National Longitudinal Study of Adolescent Health

Wave III
Education Data
Primary Codebook

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WAVE III EDUCATION DATA
PRIMARY COMPONENT

I. INTRODUCTION

A. *Component Description*

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

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

B. *Organization of Document*

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

II. PRIMARY DATA INDICATORS

A. *Organization of Indicators*

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

to student exit or graduation status.

B. Data File Issues: School and Student Samples

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

Similarly, all respondents with a last school attended identification number (for whom we have last school attended information) are included in the student-level disposition data file <u>edustd</u>. As discussed in more detail below, all respondents for whom AHAA was able to collect exit or graduation status information are included in the student exit/graduation status data file, called <u>edugrad</u>.

C. Description of Indicators

1. School-Level Disposition Indicators

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

These indicators are located in the <u>edusch</u> data file.

ERITRN

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

ERINTRN

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

ERISIF

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

ERISTEXT

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

ERICCD

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

ERIPSS

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

2. Student-Level Disposition Indicators

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

These indicators are located in the edustd data file.

ERILSAID

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

ERITRAN

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

ERIDTRAN

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

ERIGRAD

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

ERITEST

This binary variable indicates whether college entrance exam (e.g. ACT, PSAT, SAT) information was listed on the student transcript.

ERICOUR

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

ERITEXT

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

ERISCCD

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

ERISPSS

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

ERICOVLP

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

3. School Characteristics

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

i. Type of High School

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

ERHSTYPV

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

ERHSTYPT

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

ERHSTYPH

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

ERHSTYPC

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

ERHSTYPA

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

ii. Graduation Test Requirements

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

ERGRATST

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

iii. Title I Eligibility

ERTITLEI

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

iv. School Programs Offered

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

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

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

ERPROGRA

This binary measure indicates whether schools offered any special programs.

ERPROIB

This binary measure indicates whether schools offered International Baccalaureate programs.

ERPROAP

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

ERPROHON

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

ERPROGTE

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

ERPROMGT

This binary indicator measures whether schools offered a magnet program.

ERPROART

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

ERPROSTM

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

ERPROCAR

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

ERPROAEP

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

ERPROROT

This binary indicator concerns whether schools offered ROTC programs.

ERPROAID

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

ERPROSTW

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

ERPROCNE

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

ERPROOUT

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

ERPROSPE

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

ERPROESL

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

ERPROREL

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

ERPROOTH

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

4. School Graduation Credit Requirements

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

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

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

ERDIPLOM

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

ERSBJECT

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

ERCREDIT

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

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

5. Student-Exit Status Indicators

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

These indicators are located in the edugrad file.

EREXITST

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

ERGRADM

This variable conveys the month of high school graduation.

ERGRADY

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

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

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

III. NAMING CONVENTIONS AND MISSING CODES

A. *Variable Names and Labels*

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

1. Each variable consists of up to but not exceeding eight upper-case characters.

2. The initial character of all variables is **E**, serving as a reference to the education component of Add Health (AHAA).

3. The second character of all variables, the letter **R,** stands for raw or primary data and specifies that each of these variables belongs to the Primary data component of the broader Add Health/AHAA data set.

4. The third character of all student- and school-level disposition variables (found in edustd and edusch) is **I**, representing inventory.

5. The remaining characters describe the general and more specific information summarized by the variable. For example, the third through fifth characters of all school program variable names is **PRO** for program,

and the remaining three characters signify a particular program (e.g. **AP** for Advanced Placement programs).

6. While the variable names consist of eight or fewer characters, the labels assigned to each variable consist of up to but not exceeding 40 characters including spaces.

B. *Data File Names*

1. The first three letters of all Primary Component data files are <u>edu,</u> serving as a reference to AHAA, the education component of Add Health.

2. The final five characters are descriptive of the data file contents. For example, the data file containing indicators about school characteristics (constructed on the basis of completed SIFs) is entitled <u>edusif</u>.

IV. MISSING CODES

A. *9991*: No transcript data exists for a given student.

B. *9992*: No graduation date or exit status is recorded on a student's transcript (used as an entry for **EREXITST**, **ERGRADM** and **ERGRADY**).

C. *9993*: No date is reported – for example, when a student's transcript records no date for a standardized test or when the submission date for transcripts is not available.

D. *9994*: Information is not provided by the school – for example, when a school did not provide information or answer questions on the SIF.

E. 9995 **:** Indicates a 'legitimate skip' – for example, as an entry for all specified special program flag variables in the case of a school that did not offer special programs.

V. DATA FILE INVENTORY

A. <u>edusch</u> – school-level disposition file providing information about the types of data collection instruments submitted by participating schools.

B. <u>edustd</u> – student-level disposition file containing indicators referring to the types of data available for each study respondent.

C. <u>edusif</u> – this file contains data related to the information administrators provided about school features on completed SIFs.

D. <u>edudiplo</u> – this data file contains information related to the types of diplomas

schools offered and the credits students needed to earn in each core academic subject in order to receive these diplomas.

    E. edugrad – this file lists the indicators concerning student exit status, as well as date of graduation.

VI. QUICK REFERENCE GUIDE

A. *School-Level Disposition Indicators*

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

B. *Student-Level Disposition Indicators*

ERILSAID	Identification number of the last high school each student attended as recorded on student transcripts.
ERITRAN	Binary variable indicating whether a transcript was collected for a given student.
ERIDTRAN	Date student transcript was received.
ERIGRAD	Binary variable that indicates whether exit status and/or graduation (month and/or year) information is available for a student, and, thus, whether the student is included in the edugrad data file.
ERITEST	Binary variable indicating whether college entrance exam (e.g. ACT, PSAT, SAT) was listed on the student transcript.

ERICOUR   Binary variable that indicates whether course-level data is
                   available for a student.

ERITEXT   Categorical variable that relates to the Curriculum Component and
                   identifies which students have math and/or science curriculum
                   data.

ERISCCD   Binary variable that indicates whether students were enrolled in schools linked to the CCD surveys.

ERISPSS   Binary variable that indicates whether students were enrolled in schools linked to the PSS.

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

C. School Characteristics

1. Type of High School

ERHSTYPV   Binary variable indicating whether school administrators identified their high schools as vocational schools.

ERHSTYPT   Binary variable indicating whether school administrators identified their high schools as technical schools.

ERHSTYPH   Binary variable indicating whether school administrators identified their high schools as charter high schools.

ERHSTYPC   Binary variable indicating whether school administrators identified their high schools as cooperative schools.

ERHSTYPA   Binary variable indicating whether school administrators identified their high schools as alternative high schools.

2. Graduation Test Requirements

ERGRATST   Binary variable indicating whether students in participating schools were required to pass competency tests or performance assessments in order to graduate.

3. Title I Eligibility

ERTITLEI   Binary variable that indicates whether a school was eligible to receive Title I funds.

4. School Programs Offered

ERPROGRA   Binary variable indicating whether a school offered any special programs.

ERPROIB   Binary variable indicating whether a school offered International Baccalaureate programs.

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

ERPROOTH   Binary variable indicating whether a school offered any 'other' special programs.

D. School Graduation Credit Requirements

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

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

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

E. Student-Exit Status Information

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

ERGRADM   This variable conveys the month of high school graduation.

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

Education Data - Primary Component – School-Level Disposition Indicators

Data file name: EDUSCH

Education - Primary Component – School-Level Disposition Indicators

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

ERITRN		Num 1	Transcripts Received
Frequency	Percent	Value	Label
260	21.2%	0	No
967	78.8%	1	Yes

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

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

ERISIF		Num 1	School Information Form Received
Frequency	Percent	Value	Label
324	26.4%	0	No
903	73.6%	1	Yes

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

ERICCD		Num 1	Data Taken from CCD
Frequency	Percent	Value	Label
294	24.0%	0	No
933	76.0%	1	Yes

ERIPSS		Num 1	Data Taken from PSS
Frequency	Percent	Value	Label
1114	90.8%	0	No
113	9.2%	1	Yes

Education Data - Primary

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

ERILSAID		Str 5	Identification Number of Last School
Frequency	Percent	Value	Label
18	0.1%	001	
37	0.3%	002	
53	0.4%	003	
129	0.9%	006	
95	0.7%	007	
13735	97.6%	008 -9480	NOTE: Range of values omitted from display
1	0.0%	9591	
1	0.0%	9594	
1	0.0%	9615	

1	0.0%	9621	
4	0.0%	9969	

ERITRAN		Num 1	Transcript Collected
Frequency	Percent	Value	Label
1815	12.9%	0	No
12260	87.1%	1	Yes

ERIDTRAN		Str 7	Date Transcript or Exit status/Graduation Data
Frequency	Percent	Value	Label
6	0.0%	01/2002	
226	1.6%	01/2003	
1	0.0%	02/2002	
483	3.4%	02/2003	
232	1.6%	03/2003	
7712	54.8%	04/2002-11/1995	NOTE: Range of values omitted from display
2763	19.6%	11/2002	
845	6.0%	12/2002	
3	0.0%	12/2003	
1795	12.8%	9991	No transcript data exists for given student
9	0.1%	9993	No date is reported

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

ERITEST		Num 1	Test Information Received
Frequency	Percent	Value	Label
9859	70.0%	0	No
4216	30.0%	1	Yes

ERICOUR		Num 1	Course Level Information Received
Frequency	Percent	Value	Label
1834	13.0%	0	No
12241	87.0%	1	Yes

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

ERISCCD		Num 1	In a School Linked to CCD
Frequency	Percent	Value	Label
1185	8.4%	0	No
12890	91.6%	1	Yes

ERISPSS		Num 1	In a School Linked to PSS
Frequency	Percent	Value	Label
13227	94.0%	0	No
848	6.0%	1	Yes

ERICOVLP		Num 1	Network Information Constructed
Frequency	Percent	Value	Label
6035	42.9%	0	No
8040	57.1%	1	Yes

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

Education Data - Primary Component - School Characteristics

Data file name: EDUSIF

Education - Primary Component - School Characteristics

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

ERHSTYPV		Num 1	Vocational type of high school
Frequency	Percent	Value	Label
534	72.1%	0	No
207	27.9%	1	Yes

ERHSTYPT		Num 1	Technical type of high school
Frequency	Percent	Value	Label
624	84.2%	0	No
117	15.8%	1	Yes

ERHSTYPH		Num 1	Charter type of high school
Frequency	Percent	Value	Label
740	99.9%	0	No
1	0.1%	1	Yes

ERHSTYPC		Num 1	Cooperative type of high school
Frequency	Percent	Value	Label
622	83.9%	0	No
119	16.1%	1	Yes

ERHSTYPA		Num 1	Alternative type of high school
Frequency	Percent	Value	Label
725	97.8%	0	No
16	2.2%	1	Yes

ERGRATST		Num 1	Graduation test requirement
Frequency	Percent	Value	Label
502	67.7%	0	No
239	32.3%	1	Yes

ERTITLEI		Num 1	School qualifies for Title I
Frequency	Percent	Value	Label
737	99.5%	0	No
4	0.5%	1	Yes

ERPROGRA		Num 1	Special program offered
Frequency	Percent	Value	Label
496	66.9%	0	No
245	33.1%	1	Yes

ERPROIB		Num 2	International Baccalaureate
Frequency	Percent	Value	Label
207	27.9%	0	No
38	5.1%	1	Yes
496	66.9%	9995	Legitimate skip

ERPROAP		Num 2	Advanced placement offered
Frequency	Percent	Value	Label
102	13.8%	0	No
143	19.3%	1	Yes
496	66.9%	9995	Legitimate skip

ERPROHON		Num 2	Honors program offered
Frequency	Percent	Value	Label
235	31.7%	0	No
10	1.3%	1	Yes
496	66.9%	9995	Legitimate skip

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

ERPROMGT		Num 2	Magnet program offered
Frequency	Percent	Value	Label
231	31.2%	0	No
14	1.9%	1	Yes
496	66.9%	9995	Legitimate skip

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

ERPROSTM		Num 2	Science technology program offered
Frequency	Percent	Value	Label
231	31.2%	0	No
14	1.9%	1	Yes
496	66.9%	9995	Legitimate skip

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

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

ERPROROT		Num 2	ROTC program offered
Frequency	Percent	Value	Label
153	20.6%	0	No
92	12.4%	1	Yes
496	66.9%	9995	Legitimate skip

ERPROAID		Num 2	AVID program offered
Frequency	Percent	Value	Label
244	32.9%	0	No
1	0.1%	1	Yes
496	66.9%	9995	Legitimate skip

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

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

ERPROOUT		Num 2	Outreach program offered
Frequency	Percent	Value	Label
240	32.4%	0	No
5	0.7%	1	Yes
496	66.9%	9995	Legitimate skip

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

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

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

ERPROOTH		Num 2	Other program offered
Frequency	Percent	Value	Label
236	31.8%	0	No
9	1.2%	1	Yes
496	66.9%	9995	Legitimate skip

Education Data - School Graduation Credit Requirements

Data file name: EDUDIPLO

Education Data - School Graduation Credit Requirements

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

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

ERSBJECT		Num 1	Subject Area of Requirements
Frequency	Percent	Value	Label
6840	10.0%	1	Total
6840	10.0%	2	English
6840	10.0%	3	Math
6840	10.0%	4	Computer Science
6840	10.0%	5	Social Studies
6840	10.0%	6	Science
6840	10.0%	7	Foreign Language
6840	10.0%	8	Physical Education
6840	10.0%	9	Other1
6840	10.0%	10	Other2

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