **2** of high school course-taking were assigned the missing value *9994* for **EAFACR2** and **EAFSCR2**. It is important to note that students assigned the missing value *9993* for language-specific credits earned variables *never* took foreign language courses or *never* took classes in a specific language but took courses in other foreign languages during their high school careers. For example, students who *never* took foreign language coursework during high school or students who took Spanish but *never* French courses were assigned the missing value *9993* for all French credits earned variables (i.e., **EAFFCR0 – EAFFCR6**, and **EAFFCRC**). Refer to the section on missing codes for more information about the complex application of missing codes to nested foreign language variables.

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 of history/social science courses; and **A, G, S, B,** and **DP** classify physical education courses according to the categories of any, general, competitive sports, marching band, and dance/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 <u>edu</u>.

    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

With the addition of the year **0** variables for GPA indicators and credits earned for the foreign language courses, there are inconsistencies with missing codes *9992*, *9993*, and *9994* with the corresponding released variables for year **1**-year **6**. Please note if using these data in your analyses.

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 Foreign Language*

Because of the "nested" characteristic of the foreign language variables, the missing codes are more complex. In order for a student to receive a value of *0* for a foreign language semesters attempted variable, the student must have taken the specified language at some point during high school. If a student never took foreign language courses, or took foreign language courses while in high school but never in a specified foreign language, she/he is assigned the missing value *9993* for all semesters attempted variables associated with that specified foreign language. Likewise, for language-specific credits earned, course sequences, and course type variables, students are assigned the missing value *9993* if they *never* enrolled in any foreign language courses and/or if they took foreign language courses in high school but *never* in the specific language.

V. DATA FILE INVENTORY

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

A. <u>edumsov</u> – 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 <u>edu1</u>.

B. <u>edueng</u> – 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. <u>eduflng</u> – 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. <u>eduhis</u> – 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. <u>edupe</u> – this data set contains the physical education Academic Courses indicators. Indicator order: Course type, course grades (GPA), and credits earned.

VI. QUICK REFERENCE GUIDE

Foreign Language Course Indicators

1. Course Sequence Indicators

i. 'Any' Foreign Language

EAFASQ(0-6)	Ordinal variables that represent the highest level of 'any' foreign language course taken in each year of students' high school course taking.
EAFASQH	Highest level of 'any' foreign language course taken by the end of high school.

ii. French

EAFFSQ(0-6)	Ordinal variables that represent the highest level of French foreign language course taken in each year of students' high school course taking.
EAFFSQH	Highest level of French foreign language course taken by the end of high school.

iii. Latin

EAFLSQ(0-6)	Ordinal variables that represent the highest level of Latin foreign language course taken in each year of students' high school course taking.
EAFLSQH	Highest level of Latin foreign language course taken by the end of high school.

iv. Spanish

EAFSSQ(0-6)	Ordinal variables that represent the highest level of Spanish foreign language course taken in each year of students' high school course taking.
EAFSSQH	Highest level of Spanish foreign language course taken by the end of high school.

v.   'Other' Foreign Language

EAFOSQ(0-6)   Ordinal variables that represent the highest level of 'other' foreign language course taken in each year of students' high school course taking.

EAFOSQH   Highest level of 'other' foreign language course taken by the end of high school.

2. Course Type Indicators

EAFAAP   This variable measures whether or not students *ever* took an AP or IB level foreign language course during high school.

EAFAML   Binary variable indicating whether or not students took multiple foreign languages during high school.

EAFOSP   This categorical variable specifies which languages are collapsed into the 'other' foreign language category.

EAFESLA   This categorical measure captures information about students' ESL course-taking during actual high school enrollment.

EAFESLL   This categorical measure captures information about students' language-based ESL course-taking during actual high school enrollment.

EAFESLC   This categorical measure captures information about students' content area Sheltered or SDAIE ESL course-taking during actual high school enrollment.

3. Course Grades Indicators

i.   'Any' Foreign Language

EAFAGPA(0-6)   Grade point average for 'any' foreign language courses in each year of high school course taking (**0-6**).

EAFAGPAC   Grade point average for 'any' foreign language courses cumulatively across all years of high school.

ii.   French

EAFFGPA(0-6)   Grade point average for French foreign language courses in each year of high school course taking (**0-6**).

EAFFGPAC   Grade point average for French foreign language courses cumulatively across all years of high school.

      iii.   **Latin**

EAFLGPA(0-6)   Grade point average for Latin foreign language courses in each year of high school course taking (**0-6**).

EAFLGPAC   Grade point average for Latin foreign language courses cumulatively across all years of high school.

      iv.   **Spanish**

EAFSGPA(0-6)   Grade point average for Spanish foreign language courses in each year of high school course taking (**0-6**).

EAFSGPAC   Grade point average for Spanish foreign language courses cumulatively across all years of high school.

      v.   **'Other' Foreign Language**

EAFOGPA(0-6)   Grade point average for 'other' foreign language courses in each year of high school course taking (**0-6**).

EAFOGPAC   Grade point average for 'other' foreign language courses cumulatively across all years of high school.

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

      i.   **'Any' Foreign Language**

EAFAFIX(1-6)   Proportion of 'any' foreign language courses students failed in each year of high school course-taking (**1-6**).

EAFAFIXC   Proportion of 'any' foreign language courses students failed cumulatively across all years of high school.

      ii.   **French**

EAFFFIX(1-6)   Proportion of French foreign language courses students failed in each year of high school course-taking (**1-6**).

EAFFFIXC   Proportion of French foreign language courses students failed cumulatively across all years of high school.

iii. Latin

EAFLFIX(1-6)   Proportion of Latin foreign language courses students failed in each year of high school course-taking (**1-6**).

EAFLFIXC   Proportion of Latin foreign language courses students failed cumulatively across all years of high school.

iv. Spanish

EAFSFIX(1-6)   Proportion of Spanish foreign language courses students failed in each year of high school course-taking (**1-6**).

EAFSFIXC   Proportion of 'other' foreign language courses students failed cumulatively across all years of high school.

v. 'Other' Foreign Language

EAFOFIX(1-6)   Proportion of 'other' foreign language courses students failed in each year of high school course taking (**1-6**).

EAFOFIXC   Proportion of 'other' foreign language courses students failed cumulatively across all years of high school.

5. Semesters Attempted Variables

i. 'Any' Foreign Language

EAFASA(1–6)   Quantity of semester-length 'any' foreign language courses students took in each year (**1-6**), regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

EAFASAC   Quantity of semester-length 'any' foreign language courses students took cumulatively across all years of high school.

ii. French

EAFFSA(1–6)   Quantity of semester-length French foreign language courses students took in each year (**1-6**), regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

EAFFSAC   Quantity of semester-length French foreign language courses students took cumulatively across all years of high school.

iii. Latin

EAFLSA(1–6)   Quantity of semester-length Latin foreign language courses students took in each year (**1-6**), regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

EAFLSAC   Quantity of semester-length Latin foreign language courses students took cumulatively across all years of high school.

iv. Spanish

EAFSSA(1–6)   Quantity of semester-length Spanish foreign language courses students took in each year (**1-6**), regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

EAFSSAC   Quantity of semester-length Spanish foreign language courses students took cumulatively across all years of high school.

v. 'Other' Foreign Language

EAFOSA(1–6)   Quantity of semester-length 'other' foreign language courses students took in each year (**1-6**), regardless of how courses were taken (pass/fail, graded, non-credit) and regardless of whether credit was earned.

EAFOSAC   Quantity of semester-length 'other' foreign language courses students took cumulatively across all years of high school.

6. Credits Earned Indicators

i. 'Any' Foreign Language

EAFACR(0–6)   Students' 'any' foreign language course completion rates, or the amount of 'any' foreign language credits earned, during each year of high-school (**0-6**).

EAFACRC   Students' 'any' foreign language course completion rates cumulatively across all years of high school.

ii. French

EAFFCR(0–6)   Students' French foreign language course completion rates, or the amount of French foreign language credits earned, during each year of high-school (**0-6**).

EAFFCRC   Students' French foreign language course completion rates cumulatively across all years of high school.

iii. Latin

EAFLCR(0–6)   Students' Latin foreign language course completion rates, or the amount of Latin foreign language credits earned, during each year of high-school (**0-6**).

EAFLCRC   Students' Latin foreign language course completion rates cumulatively across all years of high school.

iv. Spanish

EAFSCR(0–6)   Students' Spanish foreign language course completion rates, or the amount of Spanish foreign language credits earned, during each year of high-school (**0-6**).

EAFSCRC   Students' Spanish foreign language course completion rates cumulatively across all years of high school.

v. 'Other' Foreign Language

EAFOCR(0–6)   Students' 'other' foreign language course completion rates, or the amount of 'other' foreign language credits earned, during each year of high-school (**0-6**).

EAFOCRC   Students' 'other' foreign language course completion rates cumulatively across all years of high school.

Education Data - Foreign Language

Data file name: eduflng

Education - Foreign Language

aid		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	

eafasq0		Num 8	Any Language Sequence Level Year 0
Frequency	Percent	Value	Label
587	4.8%	0	No foreign language in year
3	0.0%	.5	.5
201	1.6%	1	Level 1
20	0.2%	2	Level 2
2	0.0%	3	Level 3
11424	93.4%	9992	No course taking data in specific year

eafasq1		Num 8	Any Language Sequence Level Year 1
Frequency	Percent	Value	Label
4270	34.9%	0	No foreign language in year

57	0.5%	.5	.5
4124	33.7%	1	Level 1
1057	8.6%	2	Level 2
74	0.6%	3	Level 3
23	0.2%	4	Level 4
7	0.1%	5	Level 5
2625	21.5%	9993	No foreign language courses on transcript in any year

eafasq2		Num 8	Any Language Sequence Level Year 2
Frequency	Percent	Value	Label
2666	21.8%	0	No foreign language in year
34	0.3%	.5	.5
2927	23.9%	1	Level 1
2987	24.4%	2	Level 2
857	7.0%	3	Level 3
43	0.4%	4	Level 4
36	0.3%	5	Level 5
301	2.5%	9992	No course taking data in specific year
2386	19.5%	9993	No foreign language courses on transcript in any year

eafasq3		Num 8	Any Language Sequence Level Year 3
Frequency	Percent	Value	Label
3679	30.1%	0	No foreign language in year
45	0.4%	.5	.5
1708	14.0%	1	Level 1
2181	17.8%	2	Level 2
1304	10.7%	3	Level 3
308	2.5%	4	Level 4
175	1.4%	5	Level 5
724	5.9%	9992	No course taking data in specific year
2113	17.3%	9993	No foreign language courses on transcript in any year

eafasq4		Num 8	Any Language Sequence Level Year 4
Frequency	Percent	Value	Label
6367	52.0%	0	No foreign language in year
40	0.3%	.5	.5
384	3.1%	1	Level 1
1166	9.5%	2	Level 2
503	4.1%	3	Level 3
363	3.0%	4	Level 4
248	2.0%	5	Level 5
1306	10.7%	9992	No course taking data in specific year
1860	15.2%	9993	No foreign language courses on transcript in any year

eafasq5		Num 8	Any Language Sequence Level Year 5
Frequency	Percent	Value	Label
318	2.6%	0	No foreign language in year
3	0.0%	.5	.5
21	0.2%	1	Level 1
34	0.3%	2	Level 2
10	0.1%	3	Level 3
5	0.0%	4	Level 4
3	0.0%	5	Level 5
11655	95.2%	9992	No course taking data in specific year
188	1.5%	9993	No foreign language courses on transcript in any year

eafasq6		Num 8	Any Language Sequence Level Year 6+
Frequency	Percent	Value	Label
53	0.4%	0	No foreign language in year
1	0.0%	.5	.5
6	0.0%	1	Level 1
6	0.0%	2	Level 2
2	0.0%	3	Level 3

Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
36	0.3%	9993	No foreign language courses on transcript in any year

eafasqh		Num 8	Highest Any Language Level Taken Across All Years
Frequency	Percent	Value	Label
38	0.3%	.5	.5
2283	18.7%	1	Level 1
4439	36.3%	2	Level 2
1870	15.3%	3	Level 3
589	4.8%	4	Level 4
393	3.2%	5	Level 5
2625	21.5%	9993	No foreign language courses on transcript in any year

eaffsq0		Num 2	French Sequence Level Year 0
Frequency	Percent	Value	Label
773	6.3%	0	No French language in year
38	0.3%	1	Level 1
2	0.0%	2	Level 2
11424	93.4%	9992	No course taking data in specific year

eaffsq1		Num 8	French Sequence Level Year 1
Frequency	Percent	Value	Label
926	7.6%	0	No French language in year
6	0.0%	.5	.5
936	7.6%	1	Level 1
302	2.5%	2	Level 2
12	0.1%	3	Level 3
4	0.0%	4	Level 4
10051	82.1%	9993	No foreign language courses or no French courses on transcript in any year

eaffsq2		Num 8	French Sequence Level Year 2
Frequency	Percent	Value	Label

Frequency	Percent	Value	Label
689	5.6%	0	No French language in year
2	0.0%	.5	.5
583	4.8%	1	Level 1
650	5.3%	2	Level 2
234	1.9%	3	Level 3
6	0.0%	4	Level 4
6	0.0%	5	Level 5
301	2.5%	9992	No course taking data in specific year
9766	79.8%	9993	No foreign language courses or no French courses on transcript in any year

eaffsq3		Num 8	French Sequence Level Year 3
Frequency	Percent	Value	Label
1011	8.3%	0	No French language in year
8	0.1%	.5	.5
259	2.1%	1	Level 1
433	3.5%	2	Level 2
285	2.3%	3	Level 3
93	0.8%	4	Level 4
49	0.4%	5	Level 5
724	5.9%	9992	No course taking data in specific year
9375	76.6%	9993	No foreign language courses or no French courses on transcript in any year

eaffsq4		Num 8	French Sequence Level Year 4
Frequency	Percent	Value	Label
1507	12.3%	0	No French language in year
6	0.0%	.5	.5
88	0.7%	1	Level 1
179	1.5%	2	Level 2
119	1.0%	3	Level 3
93	0.8%	4	Level 4
69	0.6%	5	Level 5

1306	10.7%	9992	No course taking data in specific year
8870	72.5%	9993	No foreign language courses or no French courses on transcript in any year

eaffsq5		Num 2	French Sequence Level Year 5
Frequency	Percent	Value	Label
82	0.7%	0	No French language in year
4	0.0%	1	Level 1
8	0.1%	2	Level 2
1	0.0%	3	Level 3
2	0.0%	4	Level 4
11655	95.2%	9992	No course taking data in specific year
485	4.0%	9993	No foreign language courses or no French courses on transcript in any year

eaffsq6		Num 2	French Sequence Level Year 6+
Frequency	Percent	Value	Label
9	0.1%	0	No French language in year
1	0.0%	1	Level 1
12133	99.2%	9992	No course taking data in specific year
94	0.8%	9993	No foreign language courses or no French courses on transcript in any year

eaffsqh		Num 8	Highest French Level Taken Across All Years
Frequency	Percent	Value	Label
7	0.1%	.5	.5
621	5.1%	1	Level 1
885	7.2%	2	Level 2
428	3.5%	3	Level 3
147	1.2%	4	Level 4
98	0.8%	5	Level 5
10051	82.1%	9993	No foreign language courses or no French courses on transcript in any year

eaflsq0		Num 2	Latin Sequence Level Year 0
Frequency	Percent	Value	Label

803	6.6%	0	No Latin language in year
10	0.1%	1	Level 1
11424	93.4%	9992	No course taking data in specific year

eaflsq1		Num 2	Latin Sequence Level Year 1
Frequency	Percent	Value	Label
214	1.7%	0	No Latin language in year
142	1.2%	1	Level 1
27	0.2%	2	Level 2
1	0.0%	4	Level 4
11853	96.9%	9993	No foreign language courses or no Latin courses on transcript in any year

eaflsq2		Num 2	Latin Sequence Level Year 2
Frequency	Percent	Value	Label
174	1.4%	0	No Latin language in year
96	0.8%	1	Level 1
90	0.7%	2	Level 2
23	0.2%	3	Level 3
301	2.5%	9992	No course taking data in specific year
11553	94.4%	9993	No foreign language courses or no Latin courses on transcript in any year

eaflsq3		Num 2	Latin Sequence Level Year 3
Frequency	Percent	Value	Label
186	1.5%	0	No Latin language in year
84	0.7%	1	Level 1
61	0.5%	2	Level 2
34	0.3%	3	Level 3
13	0.1%	4	Level 4
1	0.0%	5	Level 5
724	5.9%	9992	No course taking data in specific year
11134	91.0%	9993	No foreign language courses or no Latin courses on transcript in any year

eaflsq4		Num 2	Latin Sequence Level Year 4
Frequency	Percent	Value	Label
252	2.1%	0	No Latin language in year
35	0.3%	1	Level 1
37	0.3%	2	Level 2
11	0.1%	3	Level 3
14	0.1%	4	Level 4
17	0.1%	5	Level 5
1306	10.7%	9992	No course taking data in specific year
10565	86.3%	9993	No foreign language courses or no Latin courses on transcript in any year

eaflsq5		Num 2	Latin Sequence Level Year 5
Frequency	Percent	Value	Label
15	0.1%	0	No Latin language in year
1	0.0%	5	Level 5
11655	95.2%	9992	No course taking data in specific year
566	4.6%	9993	No foreign language courses or no Latin courses on transcript in any year

eaflsq6		Num 2	Latin Sequence Level Year 6+
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
104	0.8%	9993	No foreign language courses or no Latin courses on transcript in any year

eaflsqh		Num 2	Highest Latin Level Taken Across All Years
Frequency	Percent	Value	Label
169	1.4%	1	Level 1
144	1.2%	2	Level 2
36	0.3%	3	Level 3
17	0.1%	4	Level 4
18	0.1%	5	Level 5
11853	96.9%	9993	No foreign language courses or no Latin courses on transcript in any year

eafssq0		Num 2	Spanish Sequence Level Year 0
Frequency	Percent	Value	Label
673	5.5%	0	No Spanish language in year
133	1.1%	1	Level 1
6	0.0%	2	Level 2
1	0.0%	3	Level 3
11424	93.4%	9992	No course taking data in specific year

eafssq1		Num 2	Spanish Sequence Level Year 1
Frequency	Percent	Value	Label
3368	27.5%	0	No Spanish language in year
2680	21.9%	1	Level 1
678	5.5%	2	Level 2
50	0.4%	3	Level 3
13	0.1%	4	Level 4
7	0.1%	5	Level 5
5441	44.5%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafssq2		Num 8	Spanish Sequence Level Year 2
Frequency	Percent	Value	Label
2158	17.6%	0	No Spanish language in year
1	0.0%	.5	.5
2041	16.7%	1	Level 1
1939	15.8%	2	Level 2
555	4.5%	3	Level 3
32	0.3%	4	Level 4
31	0.3%	5	Level 5
301	2.5%	9992	No course taking data in specific year
5179	42.3%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafssq3		Num 8	Spanish Sequence Level Year 3
Frequency	Percent	Value	Label

2750	22.5%	0	No Spanish language in year
1	0.0%	.5	.5
1230	10.1%	1	Level 1
1520	12.4%	2	Level 2
836	6.8%	3	Level 3
196	1.6%	4	Level 4
122	1.0%	5	Level 5
724	5.9%	9992	No course taking data in specific year
4858	39.7%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafssq4		Num 2	Spanish Sequence Level Year 4
Frequency	Percent	Value	Label
4650	38.0%	0	No Spanish language in year
218	1.8%	1	Level 1
851	7.0%	2	Level 2
311	2.5%	3	Level 3
231	1.9%	4	Level 4
161	1.3%	5	Level 5
1306	10.7%	9992	No course taking data in specific year
4509	36.8%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafssq5		Num 2	Spanish Sequence Level Year 5
Frequency	Percent	Value	Label
206	1.7%	0	No Spanish language in year
16	0.1%	1	Level 1
20	0.2%	2	Level 2
5	0.0%	3	Level 3
3	0.0%	4	Level 4
2	0.0%	5	Level 5
11655	95.2%	9992	No course taking data in specific year
330	2.7%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafssq6		Num 8	Spanish Sequence Level Year 6+
Frequency	Percent	Value	Label
34	0.3%	0	No Spanish language in year
1	0.0%	.5	.5
5	0.0%	1	Level 1
6	0.0%	2	Level 2
2	0.0%	3	Level 3
12133	99.2%	9992	No course taking data in specific year
56	0.5%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafssqh		Num 2	Highest Spanish Level Taken Across All Years
Frequency	Percent	Value	Label
1804	14.7%	1	Level 1
3127	25.6%	2	Level 2
1197	9.8%	3	Level 3
392	3.2%	4	Level 4
276	2.3%	5	Level 5
5441	44.5%	9993	No foreign language courses or no Spanish courses on transcript in any year

eafosq0		Num 8	Other Language Sequence Level Year 0
Frequency	Percent	Value	Label
777	6.3%	0	No other foreign language in year
3	0.0%	.5	.5
20	0.2%	1	Level 1
12	0.1%	2	Level 2
1	0.0%	3	Level 3
11424	93.4%	9992	No course taking data in specific year

eafosq1		Num 8	Other Language Sequence Level Year 1
Frequency	Percent	Value	Label
648	5.3%	0	No other foreign language in year
61	0.5%	.5	.5

Frequency	Percent	Value	Label
409	3.3%	1	Level 1
56	0.5%	2	Level 2
13	0.1%	3	Level 3
5	0.0%	4	Level 4
11045	90.3%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafosq2		Num 8	Other Language Sequence Level Year 2
Frequency	Percent	Value	Label
510	4.2%	0	No other foreign language in year
34	0.3%	.5	.5
262	2.1%	1	Level 1
320	2.6%	2	Level 2
48	0.4%	3	Level 3
6	0.0%	4	Level 4
301	2.5%	9992	No course taking data in specific year
10756	87.9%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafosq3		Num 8	Other Language Sequence Level Year 3
Frequency	Percent	Value	Label
584	4.8%	0	No other foreign language in year
50	0.4%	.5	.5
183	1.5%	1	Level 1
184	1.5%	2	Level 2
153	1.3%	3	Level 3
9	0.1%	4	Level 4
3	0.0%	5	Level 5
724	5.9%	9992	No course taking data in specific year
10347	84.6%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafosq4		Num 8	Other Language Sequence Level Year 4
Frequency	Percent	Value	Label
818	6.7%	0	No other foreign language in year

Frequency	Percent	Value	Label
42	0.3%	.5	.5
69	0.6%	1	Level 1
110	0.9%	2	Level 2
64	0.5%	3	Level 3
28	0.2%	4	Level 4
2	0.0%	5	Level 5
1306	10.7%	9992	No course taking data in specific year
9798	80.1%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafosq5		Num 8	Other Language Sequence Level Year 5
Frequency	Percent	Value	Label
69	0.6%	0	No other foreign language in year
3	0.0%	.5	.5
3	0.0%	1	Level 1
7	0.1%	2	Level 2
4	0.0%	3	Level 3
11655	95.2%	9992	No course taking data in specific year
496	4.1%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafosq6		Num 2	Other Language Sequence Level Year 6+
Frequency	Percent	Value	Label
17	0.1%	0	No other foreign language in year
12133	99.2%	9992	No course taking data in specific year
87	0.7%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafosqh		Num 8	Highest Other Language Level Taken Across All Years
Frequency	Percent	Value	Label
135	1.1%	.5	.5
356	2.9%	1	Level 1
417	3.4%	2	Level 2
237	1.9%	3	Level 3
42	0.3%	4	Level 4

5	0.0%	5	Level 5
11045	90.3%	9993	No foreign language courses or no other foreign language courses on transcript in any year

eafaap		Num 2	Ever Took Advanced Placement/International Baccalaureate Courses In Any Language?
Frequency	Percent	Value	Label
9314	76.1%	0	No
298	2.4%	1	Yes
2625	21.5%	9993	No foreign languange courses on transcript in any year

eafagpa0		Num 8	Any Language GPA Year 0
Frequency	Percent	Value	Label
17	0.1%	1	1
3	0.0%	1.5	1.5
31	0.3%	2	2
12	0.1%	2.5	2.5
56	0.5%	3	3
25	0.2%	3.5	3.5
70	0.6%	4	4
11424	93.4%	9992	No course taking data in specific year
587	4.8%	9994	No foreign language course in specific year
12	0.1%	9995	Did not take graded foreign language course in year

eafagpa1		Num 8	Any Language GPA Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
297	2.4%	0	0
1	0.0%	.33333333333333	.33333333333333
73	0.6%	.5	.5
2	0.0%	.66666666666666	.66666666666666
1	0.0%	.75	.75
3622	29.6%	1-3.75	NOTE: Range of values omitted from display
1	0.0%	3.83333333333333	3.83333333333333

1283	10.5%	4	4
2625	21.5%	9993	No foreign language courses on transcript in any year
4270	34.9%	9994	No foreign language course in specific year
62	0.5%	9995	Did not take graded foreign language course in year

eafagpa2		Num 8	Any Language GPA Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
398	3.3%	0	0
1	0.0%	.33333333333333	.33333333333333
96	0.8%	.5	.5
3	0.0%	.66666666666666	.66666666666666
1	0.0%	.75	.75
4692	38.3%	.8-3.85714285714285	NOTE: Range of values omitted from display
1627	13.3%	4	4
301	2.5%	9992	No course taking data in specific year
2386	19.5%	9993	No foreign language courses on transcript in any year
2666	21.8%	9994	No foreign language course in specific year
66	0.5%	9995	Did not take graded foreign language course in year

eafagpa3		Num 8	Any Language GPA Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
326	2.7%	0	0
3	0.0%	.33333333333333	.33333333333333
101	0.8%	.5	.5
3	0.0%	.66666666666666	.66666666666666
499	4.1%	1	1
3402	27.8%	1.33333333333333-3.77777777777777	NOTE: Range of values omitted from display
1347	11.0%	4	4
724	5.9%	9992	No course taking data in specific year
2113	17.3%	9993	No foreign language courses on transcript in any year

Frequency	Percent	Value	Label
3679	30.1%	9994	No foreign language course in specific year
40	0.3%	9995	Did not take graded foreign language course in year

eafagpa4		Num 8	Any Language GPA Year 4 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
133	1.1%	0	0
35	0.3%	.5	.5
2	0.0%	.66666666666666	.66666666666666
257	2.1%	1	1
96	0.8%	1.5	1.5
1410	11.5%	1.66666666666666-3.83333333333333	NOTE: Range of values omitted from display
733	6.0%	4	4
1306	10.7%	9992	No course taking data in specific year
1860	15.2%	9993	No foreign language courses on transcript in any year
6367	52.0%	9994	No foreign language course in specific year
38	0.3%	9995	Did not take graded foreign language course in year

eafagpa5		Num 8	Any Language GPA Year 5
Frequency	Percent	Value	Label
18	0.1%	0	0
2	0.0%	.5	.5
14	0.1%	1	1
1	0.0%	1.5	1.5
15	0.1%	2	2
2	0.0%	2.5	2.5
12	0.1%	3	3
1	0.0%	3.5	3.5
9	0.1%	4	4
11655	95.2%	9992	No course taking data in specific year
188	1.5%	9993	No foreign language courses on transcript in any year
318	2.6%	9994	No foreign language course in specific year

Frequency	Percent	Value	Label
2	0.0%	9995	Did not take graded foreign language course in year

eafagpa6		Num 8	Any Language GPA Year 6+
Frequency	Percent	Value	Label
2	0.0%	0	0
1	0.0%	.25	.25
1	0.0%	.71428571428571	.71428571428571
2	0.0%	1	1
1	0.0%	1.33333333333333	1.33333333333333
1	0.0%	1.5	1.5
3	0.0%	2	2
2	0.0%	3	3
2	0.0%	4	4
12133	99.2%	9992	No course taking data in specific year
36	0.3%	9993	No foreign language courses on transcript in any year
53	0.4%	9994	No foreign language course in specific year

eafagpac		Num 8	Cumulative Any Language GPA All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
461	3.8%	0	0
1	0.0%	.125	.125
1	0.0%	.16666666666666	.16666666666666
1	0.0%	.2	.2
10	0.1%	.25	.25
7890	64.5%	.33333333333333-3.88888888888888	NOTE: Range of values omitted from display
1	0.0%	3.9	3.9
1	0.0%	3.92857142857142	3.92857142857142
1187	9.7%	4	4
2625	21.5%	9993	No foreign language courses on transcript in any year
59	0.5%	9995	Did not take graded foreign language course in year

eafafix1		Num 8	Any Language Failure Index Year 1
Frequency	Percent	Value	Label
4812	39.3%	0	0
1	0.0%	.2	.2
7	0.1%	.25	.25
11	0.1%	.33333333333333	.33333333333333
151	1.2%	.5	.5
1	0.0%	.66666666666666	.66666666666666
297	2.4%	1	1
2625	21.5%	9993	No foreign language courses on transcript in any year
4270	34.9%	9994	No foreign language course in specific year
62	0.5%	9995	Did not take graded foreign language course in year

eafafix2		Num 8	Any Language Failure Index Year 2
Frequency	Percent	Value	Label
6181	50.5%	0	0
16	0.1%	.33333333333333	.33333333333333
1	0.0%	.4	.4
218	1.8%	.5	.5
4	0.0%	.66666666666666	.66666666666666
398	3.3%	1	1
301	2.5%	9992	No course taking data in specific year
2386	19.5%	9993	No foreign language courses on transcript in any year
2666	21.8%	9994	No foreign language course in specific year
66	0.5%	9995	Did not take graded foreign language course in year

eafafix3		Num 8	Any Language Failure Index Year 3
Frequency	Percent	Value	Label
5125	41.9%	0	0
3	0.0%	.25	.25
9	0.1%	.33333333333333	.33333333333333

Frequency	Percent	Value	Label
214	1.7%	.5	.5
4	0.0%	.66666666666666	.66666666666666
326	2.7%	1	1
724	5.9%	9992	No course taking data in specific year
2113	17.3%	9993	No foreign language courses on transcript in any year
3679	30.1%	9994	No foreign language course in specific year
40	0.3%	9995	Did not take graded foreign language course in year

eafafix4		Num 8	Any Language Failure Index Year 4
Frequency	Percent	Value	Label
2436	19.9%	0	0
2	0.0%	.25	.25
3	0.0%	.33333333333333	.33333333333333
87	0.7%	.5	.5
4	0.0%	.66666666666666	.66666666666666
1	0.0%	.75	.75
133	1.1%	1	1
1306	10.7%	9992	No course taking data in specific year
1860	15.2%	9993	No foreign language courses on transcript in any year
6367	52.0%	9994	No foreign language course in specific year
38	0.3%	9995	Did not take graded foreign language course in year

eafafix5		Num 8	Any Language Failure Index Year 5
Frequency	Percent	Value	Label
53	0.4%	0	0
3	0.0%	.5	.5
18	0.1%	1	1
11655	95.2%	9992	No course taking data in specific year
188	1.5%	9993	No foreign language courses on transcript in any year
318	2.6%	9994	No foreign language course in specific year
2	0.0%	9995	Did not take graded foreign language course in year

eafafix6		Num 8	Any Language Failure Index Year 6+
Frequency	Percent	Value	Label
11	0.1%	0	0
1	0.0%	.42857142857142	.42857142857142
1	0.0%	.75	.75
2	0.0%	1	1
12133	99.2%	9992	No course taking data in specific year
36	0.3%	9993	No foreign language courses on transcript in any year
53	0.4%	9994	No foreign language course in specific year

eafafixc		Num 8	Any Language Failure Index All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
7900	64.6%	0	0
4	0.0%	.11111111111111	.11111111111111
14	0.1%	.125	.125
15	0.1%	.14285714285714	.14285714285714
66	0.5%	.16666666666666	.16666666666666
1089	8.9%	.2-.8	NOTE: Range of values omitted from display
3	0.0%	.83333333333333	.83333333333333
1	0.0%	.875	.875
461	3.8%	1	1
2625	21.5%	9993	No foreign language courses on transcript in any year
59	0.5%	9995	Did not take graded foreign language course in year

eafasa1		Num 2	Any Language Semesters Attempted Year 1
Frequency	Percent	Value	Label
4270	34.9%	0	0
324	2.6%	1	1
4634	37.9%	2	2
140	1.1%	3	3
244	2.0%	4	4

2625	21.5%	9993	No foreign language courses on transcript in any year

eafasa2		Num 2	Any Language Semesters Attempted Year 2
Frequency	Percent	Value	Label
2666	21.8%	0	0
463	3.8%	1	1
6179	50.5%	2	2
128	1.0%	3	3
114	0.9%	4	4
301	2.5%	9992	No course taking data in specific year
2386	19.5%	9993	No foreign language courses on transcript in any year

eafasa3		Num 2	Any Language Semesters Attempted Year 3
Frequency	Percent	Value	Label
3679	30.1%	0	0
491	4.0%	1	1
5007	40.9%	2	2
81	0.7%	3	3
142	1.2%	4	4
724	5.9%	9992	No course taking data in specific year
2113	17.3%	9993	No foreign language courses on transcript in any year

eafasa4		Num 2	Any Language Semesters Attempted Year 4
Frequency	Percent	Value	Label
6367	52.0%	0	0
358	2.9%	1	1
2207	18.0%	2	2
58	0.5%	3	3
81	0.7%	4	4
1306	10.7%	9992	No course taking data in specific year
1860	15.2%	9993	No foreign language courses on transcript in any year

eafasa5		Num 2	Any Language Semesters Attempted Year 5
Frequency	Percent	Value	Label
318	2.6%	0	0
76	0.6%	1	1
11655	95.2%	9992	No course taking data in specific year
188	1.5%	9993	No foreign language courses on transcript in any year

eafasa6		Num 2	Any Language Semesters Attempted Year 6+
Frequency	Percent	Value	Label
53	0.4%	0	0
15	0.1%	1	1
12133	99.2%	9992	No course taking data in specific year
36	0.3%	9993	No foreign language courses on transcript in any year

eafasac		Num 2	Total Any Language Semesters Attempted Across All Years
Frequency	Percent	Value	Label
420	3.4%	1	1
1817	14.8%	2	2
386	3.2%	3	3
3901	31.9%	4	4
333	2.7%	5	5
1771	14.5%	6	6
116	0.9%	7	7
651	5.3%	8	8
45	0.4%	9	9
172	1.4%	10	10
2625	21.5%	9993	No foreign language courses on transcript in any year

eafacr0		Num 8	Any Language Credits Earned Year 0
Frequency	Percent	Value	Label
21	0.2%	0	0
1	0.0%	.25	.25

Frequency	Percent	Value	Label
5	0.0%	.5	.5
196	1.6%	1	1
1	0.0%	2	2
2	0.0%	3	3
11424	93.4%	9992	No course taking data in specific year
587	4.8%	9994	No foreign language course in specific year

eafacr1		Num 8	Any Language Credits Earned Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
343	2.8%	0	0
1	0.0%	.1	.1
3	0.0%	.25	.25
262	2.1%	.5	.5
6	0.0%	.6	.6
4722	38.6%	.66-3	NOTE: Range of values omitted from display
2	0.0%	4	4
2	0.0%	5	5
1	0.0%	6	6
2625	21.5%	9993	No foreign language courses on transcript in any year
4270	34.9%	9994	No foreign language course in specific year

eafacr2		Num 8	Any Language Credits Earned Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
470	3.8%	0	0
1	0.0%	.2	.2
7	0.1%	.25	.25
4	0.0%	.4	.4
348	2.8%	.5	.5
6050	49.4%	.6-2.31	NOTE: Range of values omitted from display
3	0.0%	3	3

Frequency	Percent	Value	Label
1	0.0%	3.5	3.5
301	2.5%	9992	No course taking data in specific year
2386	19.5%	9993	No foreign language courses on transcript in any year
2666	21.8%	9994	No foreign language course in specific year

eafacr3		Num 8	Any Language Credits Earned Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
378	3.1%	0	0
1	0.0%	.1	.1
1	0.0%	.198	.198
6	0.0%	.25	.25
1	0.0%	.33	.33
5332	43.6%	.5-3.6	NOTE: Range of values omitted from display
1	0.0%	4	4
1	0.0%	5	5
724	5.9%	9992	No course taking data in specific year
2113	17.3%	9993	No foreign language courses on transcript in any year
3679	30.1%	9994	No foreign language course in specific year

eafacr4		Num 8	Any Language Credits Earned Year 4 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
167	1.4%	0	0
1	0.0%	.05	.05
1	0.0%	.198	.198
3	0.0%	.25	.25
320	2.6%	.5	.5
2143	17.5%	.53-1.98	NOTE: Range of values omitted from display
67	0.5%	2	2
2	0.0%	3	3
1306	10.7%	9992	No course taking data in specific year

1860	15.2%	9993	No foreign language courses on transcript in any year
6367	52.0%	9994	No foreign language course in specific year

eafacr5		Num 8	Any Language Credits Earned Year 5
Frequency	Percent	Value	Label
18	0.1%	0	0
20	0.2%	.5	.5
1	0.0%	.75	.75
36	0.3%	1	1
1	0.0%	2	2
11655	95.2%	9992	No course taking data in specific year
188	1.5%	9993	No foreign language courses on transcript in any year
318	2.6%	9994	No foreign language course in specific year

eafacr6		Num 8	Any Language Credits Earned Year 6+
Frequency	Percent	Value	Label
2	0.0%	0	0
2	0.0%	.25	.25
4	0.0%	.5	.5
4	0.0%	1	1
1	0.0%	1.5	1.5
2	0.0%	3	3
12133	99.2%	9992	No course taking data in specific year
36	0.3%	9993	No foreign language courses on transcript in any year
53	0.4%	9994	No foreign language course in specific year

eafacrc		Num 8	Total Any Language Credits Earned Across All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
509	4.2%	0	0
1	0.0%	.05	.05
1	0.0%	.1	.1

1	0.0%	.2	.2
6	0.0%	.25	.25
9079	74.2%	.4-6	NOTE: Range of values omitted from display
1	0.0%	6.5	6.5
11	0.1%	7	7
2	0.0%	8	8
1	0.0%	9	9
2625	21.5%	9993	No foreign language courses on transcript in any year

eafesla		Num 1	Ever Took any ESL Course?
Frequency	Percent	Value	Label
11696	95.6%	0	Never took ESL courses
491	4.0%	1	Took ESL course at an Add Health high school
50	0.4%	2	Took ESL course but not at an Add Health high school

eafesll		Num 2	Ever Took Language-based ESL Course?
Frequency	Percent	Value	Label
270	2.2%	0	Never took language-based ESL course
271	2.2%	1	Took language-based ESL course
11696	95.6%	9993	Never took ESL courses

eafeslc		Num 2	Ever Took Content Area ESL Course?
Frequency	Percent	Value	Label
149	1.2%	0	Never took Sheltered/SDAIE ESL course
392	3.2%	1	Took Sheltered/SDAIE ESL course
11696	95.6%	9993	Never took ESL courses

eafaml		Num 2	Took Multiple Foreign Languages
Frequency	Percent	Value	Label
8649	70.7%	0	Took only one foreign language
963	7.9%	1	Took multiple foreign languages
2625	21.5%	9993	Never took foreign language courses

eafosp		Num 2	Specific Other Language Taken
Frequency	Percent	Value	Label
483	3.9%	1	Enrolled in German
359	2.9%	2	Took foreign language for native speakers
350	2.9%	3	Took courses in other foreign language coursework
11045	90.3%	9993	No other language course on transcript in any year

eaffgpa0		Num 8	French: GPA Year 0
Frequency	Percent	Value	Label
3	0.0%	1	1
7	0.1%	2	2
2	0.0%	2.5	2.5
8	0.1%	3	3
6	0.0%	3.5	3.5
13	0.1%	4	4
11424	93.4%	9992	No course taking data in specific year
773	6.3%	9994	No French course in specific year but in other year(s)
1	0.0%	9995	Did not take graded French course in year

eaffgpa1		Num 8	French: GPA Year 1
Frequency	Percent	Value	Label
75	0.6%	0	0
17	0.1%	.5	.5
97	0.8%	1	1
1	0.0%	1.25	1.25
45	0.4%	1.5	1.5
217	1.8%	2	2
1	0.0%	2.25	2.25
1	0.0%	2.33333333333333	2.33333333333333
77	0.6%	2.5	2.5
2	0.0%	2.66666666666666	2.66666666666666

294	2.4%	3	3
1	0.0%	3.25	3.25
4	0.0%	3.33333333333333	3.33333333333333
87	0.7%	3.5	3.5
5	0.0%	3.66666666666666	3.66666666666666
326	2.7%	4	4
10051	82.1%	9993	No French course on transcript in any year
926	7.6%	9994	No French course in specific year but in other year(s)
10	0.1%	9995	Did not take graded French course in year

eaffgpa2		Num 8	French: GPA Year 2
Frequency	Percent	Value	Label
58	0.5%	0	0
14	0.1%	.5	.5
1	0.0%	.8	.8
130	1.1%	1	1
68	0.6%	1.5	1.5
256	2.1%	2	2
4	0.0%	2.33333333333333	2.33333333333333
80	0.7%	2.5	2.5
3	0.0%	2.66666666666666	2.66666666666666
1	0.0%	2.75	2.75
349	2.9%	3	3
4	0.0%	3.33333333333333	3.33333333333333
92	0.8%	3.5	3.5
3	0.0%	3.66666666666666	3.66666666666666
401	3.3%	4	4
301	2.5%	9992	No course taking data in specific year
9766	79.8%	9993	No French course on transcript in any year
689	5.6%	9994	No French course in specific year but in other year(s)
17	0.1%	9995	Did not take graded French course in year

eaffgpa3		Num 8	French: GPA Year 3 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
59	0.5%	0	0
23	0.2%	.5	.5
69	0.6%	1	1
35	0.3%	1.5	1.5
197	1.6%	2	2
431	3.5%	2.5-3.66666666666666	NOTE: Range of values omitted from display
309	2.5%	4	4
724	5.9%	9992	No course taking data in specific year
9375	76.6%	9993	No French course on transcript in any year
1011	8.3%	9994	No French course in specific year but in other year(s)
4	0.0%	9995	Did not take graded French course in year

eaffgpa4		Num 8	French: GPA Year 4
Frequency	Percent	Value	Label
36	0.3%	0	0
4	0.0%	.5	.5
55	0.4%	1	1
25	0.2%	1.5	1.5
1	0.0%	1.66666666666666	1.66666666666666
93	0.8%	2	2
1	0.0%	2.33333333333333	2.33333333333333
25	0.2%	2.5	2.5
1	0.0%	2.66666666666666	2.66666666666666
1	0.0%	2.75	2.75
131	1.1%	3	3
1	0.0%	3.33333333333333	3.33333333333333
22	0.2%	3.5	3.5
1	0.0%	3.66666666666666	3.66666666666666
149	1.2%	4	4

1306	10.7%	9992	No course taking data in specific year	
8870	72.5%	9993	No French course on transcript in any year	
1507	12.3%	9994	No French course in specific year but in other year(s)	
8	0.1%	9995	Did not take graded French course in year	

eaffgpa5		Num 8	French: GPA Year 5
Frequency	Percent	Value	Label
3	0.0%	0	0
5	0.0%	1	1
1	0.0%	2	2
3	0.0%	3	3
1	0.0%	3.5	3.5
2	0.0%	4	4
11655	95.2%	9992	No course taking data in specific year
484	4.0%	9993	No French course on transcript in any year
83	0.7%	9994	No French course in specific year but in other year(s)

eaffgpa6		Num 2	French: GPA Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
94	0.8%	9993	No French course on transcript in any year
10	0.1%	9994	No French course in specific year but in other year(s)

eaffgpac		Num 8	French: GPA All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
129	1.1%	0	0
4	0.0%	.33333333333333	.33333333333333
1	0.0%	.4	.4
35	0.3%	.5	.5
7	0.1%	.66666666666666	.66666666666666
1664	13.6%	.71428571428571-3.83333333333333	NOTE: Range of values omitted from display

Frequency	Percent	Value	Label
2	0.0%	3.85714285714285	3.85714285714285
6	0.0%	3.875	3.875
319	2.6%	4	4
10051	82.1%	9993	No French course on transcript in any year
19	0.2%	9995	Did not take graded French course in year

eaflgpa0		Num 8	Latin: GPA Year 0
Frequency	Percent	Value	Label
1	0.0%	1	1
1	0.0%	1.5	1.5
1	0.0%	2.5	2.5
3	0.0%	3	3
3	0.0%	3.5	3.5
1	0.0%	4	4
11424	93.4%	9992	No course taking data in specific year
803	6.6%	9994	No Latin course in specific year but in other year(s)

eaflgpa1		Num 8	Latin: GPA Year 1
Frequency	Percent	Value	Label
6	0.0%	0	0
1	0.0%	.5	.5
13	0.1%	1	1
5	0.0%	1.5	1.5
22	0.2%	2	2
7	0.1%	2.5	2.5
1	0.0%	2.66666666666666	2.66666666666666
39	0.3%	3	3
17	0.1%	3.5	3.5
58	0.5%	4	4
11853	96.9%	9993	No Latin course on transcript in any year
214	1.7%	9994	No Latin course in specific year but in other year(s)

Frequency	Percent	Value	Label
1	0.0%	9995	Did not take graded Latin course in year

eaflgpa2		Num 8	Latin: GPA Year 2
Frequency	Percent	Value	Label
7	0.1%	0	0
1	0.0%	.5	.5
1	0.0%	.75	.75
9	0.1%	1	1
2	0.0%	1.5	1.5
1	0.0%	1.66666666666666	1.66666666666666
35	0.3%	2	2
9	0.1%	2.5	2.5
3	0.0%	2.66666666666666	2.66666666666666
68	0.6%	3	3
7	0.1%	3.5	3.5
64	0.5%	4	4
301	2.5%	9992	No course taking data in specific year
11553	94.4%	9993	No Latin course on transcript in any year
174	1.4%	9994	No Latin course in specific year but in other year(s)
2	0.0%	9995	Did not take graded Latin course in year

eaflgpa3		Num 8	Latin: GPA Year 3
Frequency	Percent	Value	Label
11	0.1%	0	0
1	0.0%	.5	.5
11	0.1%	1	1
3	0.0%	1.5	1.5
1	0.0%	1.66666666666666	1.66666666666666
19	0.2%	2	2
6	0.0%	2.5	2.5
2	0.0%	2.66666666666666	2.66666666666666

Frequency	Percent	Value	Label
52	0.4%	3	3
11	0.1%	3.5	3.5
74	0.6%	4	4
724	5.9%	9992	No course taking data in specific year
11134	91.0%	9993	No Latin course on transcript in any year
186	1.5%	9994	No Latin course in specific year but in other year(s)
2	0.0%	9995	Did not take graded Latin course in year

eaflgpa4		Num 8	Latin: GPA Year 4
Frequency	Percent	Value	Label
2	0.0%	0	0
5	0.0%	1	1
1	0.0%	1.5	1.5
1	0.0%	1.66666666666666	1.66666666666666
15	0.1%	2	2
1	0.0%	2.5	2.5
1	0.0%	2.66666666666666	2.66666666666666
30	0.2%	3	3
7	0.1%	3.5	3.5
50	0.4%	4	4
1306	10.7%	9992	No course taking data in specific year
10565	86.3%	9993	No Latin course on transcript in any year
252	2.1%	9994	No Latin course in specific year but in other year(s)
1	0.0%	9995	Did not take graded Latin course in year

eaflgpa5		Num 2	Latin: GPA Year 5
Frequency	Percent	Value	Label
1	0.0%	4	4
11655	95.2%	9992	No course taking data in specific year
566	4.6%	9993	No Latin course on transcript in any year
15	0.1%	9994	No Latin course in specific year but in other year(s)

eaflgpa6		Num 2	Latin: GPA Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
104	0.8%	9993	No Latin course on transcript in any year

eaflgpac		Num 8	Latin: GPA All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
19	0.2%	0	0
5	0.0%	.5	.5
2	0.0%	.75	.75
1	0.0%	.83333333333333	.83333333333333
21	0.2%	1	1
229	1.9%	1.25-3.75	NOTE: Range of values omitted from display
1	0.0%	3.83333333333333	3.83333333333333
2	0.0%	3.875	3.875
99	0.8%	4	4
11853	96.9%	9993	No Latin course on transcript in any year
5	0.0%	9995	Did not take graded Latin course in year

eafsgpa0		Num 8	Spanish: GPA Year 0
Frequency	Percent	Value	Label
12	0.1%	1	1
2	0.0%	1.5	1.5
16	0.1%	2	2
8	0.1%	2.5	2.5
32	0.3%	3	3
16	0.1%	3.5	3.5
45	0.4%	4	4
11424	93.4%	9992	No course taking data in specific year
673	5.5%	9994	No Spanish course in specific year but in other year(s)
9	0.1%	9995	Did not take graded Spanish course in year

eafsgpa1		Num 8	Spanish: GPA Year 1 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
191	1.6%	0	0
52	0.4%	.5	.5
1	0.0%	.66666666666666	.66666666666666
1	0.0%	.75	.75
276	2.3%	1	1
2101	17.2%	1.33333333333333-3.75	NOTE: Range of values omitted from display
1	0.0%	3.83333333333333	3.83333333333333
777	6.3%	4	4
5441	44.5%	9993	No Spanish course on transcript in any year
3368	27.5%	9994	No Spanish course in specific year but in other year(s)
28	0.2%	9995	Did not take graded Spanish course in year

eafsgpa2		Num 8	Spanish: GPA Year 2 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
295	2.4%	0	0
1	0.0%	.33333333333333	.33333333333333
69	0.6%	.5	.5
3	0.0%	.66666666666666	.66666666666666
356	2.9%	1	1
2798	22.9%	1.33333333333333-3.66666666666666	NOTE: Range of values omitted from display
1048	8.6%	4	4
301	2.5%	9992	No course taking data in specific year
5179	42.3%	9993	No Spanish course on transcript in any year
2158	17.6%	9994	No Spanish course in specific year but in other year(s)
29	0.2%	9995	Did not take graded Spanish course in year

eafsgpa3		Num 8	Spanish: GPA Year 3 NOTE: Smallest 5 and largest 5 values are displayed.

Frequency	Percent	Value	Label
244	2.0%	0	0
2	0.0%	.33333333333333	.33333333333333
70	0.6%	.5	.5
2	0.0%	.66666666666666	.66666666666666
380	3.1%	1	1
2335	19.1%	1.33333333333333-3.66666666666666	NOTE: Range of values omitted from display
843	6.9%	4	4
724	5.9%	9992	No course taking data in specific year
4858	39.7%	9993	No Spanish course on transcript in any year
2750	22.5%	9994	No Spanish course in specific year but in other year(s)
29	0.2%	9995	Did not take graded Spanish course in year

eafsgpa4		Num 8	Spanish: GPA Year 4
Frequency	Percent	Value	Label
86	0.7%	0	0
28	0.2%	.5	.5
1	0.0%	.66666666666666	.66666666666666
177	1.4%	1	1
51	0.4%	1.5	1.5
311	2.5%	2	2
96	0.8%	2.5	2.5
3	0.0%	2.66666666666666	2.66666666666666
2	0.0%	2.75	2.75
382	3.1%	3	3
1	0.0%	3.25	3.25
3	0.0%	3.33333333333333	3.33333333333333
122	1.0%	3.5	3.5
1	0.0%	3.66666666666666	3.66666666666666
3	0.0%	3.75	3.75
478	3.9%	4	4

Frequency	Percent	Value	Label
1306	10.7%	9992	No course taking data in specific year
4509	36.8%	9993	No Spanish course on transcript in any year
4650	38.0%	9994	No Spanish course in specific year but in other year(s)
27	0.2%	9995	Did not take graded Spanish course in year

eafsgpa5		Num 8	Spanish: GPA Year 5
Frequency	Percent	Value	Label
14	0.1%	0	0
1	0.0%	.5	.5
6	0.0%	1	1
1	0.0%	1.5	1.5
8	0.1%	2	2
2	0.0%	2.5	2.5
8	0.1%	3	3
4	0.0%	4	4
11655	95.2%	9992	No course taking data in specific year
330	2.7%	9993	No Spanish course on transcript in any year
206	1.7%	9994	No Spanish course in specific year but in other year(s)
2	0.0%	9995	Did not take graded Spanish course in year

eafsgpa6		Num 8	Spanish: GPA Year 6
Frequency	Percent	Value	Label
2	0.0%	0	0
1	0.0%	.25	.25
1	0.0%	.71428571428571	.71428571428571
2	0.0%	1	1
1	0.0%	1.33333333333333	1.33333333333333
1	0.0%	1.5	1.5
3	0.0%	2	2
2	0.0%	3	3
1	0.0%	4	4

12133	99.2%	9992	No course taking data in specific year
56	0.5%	9993	No Spanish course on transcript in any year
34	0.3%	9994	No Spanish course in specific year but in other year(s)

eafsgpac		Num 8	Spanish: GPA All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
355	2.9%	0	0
1	0.0%	.16666666666666	.16666666666666
5	0.0%	.25	.25
21	0.2%	.33333333333333	.33333333333333
5	0.0%	.4	.4
5490	44.9%	.42857142857142-3.83333333333333	NOTE: Range of values omitted from display
5	0.0%	3.85714285714285	3.85714285714285
19	0.2%	3.875	3.875
858	7.0%	4	4
5441	44.5%	9993	No Spanish course on transcript in any year
37	0.3%	9995	Did not take graded Spanish course in year

eafogpa0		Num 8	Other Language: GPA Year 0
Frequency	Percent	Value	Label
1	0.0%	1	1
8	0.1%	2	2
1	0.0%	2.5	2.5
13	0.1%	3	3
11	0.1%	4	4
11424	93.4%	9992	No course taking data in specific year
777	6.3%	9994	No other language course in specific year but in other year(s)
2	0.0%	9995	Did not take graded other language course in year

eafogpa1		Num 8	Other Language: GPA Year 1
Frequency	Percent	Value	Label

Frequency	Percent	Value	Label
31	0.3%	0	0
4	0.0%	.5	.5
1	0.0%	.66666666666666	.66666666666666
48	0.4%	1	1
1	0.0%	1.33333333333333	1.33333333333333
12	0.1%	1.5	1.5
1	0.0%	1.66666666666666	1.66666666666666
1	0.0%	1.75	1.75
93	0.8%	2	2
20	0.2%	2.5	2.5
2	0.0%	2.66666666666666	2.66666666666666
121	1.0%	3	3
2	0.0%	3.33333333333333	3.33333333333333
24	0.2%	3.5	3.5
1	0.0%	3.66666666666666	3.66666666666666
156	1.3%	4	4
11045	90.3%	9993	No other language course on transcript in any year
648	5.3%	9994	No other language course in specific year but in other year(s)
26	0.2%	9995	Did not take graded other language course in year

eafogpa2		Num 8	Other Language: GPA Year 2
Frequency	Percent	Value	Label
41	0.3%	0	0
12	0.1%	.5	.5
60	0.5%	1	1
28	0.2%	1.5	1.5
111	0.9%	2	2
1	0.0%	2.33333333333333	2.33333333333333
40	0.3%	2.5	2.5
1	0.0%	2.66666666666666	2.66666666666666
169	1.4%	3	3

Frequency	Percent	Value	Label
1	0.0%	3.33333333333333	3.33333333333333
26	0.2%	3.5	3.5
158	1.3%	4	4
301	2.5%	9992	No course taking data in specific year
10756	87.9%	9993	No other language course on transcript in any year
510	4.2%	9994	No other language course in specific year but in other year(s)
22	0.2%	9995	Did not take graded other language course in year

eafogpa3		Num 8	Other Language: GPA Year 3
Frequency	Percent	Value	Label
18	0.1%	0	0
7	0.1%	.5	.5
49	0.4%	1	1
23	0.2%	1.5	1.5
103	0.8%	2	2
15	0.1%	2.5	2.5
1	0.0%	2.66666666666666	2.66666666666666
148	1.2%	3	3
1	0.0%	3.33333333333333	3.33333333333333
37	0.3%	3.5	3.5
168	1.4%	4	4
724	5.9%	9992	No course taking data in specific year
10347	84.6%	9993	No other language course on transcript in any year
584	4.8%	9994	No other language course in specific year but in other year(s)
12	0.1%	9995	Did not take graded other language course in year

eafogpa4		Num 8	Other Language: GPA Year 4
Frequency	Percent	Value	Label
17	0.1%	0	0
3	0.0%	.5	.5
23	0.2%	1	1

Frequency	Percent	Value	Label
15	0.1%	1.5	1.5
58	0.5%	2	2
16	0.1%	2.5	2.5
2	0.0%	2.66666666666666	2.66666666666666
88	0.7%	3	3
1	0.0%	3.33333333333333	3.33333333333333
7	0.1%	3.5	3.5
1	0.0%	3.66666666666666	3.66666666666666
1	0.0%	3.75	3.75
1	0.0%	3.83333333333333	3.83333333333333
78	0.6%	4	4
1306	10.7%	9992	No course taking data in specific year
9798	80.1%	9993	No other language course on transcript in any year
818	6.7%	9994	No other language course in specific year but in other year(s)
4	0.0%	9995	Did not take graded other language course in year

eafogpa5		Num 2	Other Language: GPA Year 5
Frequency	Percent	Value	Label
2	0.0%	0	0
4	0.0%	1	1
6	0.0%	2	2
1	0.0%	3	3
3	0.0%	4	4
11655	95.2%	9992	No course taking data in specific year
496	4.1%	9993	No other language course on transcript in any year
69	0.6%	9994	No other language course in specific year but in other year(s)
1	0.0%	9995	Did not take graded other language course in year

eafogpa6		Num 2	Other Language: GPA Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year

Frequency	Percent	Value	Label
87	0.7%	9993	No other language course on transcript in any year
17	0.1%	9994	No other language course in specific year but in other year(s)

eafogpac		Num 8	Other Language: GPA All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
68	0.6%	0	0
3	0.0%	.25	.25
1	0.0%	.33333333333333	.33333333333333
16	0.1%	.5	.5
1	0.0%	.6	.6
861	7.0%	.66666666666666-3.75	NOTE: Range of values omitted from display
4	0.0%	3.83333333333333	3.83333333333333
1	0.0%	3.875	3.875
195	1.6%	4	4
11045	90.3%	9993	No other language course on transcript in any year
42	0.3%	9995	Did not take graded other language course in year

eafffix1		Num 8	French: Failure Index Year 1
Frequency	Percent	Value	Label
1138	9.3%	0	0
1	0.0%	.25	.25
2	0.0%	.33333333333333	.33333333333333
34	0.3%	.5	.5
75	0.6%	1	1
10051	82.1%	9993	No French course on transcript in any year
926	7.6%	9994	No French course in specific year but in other year(s)
10	0.1%	9995	Did not take graded French course in year

eafffix2		Num 8	French: Failure Index Year 2
Frequency	Percent	Value	Label
1372	11.2%	0	0

1	0.0%	.4	.4
33	0.3%	.5	.5
58	0.5%	1	1
301	2.5%	9992	No course taking data in specific year
9766	79.8%	9993	No French course on transcript in any year
689	5.6%	9994	No French course in specific year but in other year(s)
17	0.1%	9995	Did not take graded French course in year

eafffix3		Num 8	French: Failure Index Year 3
Frequency	Percent	Value	Label
1033	8.4%	0	0
31	0.3%	.5	.5
59	0.5%	1	1
724	5.9%	9992	No course taking data in specific year
9375	76.6%	9993	No French course on transcript in any year
1011	8.3%	9994	No French course in specific year but in other year(s)
4	0.0%	9995	Did not take graded French course in year

eafffix4		Num 8	French: Failure Index Year 4
Frequency	Percent	Value	Label
497	4.1%	0	0
13	0.1%	.5	.5
36	0.3%	1	1
1306	10.7%	9992	No course taking data in specific year
8870	72.5%	9993	No French course on transcript in any year
1507	12.3%	9994	No French course in specific year but in other year(s)
8	0.1%	9995	Did not take graded French course in year

eafffix5		Num 2	French: Failure Index Year 5
Frequency	Percent	Value	Label
12	0.1%	0	0
3	0.0%	1	1

11655	95.2%	9992	No course taking data in specific year
484	4.0%	9993	No French course on transcript in any year
83	0.7%	9994	No French course in specific year but in other year(s)

eafffix6		Num 2	French: Failure Index Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
94	0.8%	9993	No French course on transcript in any year
10	0.1%	9994	No French course in specific year but in other year(s)

eafffixc		Num 8	French: Failure Index All Years
Frequency	Percent	Value	Label
1844	15.1%	0	0
2	0.0%	.125	.125
2	0.0%	.14285714285714	.14285714285714
2	0.0%	.16666666666666	.16666666666666
11	0.1%	.2	.2
38	0.3%	.25	.25
1	0.0%	.28571428571428	.28571428571428
37	0.3%	.33333333333333	.33333333333333
3	0.0%	.4	.4
1	0.0%	.42857142857142	.42857142857142
84	0.7%	.5	.5
1	0.0%	.57142857142857	.57142857142857
2	0.0%	.6	.6
9	0.1%	.66666666666666	.66666666666666
1	0.0%	.75	.75
129	1.1%	1	1
10051	82.1%	9993	No French course on transcript in any year
19	0.2%	9995	Did not take graded French course in year

eaflfix1		Num 8	Latin: Failure Index Year 1

Frequency	Percent	Value	Label
162	1.3%	0	0
1	0.0%	.5	.5
6	0.0%	1	1
11853	96.9%	9993	No Latin course on transcript in any year
214	1.7%	9994	No Latin course in specific year but in other year(s)
1	0.0%	9995	Did not take graded Latin course in year

eaflfix2		Num 8	Latin: Failure Index Year 2
Frequency	Percent	Value	Label
195	1.6%	0	0
5	0.0%	.5	.5
7	0.1%	1	1
301	2.5%	9992	No course taking data in specific year
11553	94.4%	9993	No Latin course on transcript in any year
174	1.4%	9994	No Latin course in specific year but in other year(s)
2	0.0%	9995	Did not take graded Latin course in year

eaflfix3		Num 8	Latin: Failure Index Year 3
Frequency	Percent	Value	Label
176	1.4%	0	0
4	0.0%	.5	.5
11	0.1%	1	1
724	5.9%	9992	No course taking data in specific year
11134	91.0%	9993	No Latin course on transcript in any year
186	1.5%	9994	No Latin course in specific year but in other year(s)
2	0.0%	9995	Did not take graded Latin course in year

eaflfix4		Num 8	Latin: Failure Index Year 4
Frequency	Percent	Value	Label
110	0.9%	0	0
1	0.0%	.5	.5

Frequency	Percent	Value	Label
2	0.0%	1	1
1306	10.7%	9992	No course taking data in specific year
10565	86.3%	9993	No Latin course on transcript in any year
252	2.1%	9994	No Latin course in specific year but in other year(s)
1	0.0%	9995	Did not take graded Latin course in year

eaflfix5		Num 2	Latin: Failure Index Year 5
Frequency	Percent	Value	Label
1	0.0%	0	0
11655	95.2%	9992	No course taking data in specific year
566	4.6%	9993	No Latin course on transcript in any year
15	0.1%	9994	No Latin course in specific year but in other year(s)

eaflfix6		Num 2	Latin: Failure Index Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
104	0.8%	9993	No Latin course on transcript in any year

eaflfixc		Num 8	Latin: Failure Index All Years
Frequency	Percent	Value	Label
344	2.8%	0	0
2	0.0%	.25	.25
4	0.0%	.33333333333333	.33333333333333
9	0.1%	.5	.5
1	0.0%	.75	.75
19	0.2%	1	1
11853	96.9%	9993	No Latin course on transcript in any year
5	0.0%	9995	Did not take graded Latin course in year

eafsfix1		Num 8	Spanish: Failure Index Year 1
Frequency	Percent	Value	Label
3089	25.2%	0	0

1	0.0%	.2	.2
4	0.0%	.25	.25
4	0.0%	.33333333333333	.33333333333333
111	0.9%	.5	.5
191	1.6%	1	1
5441	44.5%	9993	No Spanish course on transcript in any year
3368	27.5%	9994	No Spanish course in specific year but in other year(s)
28	0.2%	9995	Did not take graded Spanish course in year

eafsfix2		Num 8	Spanish: Failure Index Year 2
Frequency	Percent	Value	Label
4099	33.5%	0	0
16	0.1%	.33333333333333	.33333333333333
156	1.3%	.5	.5
4	0.0%	.66666666666666	.66666666666666
295	2.4%	1	1
301	2.5%	9992	No course taking data in specific year
5179	42.3%	9993	No Spanish course on transcript in any year
2158	17.6%	9994	No Spanish course in specific year but in other year(s)
29	0.2%	9995	Did not take graded Spanish course in year

eafsfix3		Num 8	Spanish: Failure Index Year 3
Frequency	Percent	Value	Label
3459	28.3%	0	0
2	0.0%	.25	.25
7	0.1%	.33333333333333	.33333333333333
161	1.3%	.5	.5
3	0.0%	.66666666666666	.66666666666666
244	2.0%	1	1
724	5.9%	9992	No course taking data in specific year
4858	39.7%	9993	No Spanish course on transcript in any year

Frequency	Percent	Value	Label
2750	22.5%	9994	No Spanish course in specific year but in other year(s)
29	0.2%	9995	Did not take graded Spanish course in year

eafsfix4		Num 8	Spanish: Failure Index Year 4
Frequency	Percent	Value	Label
1588	13.0%	0	0
1	0.0%	.25	.25
3	0.0%	.33333333333333	.33333333333333
64	0.5%	.5	.5
2	0.0%	.66666666666666	.66666666666666
1	0.0%	.75	.75
86	0.7%	1	1
1306	10.7%	9992	No course taking data in specific year
4509	36.8%	9993	No Spanish course on transcript in any year
4650	38.0%	9994	No Spanish course in specific year but in other year(s)
27	0.2%	9995	Did not take graded Spanish course in year

eafsfix5		Num 8	Spanish: Failure Index Year 5
Frequency	Percent	Value	Label
29	0.2%	0	0
1	0.0%	.5	.5
14	0.1%	1	1
11655	95.2%	9992	No course taking data in specific year
330	2.7%	9993	No Spanish course on transcript in any year
206	1.7%	9994	No Spanish course in specific year but in other year(s)
2	0.0%	9995	Did not take graded Spanish course in year

eafsfix6		Num 8	Spanish: Failure Index Year 6
Frequency	Percent	Value	Label
10	0.1%	0	0
1	0.0%	.42857142857142	.42857142857142
1	0.0%	.75	.75

2	0.0%	1	1
12133	99.2%	9992	No course taking data in specific year
56	0.5%	9993	No Spanish course on transcript in any year
34	0.3%	9994	No Spanish course in specific year but in other year(s)

eafsfixc		Num 8	Spanish: Failure Index All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
5560	45.4%	0	0
2	0.0%	.11111111111111	.11111111111111
6	0.0%	.125	.125
10	0.1%	.14285714285714	.14285714285714
46	0.4%	.16666666666666	.16666666666666
776	6.3%	.2-.75	NOTE: Range of values omitted from display
1	0.0%	.8	.8
3	0.0%	.83333333333333	.83333333333333
355	2.9%	1	1
5441	44.5%	9993	No Spanish course on transcript in any year
37	0.3%	9995	Did not take graded Spanish course in year

eafofix1		Num 8	Other Language: Failure Index Year 1
Frequency	Percent	Value	Label
477	3.9%	0	0
1	0.0%	.25	.25
4	0.0%	.33333333333333	.33333333333333
5	0.0%	.5	.5
31	0.3%	1	1
11045	90.3%	9993	No other language course on transcript in any year
648	5.3%	9994	No other language course in specific year but in other year(s)
26	0.2%	9995	Did not take graded other language course in year

eafofix2		Num 8	Other Language: Failure Index Year 2

Frequency	Percent	Value	Label
585	4.8%	0	0
22	0.2%	.5	.5
41	0.3%	1	1
301	2.5%	9992	No course taking data in specific year
10756	87.9%	9993	No other language course on transcript in any year
510	4.2%	9994	No other language course in specific year but in other year(s)
22	0.2%	9995	Did not take graded other language course in year

eafofix3		Num 8	Other Language: Failure Index Year 3
Frequency	Percent	Value	Label
536	4.4%	0	0
16	0.1%	.5	.5
18	0.1%	1	1
724	5.9%	9992	No course taking data in specific year
10347	84.6%	9993	No other language course on transcript in any year
584	4.8%	9994	No other language course in specific year but in other year(s)
12	0.1%	9995	Did not take graded other language course in year

eafofix4		Num 8	Other Language: Failure Index Year 4
Frequency	Percent	Value	Label
287	2.3%	0	0
7	0.1%	.5	.5
17	0.1%	1	1
1306	10.7%	9992	No course taking data in specific year
9798	80.1%	9993	No other language course on transcript in any year
818	6.7%	9994	No other language course in specific year but in other year(s)
4	0.0%	9995	Did not take graded other language course in year

eafofix5		Num 8	Other Language: Failure Index Year 5
Frequency	Percent	Value	Label
13	0.1%	0	0

Frequency	Percent	Value	Label
1	0.0%	.5	.5
2	0.0%	1	1
11655	95.2%	9992	No course taking data in specific year
496	4.1%	9993	No other language course on transcript in any year
69	0.6%	9994	No other language course in specific year but in other year(s)
1	0.0%	9995	Did not take graded other language course in year

eafofix6		Num 2	Other Language: Failure Index Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
87	0.7%	9993	No other language course on transcript in any year
17	0.1%	9994	No other language course in specific year but in other year(s)

eafofixc		Num 8	Other Language: Failure Index All Years
Frequency	Percent	Value	Label
1003	8.2%	0	0
1	0.0%	.14285714285714	.14285714285714
3	0.0%	.16666666666666	.16666666666666
5	0.0%	.2	.2
17	0.1%	.25	.25
15	0.1%	.33333333333333	.33333333333333
1	0.0%	.4	.4
1	0.0%	.42857142857142	.42857142857142
31	0.3%	.5	.5
2	0.0%	.66666666666666	.66666666666666
3	0.0%	.75	.75
68	0.6%	1	1
11045	90.3%	9993	No other language course on transcript in any year
42	0.3%	9995	Did not take graded other language course in year

eaffsa1		Num 2	French: Semesters Attempted Year 1
Frequency	Percent	Value	Label

926	7.6%	0	0
82	0.7%	1	1
1072	8.8%	2	2
106	0.9%	3	3
10051	82.1%	9993	No French course on transcript in any year

eaffsa2		Num 2	French: Semesters Attempted Year 2
Frequency	Percent	Value	Label
689	5.6%	0	0
77	0.6%	1	1
1367	11.2%	2	2
37	0.3%	3	3
301	2.5%	9992	No course taking data in specific year
9766	79.8%	9993	No French course on transcript in any year

eaffsa3		Num 2	French: Semesters Attempted Year 3
Frequency	Percent	Value	Label
1011	8.3%	0	0
92	0.8%	1	1
999	8.2%	2	2
36	0.3%	3	3
724	5.9%	9992	No course taking data in specific year
9375	76.6%	9993	No French course on transcript in any year

eaffsa4		Num 2	French: Semesters Attempted Year 4
Frequency	Percent	Value	Label
1507	12.3%	0	0
79	0.6%	1	1
454	3.7%	2	2
21	0.2%	3	3
1306	10.7%	9992	No course taking data in specific year
8870	72.5%	9993	No French course on transcript in any year

eaffsa5		Num 2	French: Semesters Attempted Year 5
Frequency	Percent	Value	Label
83	0.7%	0	0
4	0.0%	1	1
11	0.1%	2	2
11655	95.2%	9992	No course taking data in specific year
484	4.0%	9993	No French course on transcript in any year

eaffsa6		Num 2	French: Semesters Attempted Year 6
Frequency	Percent	Value	Label
10	0.1%	0	0
12133	99.2%	9992	No course taking data in specific year
94	0.8%	9993	No French course on transcript in any year

eaffsac		Num 2	French: Semesters Attempted All Years
Frequency	Percent	Value	Label
136	1.1%	1	1
555	4.5%	2	2
55	0.4%	3	3
823	6.7%	4	4
37	0.3%	5	5
385	3.1%	6	6
20	0.2%	7	7
135	1.1%	8	8
40	0.3%	9	9
10051	82.1%	9993	No French course on transcript in any year

eaflsa1		Num 2	Latin: Semesters Attempted Year 1
Frequency	Percent	Value	Label
214	1.7%	0	0
15	0.1%	1	1

Frequency	Percent	Value	Label
150	1.2%	2	2
5	0.0%	3	3
11853	96.9%	9993	No Latin course on transcript in any year

eaflsa2		Num 2	Latin: Semesters Attempted Year 2
Frequency	Percent	Value	Label
174	1.4%	0	0
17	0.1%	1	1
184	1.5%	2	2
8	0.1%	3	3
301	2.5%	9992	No course taking data in specific year
11553	94.4%	9993	No Latin course on transcript in any year

eaflsa3		Num 2	Latin: Semesters Attempted Year 3
Frequency	Percent	Value	Label
186	1.5%	0	0
19	0.2%	1	1
167	1.4%	2	2
7	0.1%	3	3
724	5.9%	9992	No course taking data in specific year
11134	91.0%	9993	No Latin course on transcript in any year

eaflsa4		Num 2	Latin: Semesters Attempted Year 4
Frequency	Percent	Value	Label
252	2.1%	0	0
12	0.1%	1	1
98	0.8%	2	2
4	0.0%	3	3
1306	10.7%	9992	No course taking data in specific year
10565	86.3%	9993	No Latin course on transcript in any year

eaflsa5		Num 2	Latin: Semesters Attempted Year 5

Frequency	Percent	Value	Label
15	0.1%	0	0
1	0.0%	2	2
11655	95.2%	9992	No course taking data in specific year
566	4.6%	9993	No Latin course on transcript in any year

eaflsa6		Num 2	Latin: Semesters Attempted Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
104	0.8%	9993	No Latin course on transcript in any year

eaflsac		Num 2	Latin: Semesters Attempted All Years
Frequency	Percent	Value	Label
29	0.2%	1	1
147	1.2%	2	2
10	0.1%	3	3
135	1.1%	4	4
2	0.0%	5	5
28	0.2%	6	6
4	0.0%	7	7
24	0.2%	8	8
5	0.0%	9	9
11853	96.9%	9993	No Latin course on transcript in any year

eafssa1		Num 2	Spanish: Semesters Attempted Year 1
Frequency	Percent	Value	Label
3368	27.5%	0	0
209	1.7%	1	1
3006	24.6%	2	2
213	1.7%	3	3
5441	44.5%	9993	No Spanish course on transcript in any year

eafssa2		Num 2	Spanish: Semesters Attempted Year 2
Frequency	Percent	Value	Label
2158	17.6%	0	0
332	2.7%	1	1
4143	33.9%	2	2
124	1.0%	3	3
301	2.5%	9992	No course taking data in specific year
5179	42.3%	9993	No Spanish course on transcript in any year

eafssa3		Num 2	Spanish: Semesters Attempted Year 3
Frequency	Percent	Value	Label
2750	22.5%	0	0
367	3.0%	1	1
3445	28.2%	2	2
93	0.8%	3	3
724	5.9%	9992	No course taking data in specific year
4858	39.7%	9993	No Spanish course on transcript in any year

eafssa4		Num 2	Spanish: Semesters Attempted Year 4
Frequency	Percent	Value	Label
4650	38.0%	0	0
261	2.1%	1	1
1451	11.9%	2	2
60	0.5%	3	3
1306	10.7%	9992	No course taking data in specific year
4509	36.8%	9993	No Spanish course on transcript in any year

eafssa5		Num 2	Spanish: Semesters Attempted Year 5
Frequency	Percent	Value	Label
206	1.7%	0	0
20	0.2%	1	1
24	0.2%	2	2

2	0.0%	3	3
11655	95.2%	9992	No course taking data in specific year
330	2.7%	9993	No Spanish course on transcript in any year

eafssa6		Num 2	Spanish: Semesters Attempted Year 6
Frequency	Percent	Value	Label
34	0.3%	0	0
7	0.1%	1	1
2	0.0%	2	2
5	0.0%	3	3
12133	99.2%	9992	No course taking data in specific year
56	0.5%	9993	No Spanish course on transcript in any year

eafssac		Num 2	Spanish: Semesters Attempted All Years
Frequency	Percent	Value	Label
381	3.1%	1	1
1519	12.4%	2	2
290	2.4%	3	3
2795	22.8%	4	4
227	1.9%	5	5
1115	9.1%	6	6
70	0.6%	7	7
339	2.8%	8	8
60	0.5%	9	9
5441	44.5%	9993	No Spanish course on transcript in any year

eafosa1		Num 2	Other Language: Semesters Attempted Year 1
Frequency	Percent	Value	Label
648	5.3%	0	0
61	0.5%	1	1
455	3.7%	2	2
28	0.2%	3	3

11045	90.3%	9993	No other language course on transcript in any year

eafosa2		Num 2	Other Language: Semesters Attempted Year 2
Frequency	Percent	Value	Label
510	4.2%	0	0
62	0.5%	1	1
592	4.8%	2	2
16	0.1%	3	3
301	2.5%	9992	No course taking data in specific year
10756	87.9%	9993	No other language course on transcript in any year

eafosa3		Num 2	Other Language: Semesters Attempted Year 3
Frequency	Percent	Value	Label
584	4.8%	0	0
44	0.4%	1	1
518	4.2%	2	2
20	0.2%	3	3
724	5.9%	9992	No course taking data in specific year
10347	84.6%	9993	No other language course on transcript in any year

eafosa4		Num 2	Other Language: Semesters Attempted Year 4
Frequency	Percent	Value	Label
818	6.7%	0	0
41	0.3%	1	1
254	2.1%	2	2
20	0.2%	3	3
1306	10.7%	9992	No course taking data in specific year
9798	80.1%	9993	No other language course on transcript in any year

eafosa5		Num 2	Other Language: Semesters Attempted Year 5
Frequency	Percent	Value	Label
69	0.6%	0	0

8	0.1%	1	1
9	0.1%	2	2
11655	95.2%	9992	No course taking data in specific year
496	4.1%	9993	No other language course on transcript in any year

eafosa6		Num 2	Other Language: Semesters Attempted Year 6
Frequency	Percent	Value	Label
17	0.1%	0	0
12133	99.2%	9992	No course taking data in specific year
87	0.7%	9993	No other language course on transcript in any year

eafosac		Num 2	Other Language: Semesters Attempted All Years
Frequency	Percent	Value	Label
102	0.8%	1	1
410	3.4%	2	2
54	0.4%	3	3
388	3.2%	4	4
18	0.1%	5	5
169	1.4%	6	6
8	0.1%	7	7
32	0.3%	8	8
11	0.1%	9	9
11045	90.3%	9993	No other language course on transcript in any year

eaffcr0		Num 2	French: Credits Earned Year 0
Frequency	Percent	Value	Label
4	0.0%	0	0
36	0.3%	1	1
11424	93.4%	9992	No course taking data in specific year
773	6.3%	9994	No French course in specific year but in other year(s)

eaffcr1		Num 8	French: Credits Earned Year 1

Frequency	Percent	Value	Label
86	0.7%	0	0
1	0.0%	.25	.25
56	0.5%	.5	.5
1	0.0%	.6	.6
1	0.0%	.75	.75
1	0.0%	.8	.8
28	0.2%	.99	.99
1018	8.3%	1	1
7	0.1%	1.5	1.5
59	0.5%	2	2
2	0.0%	3	3
10051	82.1%	9993	No French course on transcript in any year
926	7.6%	9994	No French course in specific year but in other year(s)

eaffcr2		Num 8	French: Credits Earned Year 2
Frequency	Percent	Value	Label
79	0.6%	0	0
1	0.0%	.25	.25
49	0.4%	.5	.5
1	0.0%	.9	.9
28	0.2%	.99	.99
1309	10.7%	1	1
1	0.0%	1.32	1.32
1	0.0%	1.65	1.65
12	0.1%	2	2
301	2.5%	9992	No course taking data in specific year
9766	79.8%	9993	No French course on transcript in any year
689	5.6%	9994	No French course in specific year but in other year(s)

eaffcr3		Num 8	French: Credits Earned Year 3

Frequency	Percent	Value	Label
64	0.5%	0	0
1	0.0%	.25	.25
1	0.0%	.33	.33
61	0.5%	.5	.5
1	0.0%	.53	.53
3	0.0%	.66	.66
1	0.0%	.75	.75
15	0.1%	.99	.99
951	7.8%	1	1
1	0.0%	1.32	1.32
2	0.0%	1.5	1.5
8	0.1%	1.65	1.65
18	0.1%	2	2
724	5.9%	9992	No course taking data in specific year
9375	76.6%	9993	No French course on transcript in any year
1011	8.3%	9994	No French course in specific year but in other year(s)

eaffcr4		Num 8	French: Credits Earned Year 4
Frequency	Percent	Value	Label
44	0.4%	0	0
49	0.4%	.5	.5
1	0.0%	.53	.53
1	0.0%	.6	.6
2	0.0%	.66	.66
1	0.0%	.75	.75
13	0.1%	.99	.99
438	3.6%	1	1
1	0.0%	1.5	1.5
4	0.0%	2	2
1306	10.7%	9992	No course taking data in specific year

Frequency	Percent	Value	Label
8870	72.5%	9993	No French course on transcript in any year
1507	12.3%	9994	No French course in specific year but in other year(s)

eaffcr5		Num 8	French: Credits Earned Year 5
Frequency	Percent	Value	Label
3	0.0%	0	0
2	0.0%	.5	.5
10	0.1%	1	1
11655	95.2%	9992	No course taking data in specific year
484	4.0%	9993	No French course on transcript in any year
83	0.7%	9994	No French course in specific year but in other year(s)

eaffcr6		Num 2	French: Credits Earned Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
94	0.8%	9993	No French course on transcript in any year
10	0.1%	9994	No French course in specific year but in other year(s)

eaffcrc		Num 8	French: Credits Earned All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
146	1.2%	0	0
1	0.0%	.33	.33
106	0.9%	.5	.5
2	0.0%	.6	.6
2	0.0%	.75	.75
1908	15.6%	.99-4	NOTE: Range of values omitted from display
1	0.0%	4.29	4.29
7	0.1%	4.62	4.62
11	0.1%	5	5
2	0.0%	6	6
10051	82.1%	9993	No French course on transcript in any year

eaflcr0		Num 2	Latin: Credits Earned Year 0
Frequency	Percent	Value	Label
10	0.1%	1	1
11424	93.4%	9992	No course taking data in specific year
803	6.6%	9994	No Latin course in specific year but in other year(s)

eaflcr1		Num 8	Latin: Credits Earned Year 1
Frequency	Percent	Value	Label
6	0.0%	0	0
8	0.1%	.5	.5
4	0.0%	.99	.99
151	1.2%	1	1
1	0.0%	2	2
11853	96.9%	9993	No Latin course on transcript in any year
214	1.7%	9994	No Latin course in specific year but in other year(s)

eaflcr2		Num 8	Latin: Credits Earned Year 2
Frequency	Percent	Value	Label
9	0.1%	0	0
8	0.1%	.5	.5
6	0.0%	.99	.99
185	1.5%	1	1
1	0.0%	1.5	1.5
301	2.5%	9992	No course taking data in specific year
11553	94.4%	9993	No Latin course on transcript in any year
174	1.4%	9994	No Latin course in specific year but in other year(s)

eaflcr3		Num 8	Latin: Credits Earned Year 3
Frequency	Percent	Value	Label
15	0.1%	0	0
8	0.1%	.5	.5
4	0.0%	.99	.99

164	1.3%	1	1
2	0.0%	2	2
724	5.9%	9992	No course taking data in specific year
11134	91.0%	9993	No Latin course on transcript in any year
186	1.5%	9994	No Latin course in specific year but in other year(s)

eaflcr4		Num 8	Latin: Credits Earned Year 4
Frequency	Percent	Value	Label
3	0.0%	0	0
8	0.1%	.5	.5
1	0.0%	.88	.88
4	0.0%	.99	.99
98	0.8%	1	1
1306	10.7%	9992	No course taking data in specific year
10565	86.3%	9993	No Latin course on transcript in any year
252	2.1%	9994	No Latin course in specific year but in other year(s)

eaflcr5		Num 2	Latin: Credits Earned Year 5
Frequency	Percent	Value	Label
1	0.0%	1	1
11655	95.2%	9992	No course taking data in specific year
566	4.6%	9993	No Latin course on transcript in any year
15	0.1%	9994	No Latin course in specific year but in other year(s)

eaflcr6		Num 2	Latin: Credits Earned Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
104	0.8%	9993	No Latin course on transcript in any year

eaflcrc		Num 8	Latin: Credits Earned All Years
Frequency	Percent	Value	Label
25	0.2%	0	0

13	0.1%	.5	.5
1	0.0%	.99	.99
140	1.1%	1	1
7	0.1%	1.5	1.5
2	0.0%	1.98	1.98
137	1.1%	2	2
2	0.0%	2.5	2.5
3	0.0%	2.97	2.97
24	0.2%	3	3
3	0.0%	3.5	3.5
1	0.0%	3.88	3.88
1	0.0%	3.96	3.96
24	0.2%	4	4
1	0.0%	5	5
11853	96.9%	9993	No Latin course on transcript in any year

eafscr0		Num 8	Spanish: Credits Earned Year 0
Frequency	Percent	Value	Label
10	0.1%	0	0
5	0.0%	.5	.5
124	1.0%	1	1
1	0.0%	3	3
11424	93.4%	9992	No course taking data in specific year
673	5.5%	9994	No Spanish course in specific year but in other year(s)

eafscr1		Num 8	Spanish: Credits Earned Year 1
Frequency	Percent	Value	Label
222	1.8%	0	0
1	0.0%	.1	.1
1	0.0%	.25	.25
1	0.0%	.3	.3

189	1.5%	.5	.5
5	0.0%	.6	.6
2	0.0%	.75	.75
1	0.0%	.8	.8
35	0.3%	.99	.99
2802	22.9%	1	1
27	0.2%	1.5	1.5
1	0.0%	1.66	1.66
135	1.1%	2	2
5	0.0%	3	3
1	0.0%	5	5
5441	44.5%	9993	No Spanish course on transcript in any year
3368	27.5%	9994	No Spanish course in specific year but in other year(s)

eafscr2		Num 8	Spanish: Credits Earned Year 2
Frequency	Percent	Value	Label
334	2.7%	0	0
1	0.0%	.2	.2
4	0.0%	.25	.25
4	0.0%	.4	.4
258	2.1%	.5	.5
7	0.1%	.6	.6
1	0.0%	.66	.66
3	0.0%	.75	.75
1	0.0%	.95	.95
37	0.3%	.99	.99
3883	31.7%	1	1
1	0.0%	1.25	1.25
1	0.0%	1.32	1.32
24	0.2%	1.5	1.5
38	0.3%	2	2

Frequency	Percent	Value	Label
1	0.0%	3	3
1	0.0%	3.5	3.5
301	2.5%	9992	No course taking data in specific year
5179	42.3%	9993	No Spanish course on transcript in any year
2158	17.6%	9994	No Spanish course in specific year but in other year(s)

eafscr3		Num 8	Spanish: Credits Earned Year 3
Frequency	Percent	Value	Label
283	2.3%	0	0
1	0.0%	.1	.1
4	0.0%	.25	.25
1	0.0%	.33	.33
303	2.5%	.5	.5
2	0.0%	.6	.6
1	0.0%	.75	.75
1	0.0%	.8	.8
27	0.2%	.99	.99
3223	26.3%	1	1
15	0.1%	1.5	1.5
1	0.0%	1.6	1.6
3	0.0%	1.65	1.65
1	0.0%	1.8	1.8
36	0.3%	2	2
2	0.0%	3	3
1	0.0%	5	5
724	5.9%	9992	No course taking data in specific year
4858	39.7%	9993	No Spanish course on transcript in any year
2750	22.5%	9994	No Spanish course in specific year but in other year(s)

eafscr4		Num 8	Spanish: Credits Earned Year 4
Frequency	Percent	Value	Label

Frequency	Percent	Value	Label
109	0.9%	0	0
1	0.0%	.05	.05
1	0.0%	.1	.1
3	0.0%	.25	.25
242	2.0%	.5	.5
1	0.0%	.6	.6
1	0.0%	.75	.75
2	0.0%	.88	.88
14	0.1%	.99	.99
1363	11.1%	1	1
4	0.0%	1.5	1.5
30	0.2%	2	2
1	0.0%	3	3
1306	10.7%	9992	No course taking data in specific year
4509	36.8%	9993	No Spanish course on transcript in any year
4650	38.0%	9994	No Spanish course in specific year but in other year(s)

eafscr5		Num 8	Spanish: Credits Earned Year 5
Frequency	Percent	Value	Label
15	0.1%	0	0
12	0.1%	.5	.5
19	0.2%	1	1
11655	95.2%	9992	No course taking data in specific year
330	2.7%	9993	No Spanish course on transcript in any year
206	1.7%	9994	No Spanish course in specific year but in other year(s)

eafscr6		Num 8	Spanish: Credits Earned Year 6
Frequency	Percent	Value	Label
2	0.0%	0	0
2	0.0%	.25	.25
4	0.0%	.5	.5

Frequency	Percent	Value	Label
3	0.0%	1	1
1	0.0%	1.5	1.5
2	0.0%	3	3
12133	99.2%	9992	No course taking data in specific year
56	0.5%	9993	No Spanish course on transcript in any year
34	0.3%	9994	No Spanish course in specific year but in other year(s)

eafscrc		Num 8	Spanish: Credits Earned All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
384	3.1%	0	0
1	0.0%	.05	.05
2	0.0%	.1	.1
1	0.0%	.2	.2
6	0.0%	.25	.25
6374	52.1%	.3-4.5	NOTE: Range of values omitted from display
1	0.0%	4.62	4.62
1	0.0%	4.63	4.63
25	0.2%	5	5
1	0.0%	7	7
5441	44.5%	9993	No Spanish course on transcript in any year

eafocr0		Num 8	Other Language: Credits Earned Year 0
Frequency	Percent	Value	Label
7	0.1%	0	0
1	0.0%	.25	.25
26	0.2%	1	1
1	0.0%	2	2
1	0.0%	3	3
11424	93.4%	9992	No course taking data in specific year
777	6.3%	9994	No other language course in specific year but in other year(s)

eafocr1		Num 8	Other Language: Credits Earned Year 1
Frequency	Percent	Value	Label
36	0.3%	0	0
1	0.0%	.25	.25
44	0.4%	.5	.5
2	0.0%	.66	.66
2	0.0%	.75	.75
7	0.1%	.99	.99
432	3.5%	1	1
4	0.0%	1.5	1.5
14	0.1%	2	2
1	0.0%	4	4
1	0.0%	6	6
11045	90.3%	9993	No other language course on transcript in any year
648	5.3%	9994	No other language course in specific year but in other year(s)

eafocr2		Num 8	Other Language: Credits Earned Year 2
Frequency	Percent	Value	Label
53	0.4%	0	0
2	0.0%	.25	.25
51	0.4%	.5	.5
6	0.0%	.99	.99
545	4.5%	1	1
2	0.0%	1.5	1.5
11	0.1%	2	2
301	2.5%	9992	No course taking data in specific year
10756	87.9%	9993	No other language course on transcript in any year
510	4.2%	9994	No other language course in specific year but in other year(s)

eafocr3		Num 8	Other Language: Credits Earned Year 3
Frequency	Percent	Value	Label

Frequency	Percent	Value	Label
22	0.2%	0	0
1	0.0%	.198	.198
1	0.0%	.25	.25
53	0.4%	.5	.5
1	0.0%	.53	.53
6	0.0%	.99	.99
481	3.9%	1	1
1	0.0%	1.5	1.5
4	0.0%	1.6	1.6
11	0.1%	2	2
1	0.0%	3.6	3.6
724	5.9%	9992	No course taking data in specific year
10347	84.6%	9993	No other language course on transcript in any year
584	4.8%	9994	No other language course in specific year but in other year(s)

eafocr4		Num 8	Other Language: Credits Earned Year 4
Frequency	Percent	Value	Label
20	0.2%	0	0
1	0.0%	.198	.198
1	0.0%	.33	.33
43	0.4%	.5	.5
2	0.0%	.8	.8
6	0.0%	.99	.99
226	1.8%	1	1
1	0.0%	1.5	1.5
2	0.0%	1.6	1.6
1	0.0%	1.98	1.98
12	0.1%	2	2
1306	10.7%	9992	No course taking data in specific year
9798	80.1%	9993	No other language course on transcript in any year
818	6.7%	9994	No other language course in specific year but in other year(s)

eafocr5		Num 8	Other Language: Credits Earned Year 5
Frequency	Percent	Value	Label
2	0.0%	0	0
6	0.0%	.5	.5
1	0.0%	.75	.75
8	0.1%	1	1
11655	95.2%	9992	No course taking data in specific year
496	4.1%	9993	No other language course on transcript in any year
69	0.6%	9994	No other language course in specific year but in other year(s)

eafocr6		Num 2	Other Language: Credits Earned Year 6
Frequency	Percent	Value	Label
12133	99.2%	9992	No course taking data in specific year
87	0.7%	9993	No other language course on transcript in any year
17	0.1%	9994	No other language course in specific year but in other year(s)

eafocrc		Num 8	Other Language: Credits Earned All Years NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
81	0.7%	0	0
3	0.0%	.25	.25
1	0.0%	.33	.33
98	0.8%	.5	.5
3	0.0%	.75	.75
1002	8.2%	.99-5	NOTE: Range of values omitted from display
1	0.0%	5.5	5.5
1	0.0%	5.6	5.6
1	0.0%	6	6
1	0.0%	8	8
11045	90.3%	9993	No other language course on transcript in any year