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ABSTRACT

The 1998 High School Transcript Study provides the U.S. Department of Education and other educational policymakers with information regarding current course offerings and students' course-taking patterns in U.S. secondary schools. Similar studies were conducted in 1982, 1987, 1990, and 1994. This guide documents the procedures used to collect and summarize the data. It also provides information needed to use all publicly released data files produced by the study. In previous years, the information in this technical report was reported in two documents, the Data File User's Manual and the Technical Manual. The report contains these sections: (1) "Introduction to the High School Transcript Study"; (2) "Background: Sample Design"; (3) "Selection of Primary Sampling Units, Schools, and Students for the 1998 High School Transcript Study"; (4) "Data Collection Procedures"; (5) "Data Processing Procedures"; (6) "Weighting and Estimation of Sampling Variance"; and (7) "1998 High School Transcript Study Data Files." Fifteen appendixes provide supplemental information, including the questionnaires and the code books for the study's individual files. (Contains 32 tables, 3 figures, 15 exhibits, and 16 references.) (SLD)

June 2001

The 1998 High School Transcript Study User's Guide and Technical Report

ED 454 302

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The 1998 High School Transcript Study User's Guide and Technical Report

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THE 1998 HIGH SCHOOL TRANSCRIPT STUDY USER'S GUIDE

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
1	INTRODUCTION TO THE HIGH SCHOOL TRANSCRIPT STUDY	1-1
2	BACKGROUND: SAMPLE DESIGN	2-1
	2.1 1998 NAEP Sample Design	2-1
	2.2 Selection of NAEP Primary Sampling Units	2-2
	2.3 Selection of NAEP Schools	2-3
	2.4 Assignment of Sessions to Schools for NAEP	2-6
	2.5 Sampling Students	2-8
	2.6 Students not Included in the Assessment	2-12
3	SELECTION OF PRIMARY SAMPLING UNITS, SCHOOLS, AND STUDENTS FOR THE 1998 HIGH SCHOOL TRANSCRIPT STUDY	3-1
	3.1 PSU Sample	3-1
	3.2 School Sample	3-2
	3.3 Student Sample	3-3
4	DATA COLLECTION PROCEDURES	4-1
	4.1 Training NAEP Field Supervisors as Data Collectors	4-1
	4.2 Contacts with States, Districts, and Schools	4-2
	4.3 Obtaining Course Catalogs, Sample Transcripts, and Other School-Level Information	4-8
	4.3.1 Catalogs	4-11
	4.3.2 Sample Transcripts	4-12
	4.3.3 School Information Form (SIF)	4-12
	4.3.4 School Questionnaire	4-12
	4.4 Identifying the Sample Students and Obtaining Transcripts	4-13
	4.4.1 Schools with NAEP Materials	4-13
	4.4.2 Schools without NAEP Materials	4-20
	4.5 SD/LEP Questionnaire	4-21
	4.6 Sending Data to Westat	4-23
	4.7 Receipt and Review of Data from Data Collectors	4-24

TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
5	DATA PROCESSING PROCEDURES	5-1
	5.1 Establishing Student ID Control Lists.....	5-2
	5.1.1 Student Sampling Information System.....	5-2
	5.1.2 School Information Form	5-2
	5.1.3 Transcript Request Form	5-4
	5.2 CADE System for Entering Transcript Data.....	5-4
	5.2.1 Verification of Transcript Data.....	5-5
	5.3 CACE System for Coding and Editing Course Catalogs	5-6
	5.3.1 General Procedures for Coding Course Catalogs.....	5-7
	5.3.2 Entering Course Titles	5-7
	5.3.3 Classification of Secondary School Courses	5-10
	5.4 Matching Transcript Titles to Catalog Titles	5-13
	5.5 Standardizing Credits and Grades.....	5-15
	5.6 Quality Control Checks.....	5-18
	5.6.1 Quality Control for Transcript Data Entry	5-19
	5.6.2 Quality Control for Catalog Data Entry	5-20
	5.6.3 Quality Control for Catalog Coding	5-20
	5.7 Scanning and Preparing the SD/LEP Questionnaires	5-23
	5.8 Scanning and Preparing the School Questionnaires.....	5-25
	5.9 Personnel Selection, Training, and Supervision.....	5-26
	5.9.1 Training Data Entry Staff	5-26
	5.9.2 Training Catalog Coders.....	5-26
6	WEIGHTING AND ESTIMATION OF SAMPLING VARIANCE.....	6-1
	6.1 The HSTS Sample Weights: An Introduction.....	6-2
	6.2 The HSTS-NAEP Linked Weights: An Introduction.....	6-3
	6.3 Computation of the Base Weights.....	6-4
	6.3.1 Computation of Base Weights: HSTS Weights.....	6-5
	6.3.2 Conditional Student Base Weights for the HSTS.....	6-7
	6.3.3 Computation of Base Weights: NAEP-HSTS Linked Weights	6-7

TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
6.4	Weighting Adjustments for School Nonresponse	6-10
6.4.1	Approach to School Nonresponse Weighting Adjustments	6-12
6.4.2	Selection of School Nonresponse Cells	6-13
6.4.3	The School Nonresponse Cells: Results of the CHAID Analysis	6-14
6.4.4	HSTS School Nonresponse Adjustments	6-16
6.4.5	School Nonresponse Adjustment for the NAEP-HSTS Linked Weights	6-17
6.5	Student Weight Adjustments.....	6-19
6.5.1	Student Nonresponse Adjustment: HSTS Weights	6-20
6.5.2	CHAID Analysis to Choose Student Nonresponse Cells	6-21
6.5.3	Computation of Student Nonresponse Adjustments: HSTS Weights	6-22
6.5.4	Student Nonresponse Adjustments: Linked Weights	6-23
6.5.5	Trimming the Nonresponse Adjusted Student Weights	6-26
6.5.6	Trimming the Linked Base Weights.....	6-29
6.5.7	Reporting Population Factors: Linked Weights	6-30
6.5.8	Poststratified Student Weights: HSTS Weights	6-31
6.5.9	Poststratified Student Weights: Linked Weights.....	6-33
6.5.10	Final Sampling Weights	6-35
6.6	Variance Estimation	6-38
6.6.1	Computation of Replicate Base Weights.....	6-40
6.6.2	Degrees of Freedom of the Variance Estimate	6-44
7	1998 HIGH SCHOOL TRANSCRIPT STUDY DATA FILES.....	7-1
7.1	Master CSSC File.....	7-3
7.2	Course Offerings File.....	7-3
7.3	School File	7-4
7.4	Student File	7-4
7.5	Linked Weights File.....	7-6
7.6	SD/LEP Questionnaire File.....	7-6
7.7	Test and Honors File	7-7
7.8	Transcript File	7-7
7.9	NAEP Data Files	7-8
8	REFERENCES.....	8-1

TABLE OF CONTENTS (continued)

List of Appendices

<u>Appendix</u>		<u>Page</u>
A	1998 Grade 8 School Questionnaire.....	A-1
B	School Information Form, 1998 High School Transcript Study	B-1
C	1998 SD/LEP Questionnaire	C-1
D	1998 High School Transcript Study Codebook for Linked Weights File	D-1
E	1998 High School Transcript Study Codebook for SD/LEP Questionnaire	E-1
F	1998 High School Transcript Study Codebook for Test and Honors File	F-1
G	1998 High School Transcript Study Codebook for Transcript File	G-1
H	1998 High School Transcript Study Codebook for School File.....	H-1
I	1998 High School Transcript Study Codebook for Student File.....	I-1
J	1998 High School Transcript Study Codebook for Course Offerings File	J-1
K	1998 High School Transcript Study Codebook for NAEP Writing Data.....	K-1
L	1998 High School Transcript Study Codebook for NAEP Civics Data.....	L-1
M	1998 High School Transcript Study Codebook for NAEP Reading Data.....	M-1
N	1998 High School Transcript Study NAEP 50-minute Writing Data Codebook	N-1
O	High School Transcript Study Codebook for Master CSSC File	O-1

TABLE OF CONTENTS (continued)

List of Tables

<u>Table</u>		<u>Page</u>
1-1	High school transcript studies	1-1
1-2	Sample sizes for the high school transcript studies	1-13
2-1	NAEP geographic regions used for stratification	2-2
2-2	Noncertainty PSU strata	2-4
2-3	Allocation of sessions	2-7
2-4	Allocation of sessions to schools	2-7
3-1	Response rates of eligible schools by linking category, unweighted	3-6
3-2	Percent of sampled students who were graduates and for whom completed transcripts were received	3-6
3-3	Response rates of graduates, unweighted	3-7
3-4	Response rates for NAEP, transcript study, and linked schools, weighted	3-8
5-1	Numeric grade conversion	5-15
6-1	Counts of NAEP and HSTS sampled schools	6-6
6-2	Total students in HSTS study in HSTS cooperating schools	6-7
6-3	Session allocation weights	6-9
6-4	Writing sample allocation factors	6-9
6-5	Assessed and excluded students with usable transcripts and graduated in linked schools	6-10
6-6	Response rates for public and nonpublic schools, unweighted	6-15
6-7	School nonresponse adjustment factors for the HSTS weights	6-16
6-8	Session nonresponse adjustment factors for the linked weights	6-19
6-9	Counts and percents of graduating seniors known and imputed	6-21

TABLE OF CONTENTS (continued)

List of Tables (continued)

<u>Table</u>		<u>Page</u>
6-10	Student nonresponse adjustment cells and factors for HSTS weights	6-23
6-11	Distribution of student nonresponse adjustments by assessment.....	6-25
6-12	Reporting populations	6-30
6-13	Reporting factors for assessed and excluded students, reading assessment.....	6-30
6-14	Student poststratification cells and control totals.....	6-32
6-15	HSTS poststratification factors	6-32
6-16	Poststratification factors for the linked weights.....	6-34
6-17	Distributions of the final HSTS and linked weights.....	6-36
6-18	Analysis capabilities for WesVar, SUDAAN, and Stata	6-41
7-1	Naming conventions.....	7-10
7-2	Comparison of records and nonzero weights in the Linked Weights File	7-10

List of Figures

<u>Figure</u>		
5-1	Student information processing and ID reconciliation.....	5-3
5-2	Data entry and coding process	5-11
5-3	Quality control processes for catalog coding	5-21

TABLE OF CONTENTS (continued)

List of Exhibits

<u>Exhibit</u>		<u>Page</u>
3-1	NAEP administration schedule	3-4
4-1	Superintendent's letter from Project Officer	4-3
4-2	Summary of school transcript activities	4-4
4-3	Informational letter to principals from Project Officer	4-5
4-4	Disclosure notice	4-7
4-5	Course catalog checklist	4-9
4-6	Transcript format checklist	4-10
4-7	Transcript request form – Version 1	4-14
4-8	Documentation of missing transcripts	4-17
4-9	Shipping transmittal form	4-19
4-10	Transcript request form – Version 2	4-22
5-1	Abbreviations for data entry	5-6
5-2	Values for flags	5-12
5-3	Carnegie Unit Report	5-16
5-4	Standardization of grades	5-17

FOREWORD

The 1998 High School Transcript Study (HSTS) was conducted by Westat for the U.S. Department of Education's National Center for Education Statistics. This study provides the Department of Education and other educational policymakers with information regarding current course offerings and students' course-taking patterns in the Nation's secondary schools. Since similar studies were conducted of course-taking patterns of 1982, 1987, 1990, and 1994 graduates, one research objective was to study changes in these patterns. Another research objective was to compare course-taking patterns to study results on the 1998 National Assessment of Educational Progress (NAEP). NAEP is a federally funded, ongoing, periodic assessment of educational achievement in the various subject areas and disciplines taught in the nation's schools. Since 1969, NAEP has gathered nationwide information about the levels of educational achievement of elementary and secondary school students.

The 1998 High School Transcript Study is documented in two reports:

- The 1998 High School Transcript Study User's Guide and Technical Report – The User's Guide documents the procedures used to collect and summarize the data. It also provides information needed to use all publicly released data files produced by the study. In previous years, the information contained in this technical report was divided into two documents: The Data File User's Manual and the Technical Manual.
- The 1998 High School Transcript Study Tabulations – The Tabulations Report provides copious tables summarizing the course-taking patterns of 1998 high school graduates and comparing them to those of their counterparts in 1982, 1987, 1990, and 1994. To accommodate the 1998 data, it was necessary to drop one year's data from some of the tables. Details on the changes in design and format from the 1994 Tabulations are described in the Tabulations Report. The report also provides tables describing the relationship of the course-taking patterns of 1998 graduates to their proficiencies in reading, writing, and civics as measured by the 1998 National Assessment of Educational Progress.

It is expected that there will be a diverse audience interested in the methodology and the results of this study. Some readers will be interested in an in-depth discussion of certain subjects, while others may only wish to gain a basic understanding of the procedures and findings. For that reason, the first chapter presents an introduction to the study, in a question and answer format. The reader who wishes to learn more about a subject is referred to the area in this report or the Tabulations Report where a more in-depth presentation is offered.

The questions have been grouped into three categories, although there is some overlap in some of the areas. The three major areas are: What is the High School Transcript Study? How is the High School Transcript Study related to the National Assessment of Educational Progress? How can the data from the High School Transcript Study be used?

1. INTRODUCTION TO THE HIGH SCHOOL TRANSCRIPT STUDY

■ WHAT IS THE HIGH SCHOOL TRANSCRIPT STUDY?

The 1998 High School Transcript Study (HSTS) was conducted by Westat for the U.S. Department of Education's National Center for Education Statistics (NCES). Thousands of transcripts of students who graduated from public and nonpublic high schools were collected from a nationally representative sample of schools. This study provides the Department of Education and other educational policymakers with information regarding current course offerings and course-taking patterns in the Nation's secondary schools. In addition, it provides information on the relationship of student course-taking patterns to achievement as measured by the National Assessment of Educational Progress (NAEP), a federally-funded, ongoing, periodic assessment of educational achievement in the Nation's schools.

Since similar studies were conducted of the course-taking patterns of graduates through the years, changes in these patterns can be studied and compared. Five studies involving the collection of transcripts from high school graduates have been conducted since 1982. These studies consisted of:

Table 1-1. High school transcript studies

Study	Year conducted	Approximate number of transcripts collected
High School and Beyond	1982	12,000
High School Transcript Study	1987	25,000
High School Transcript Study	1990	21,000
High School Transcript Study	1994	25,000
High School Transcript Study	1998	25,000

■ Is participation in HSTS voluntary? Are the data confidential? Are students names or other identifiers available?

The High School Transcript Study is not an exam and requires no preparatory work or time from the students. Students transcripts are collected for the sample of students selected by Westat field workers for the NAEP assessment. All NAEP and HSTS activities are voluntary, so students can refuse to participate in the assessment and/or have a copy of their transcript collected by NAEP staff.

As in NAEP activities, Westat follows the guidance of schools regarding whether or not to inform parents or obtain signed or implied parental consent. Generally, schools do not require parental or

student notification or consent for the HSTS because there is no burden placed on the student. However, if a school requires that students and/or parents be notified or that consent be obtained, Westat complies with that request.

The data obtained from the transcript study are kept strictly confidential. Student names and any other identifiable information are deleted from the copies of the transcripts before these materials leave the schools. Furthermore, in schools that are linked to NAEP, each student receives a NAEP student ID that is also used in the HSTS. The list that links the student's name with that NAEP ID remains in the school. Westat does not have access to that list and cannot re-create it if it is lost.

The data files that Westat supplies (both the restricted and the public use files)¹ do not contain the students' names or other unique identifiers. Data files do contain the students' NAEP ID, which enables researchers to link the transcript data to the NAEP data, but Westat follows NCES' strict procedures regarding the confidentiality of data files.

For more information, please refer to Chapter 4.

■ **What are HSTS's procedures for collecting data?**

The field workers for the 1998 High School Transcript Study were drawn from the pool of NAEP field supervisors and were trained in the data collection procedures.

Eligible schools participating in NAEP were informed about the 1998 HSTS when they received information about NAEP. Schools were provided with information about participation in the HSTS, including procedures that would be used to ensure confidentiality of the data, and the amount and nature of school staff time required for HSTS participation.

Minimal staff time is involved in completing some forms, as well as some clerical effort. Whenever possible, Westat staff assists in these efforts. For eligible schools that agreed to cooperate, students sampled for NAEP were included in the HSTS sample. A brightly-colored Disclosure Notice was placed in their folder both to alert the school personnel that information contained in the student's folder

¹ There are two versions of the 1998 High School Transcript Study data files: the restricted use data files and the public use data files. For a description of those files, please refer to Chapter 7.

would be used for the HSTS and to serve as a visible marker for identifying the folders of selected students to facilitate finding their transcript later.

Initial HSTS information requested from schools and collected by field workers at the time of the NAEP assessment included information which they were asked to provide on the School Information Form (SIF). Other requested information included copies of their school's course catalogs for the four most recent school years, including 1997-98, and three sample transcripts. They were also asked to provide a complete transcript for each graduate in the HSTS sample as soon as graduation information was posted on the transcripts. Information provided on the SIF indicated the appropriate date for the field workers to obtain the transcripts. When completing the SIF, field worker also gathered general information about class periods, credits, graduation requirements, and other aspects of school policy. Sometimes this information was documented in the course catalog and at other times in a separate school policy document.

Field workers filled out checklists for the materials they obtained. These checklists served two purposes:

1. They guided field workers in obtaining materials with the maximum amount of information possible that would be useful in the HSTS.
2. They provided Westat staff with a quick way to review the materials, so that they could request additional information if needed.

This information was collected in visits to the school prior to and at the time of the assessment. When all the information had been collected, it was forwarded to Westat. For schools that did not participate in NAEP but were agreeable to taking part in the HSTS, contact was made near the end of the 1997-98 school year and the same information was collected once the students' final data were posted on their transcripts.

For more information, and a detailed description of the process of obtaining materials for the HSTS, please refer to Chapter 4.

- **What contextual background data does HSTS provide (a) from questionnaires; (b) from transcripts; and (c) from school-level information?**

The High School Transcript Study provides data that comes from the NAEP questionnaires, the high school transcripts, and the school level forms filled out by a school coordinator or counselor.

QUESTIONNAIRES

- **School Questionnaire:** The School Questionnaire (see Appendix A) is a 54-item questionnaire that collects information about school, teacher, and home factors that might relate to student achievement. It was completed by a school official (usually the principal) as part of NAEP for the NAEP participating schools.
- **Students with Disabilities/Limited English Proficiency (SD/LEP) Questionnaire:** Prior to 1996, the questionnaire that collected information from school staff about students with disabilities and students with limited English proficiency was called the Individualized Education Plan/Limited English Proficiency (IEP/LEP) Questionnaire. It was re-titled as the SD/LEP Questionnaire in 1996. The SD/LEP Questionnaire was completed for students sampled for NAEP and identified by the school as having a disability and/or limited English proficiency. Schools were asked to have the person most knowledgeable about a student complete the questionnaire. In large schools, this person was typically a counselor, a special education teacher, or a teacher of English as a Second Language. In smaller schools, this person was typically a classroom teacher.

For schools participating in the 1998 NAEP, the SD/LEP Questionnaires were collected as part of the NAEP procedures. Questions 1 and 2 were used to determine which section(s) of the questionnaire should be completed. Part A (questions 3 through 19) was answered for a student with a disability. Part B of the questionnaire (questions 20 through 41) was completed for an LEP student. If a student was classified as both SD and LEP, the entire questionnaire was completed. A copy of the questionnaire is included as Appendix C.

TRANSCRIPTS

The student transcripts provide data that is coded and entered into the data system by trained coders. This data include the following:

- Date student enrolled in high school;
- Date student graduated;
- Rank in class;
- Size of class;
- Grade Point Average (GPA);
- Days absent each year;
- Other standardized test scores and honors (where available);

- List of courses taken in high school, including the grades received and the number of credits received for each course; and
- Total number of credits received and, in many cases, total number of credits attempted.

SCHOOL-LEVEL INFORMATION

- **Transcript Request Form (TRF):** When graduation information was posted on the transcripts, field workers returned to the schools to obtain the requested transcripts. For each NAEP school, the field worker was given a Transcript Request Form (See Chapter 4). In addition to the NAEP ID, it contained columns for entering graduation status (Exit Status) and the student's gender, birth month and year, race/ethnicity, SD status, LEP status, Title I services receipt, and National School Lunch Program participation. Data available from NAEP files (NAEP ID and demographic variables) were preprinted on the form. After completing the form, any personal identifiers were removed from the Transcript Request Forms. Westat did not include the students' names on the TRFs.
- **School Information Form (SIF):** The SIF (see Appendix B) was completed by the field worker or a school staff member or sometimes by both. The completed SIF contained information about the school in general, about sources of information within the school (if needed to complete HSTS data collection), course description materials, significant changes in course offerings in the past four years, graduation requirements and grading practices at the school, and about the format of the school's transcripts. The field workers were instructed to fill out the SIF completely, or to indicate clearly on the SIF where the requested information could be found in the other materials provided by the school.
- **School-Level Catalog or Course Lists:** If a school provided catalogs of course offerings for the four years that the seniors attended the school (as requested), data entry personnel entered a list of all course titles appearing in the catalogs. A concerted effort was made to standardize the format of titles. About 75 percent of the schools provided more than one year's catalog. Catalogs from all years received were used to determine whether there were significant changes over the four years. A curriculum specialist selected the portions of each catalog to be used so that they excluded sections on programs that students could take only by attending another school in the district, courses taken at night, and so on. The specialist included programs from previous years that were not listed in the current catalog but were offered during the period when students in the HSTS attended the school. These titles were entered in the order of their appearance in the catalogs.

For more information, please refer to Chapters 4 and 5.

- **What is the Transcript Request Form (TRF) and why is it so important? How is the TRF obtained and what information does it contain?**

When graduation information was posted on transcripts (the date that it would be available was provided by the school on the School Information Form), a field worker returned to the school to obtain the requested transcripts. For each NAEP school, the field worker was given a Transcript Request Form (TRF), Version 1 (see Exhibit 4-7). In addition to Student Name and NAEP ID, it contained columns for the students' graduation status, gender, birth month and year, race/ethnicity, SD status, LEP status, Title 1 services receipt, and National School Lunch Program participation. Data available from NAEP files (NAEP ID and demographic variables) were preprinted on the form. The completed TRFs contained the following information:

- **Student Name** – Since names were never removed from the school, this column was blank when the TRF's were printed. The field worker first recorded the first name, middle initial, and last name of each assessed, absent, or excluded student listed on the NAEP Administration Schedule. The names were recorded only to ensure that the correct student folders were used.
- **NAEP ID** – The 10-digit NAEP assessment booklet numbers, or SD/LEP questionnaire numbers for students excluded from the 1998 assessment were preprinted in ID order. This column on the TRF identified all students for whom transcripts were needed.
- **Exit Status** – Using information provided by the school, field workers assigned one of the following codes to describe each student's outcome at the school. The Exit Status codes are defined on page 1-16.
- **Birthdate, Gender, and Race/Ethnicity** – Demographic information was generally preprinted for each sampled student. If not preprinted, it was recorded from the NAEP Administration Schedule. If the school informed a field worker that some of this information was incorrect, the field worker entered the correct information on the TRF.
- **SD and LEP Status** – For each student, it was recorded whether or not the student was classified by the school as SD and/or LEP.
- **National School Lunch Program (NSLP) and Title 1** – Yes or No for participation in each of these programs.
- **Transcript Received** – Field workers checked this column to document that the transcript for a given student had been received.

Once the Transcript Request Form was completed, the field worker filled out a summary box at the top of the form and requested transcripts according to the procedures set forth by the school. The

Disclosure Notice placed in students' folders at the time of the NAEP assessment helped to facilitate transcript collection in participating NAEP schools.

Once the field worker filled in the names of the students, some schools were able to access an electronic data file and copy the transcripts. In other schools, the transcripts were manually pulled from their folders and photocopied at the school.

Once the transcripts were provided, the field worker reviewed them to ensure that a transcript was received for each 12th grade student who was selected for the NAEP assessment, whether or not that student had graduated. (Non-graduates were removed from the files at a later stage.) The field worker then checked each transcript for eligibility, understandability (e.g., are all the codes on it defined on the transcript or explained in the SIF?), and completeness. The field worker labeled each transcript with preprinted labels containing the School ID and the NAEP ID for the student and completed a Documentation of Missing Transcripts form to explain any omissions.

After the field worker collected and recorded all the information required on the sampled students and reviewed the transcripts for completeness and accuracy, he or she prepared the transcripts for transmittal to Westat. This procedure involved "masking" all personally identifiable information where it appeared on each transcript, using a broad felt tip marker or correction tape to line through or cover all identifiers.

Personal identifiers were also removed from the Transcript Request Forms. Before sending the TRFs back to Westat, the field worker cut off the portion that included the students' names, to comply with confidentiality provisions. The portion with the names was left in the school's NAEP folder.

For further information, please refer to Chapter 4.

- **What is a Course Catalog and how is it obtained? What is the difference between the different types of catalogs, and which one is used in the data processing step?**

A Course Catalog is a list of all the courses the school offers and their descriptions. Such catalogs are generally published each year, and are used for accurately matching the CSSC codes used in the HSTS with the course title, obtained from the transcript.

Field workers request these Course Catalogs when they first contact a school, then collect them when they visit the school for sampling. The Course Catalogs are carefully reviewed at the school. Field workers verify that the catalog contains all the courses that the 12th graders of that year have taken in that school, including vocational, remedial, honors, special education, off-campus courses, or courses taught in a language other than English. If any course listings were not in the catalog, every effort is made to obtain additional information from school personnel to document the existence of such courses and to describe them. After that review, the Course Catalogs are sent to Westat.

In most cases, the current Course Catalog and the ones from the three preceding years are collected. This allows Westat to track any changes in course offerings or in the curriculum in the four years the graduates attended high school. It also allows the catalog coders to review any course title on the transcript and accurately match it to a description in the catalog, even if the curriculum or the course titles have changed during those four years.

Based on Westat's experience in coding course catalogs from this and previous High School Transcript Studies, five types of course catalogs have been identified:

1. A school-level catalog providing course titles and descriptions;
2. A district-level catalog, which indicates which courses were offered at the HSTS participating school;
3. A course list by department that includes general descriptions of course offerings by department;
4. A school-level course list without descriptions; or
5. A district-level catalog without any indication of which courses were offered in specific schools.

Westat uses the highest-level catalog available.

For further details, please refer to Chapter 4.

- **Who codes the catalogs? What special requirements are needed from the coders? How are they trained?**

In order to code the school catalogs, Westat hired a staff of skilled personnel who had an extensive background in education, mainly teachers and counselors, and who were familiar with schools'

curriculum and the education system. These staff members were trained to familiarize themselves with the CSSC coding scheme and the variety of ways that a course could be coded. For several days, they were given exercises and tasks to ensure that they could code a course title with the appropriate CSSC code.

To ensure consistency and quality, catalog coding decisions were based on a basic set of coding principles and procedures. First, the catalog coder reviewed a school catalog “holistically” to ascertain ways that course levels, special education, and other special programs were designated. He or she looked for sequences of courses, descriptions of programs, requirements, credits awarded, or other information provided to obtain a general view of the curriculum. Then, using the CACE system (Computer Aided Coding and Editing), the coder looked at each course title, found it in the catalog, and read whatever description was available. The coder then selected the best CSSC code for the course. Wherever possible, the catalog coder selected codes based on a course description rather than on title.

After selecting the CSSC code, the coder reviewed the flags for that course and edited them as needed. If the coder found courses in the CACE catalog listing that should not be there, they could be deleted. Similarly, if the coder found that a course was missing from the CACE listing of catalog titles, it was added to the list and coded. After the coder finished coding the regular education courses for a school, the special education expert coded all special education courses.

For the specific steps of the coding procedure please refer to Chapter 5.

■ **How are the data entered from the transcripts?**

Westat processed the data from the 1998 High School Transcript Study (HSTS) along three simultaneous paths as follows:

1. The Student Sampling Information System;
2. The Computer Assisted Data Entry System; and
3. The Computer Assisted Coding and Editing System.

With the exception of the transcripts and the course catalogs, some data entered in each system were collected by Westat field personnel and some data had already been assembled for NAEP into data files by the Educational Testing Service (ETS). Westat staff obtained the relevant NAEP data

files from ETS and merged them with the HSTS data collected from non-NAEP-participating schools. As described below, appropriate checks were made to ensure that only one set of data was entered for a school or a student, and procedures were developed to resolve inconsistencies among the data sources.

When entering and cleaning the data for the study, we performed the following tasks:

- Establishing student ID control lists;
- Entering transcript data;
- Coding course catalogs;
- Matching transcript titles to catalog titles;
- Standardizing credits and grades; and
- Performing quality control checks.

These steps involved the entry and coding of the students' transcripts and the schools' course catalogs, as well as matching the courses on the coded catalogs to the courses on the transcripts.

Each of these steps is described in detail in Sections 5-1 through 5-6 of Chapter 5.

HOW IS THE HIGH SCHOOL TRANSCRIPT STUDY RELATED TO THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS?

- **How is HSTS related to NAEP?**

The High School Transcript Study is conducted in conjunction with the National Assessment of Educational Progress (NAEP); both are federally-funded and completed by Westat for the U.S. Department of Education's National Center for Education Statistics. The 1998 HSTS was designed to allow an analysis of the course-taking patterns of students who graduated from American public and nonpublic high schools in 1998. It was further designed so that data on students' course-taking patterns can be linked to the 1998 NAEP assessment results. Since studies similar to the 1998 HSTS were

conducted on 1982, 1987, 1990, and 1994 graduates, changes in these patterns and relationships to NAEP performance in these years can also be studied.²

NAEP provides the HSTS with data of assessments in different subjects. For the 1998 HSTS, NAEP proficiency estimates of reading, writing, and civics were provided. In 1994, history, geography and reading assessments were conducted, and proficiency estimates in those subjects were provided.

For a comprehensive description of the HSTS and NAEP please refer to Chapter 2.

■ **How are the samples of schools and students in NAEP related to the HSTS samples?**

In order to maintain as many links as possible with NAEP scores, where schools refusing to participate in NAEP were replaced by substitute schools, the substitute schools, not the refusals, were asked to participate in the HSTS. Of the 322 schools in the original sample, 264 original/substitute schools participated in the HSTS survey, of which 241 were originally sampled. Of the 264 participating schools, 232 schools cooperated with both HSTS and NAEP and the links for the students were maintained, 10 schools cooperated with HSTS and NAEP but the links for the students were not maintained, and 22 schools cooperated with HSTS but not with NAEP.

A total of 28,764 students were selected for inclusion in the HSTS. Of these, 27,183 students were from schools that maintained their NAEP administration schedules and were identified by their NAEP booklet numbers. Another 500 students were from schools that participated in NAEP but had lost the link between student names and NAEP booklet numbers, and 1,081 were from schools that did not participate in NAEP.

Because sampling was performed in most schools prior to graduation, not all sampled students were, in fact, graduates. Only graduates, however, were eligible for the transcript study. We were able to determine that of the 28,764 students in the sample, 25,248 actually graduated and that 3,328 did not. Of the remaining 188 students, we imputed 174 as graduates and 14 as not. Thus, from the 25,422 graduates 24,218 transcripts were collected and processed.

² The 1987, 1990 and 1994 transcript data were collected by Westat in coordination with the 1987, 1990, and 1994 NAEP (Thorne et al., 1989; Legum et al., 1993; Legum et al., 1997). The 1982 data were collected by the National Opinion Research Center as part of the High School and Beyond project (Jones et al., 1983a).

For further information regarding this topic, please refer to Chapter 3.

HOW CAN THE DATA FROM THE HIGH SCHOOL TRANSCRIPT STUDY BE USED?

■ Can the 1998 HSTS results be compared to other transcript studies?

Since studies were conducted of course-taking patterns of 1982, 1987, 1990, 1994 and 1998 graduates, one research objective was to study changes in these patterns. Another research objective was to compare course-taking patterns to study results on the 1998 National Assessment of Educational Progress.

The 1998 High School Transcript Study used a complex sample design with the goal of securing a sample from which estimates of population and sub-population characteristics could be obtained with reasonably high precision (in other words, low sampling variability). At the same time, it was necessary that the sample be economically and operationally feasible to obtain. The resulting design requires that the user of the HSTS data utilize sampling weights to ensure valid analysis of the transcript data.

The samples for the five studies are roughly comparable. The weighting techniques used across studies are also comparable. However, there are some differences that warrant notice when using these tables.

The 1982 sample was drawn as part of the first follow-up to the High School and Beyond longitudinal study. The 1987, 1990, 1994, and 1998 samples were drawn as part of the corresponding NAEP samples. One result of this difference is that the 1982 study, because of its longitudinal nature, had more opportunity to obtain demographic information. On the other hand, because students repeated years, transferred to different schools, or dropped out of school before their senior year, there was also a greater probability that final transcripts showing four years of high school could not be obtained for these students.

The samples were drawn at different points in the students' high school careers. The 1982 students were sampled when they were sophomores and were followed when they transferred to new schools. The 1987 students were sampled when they were juniors, but no attempt was made to follow

them if they left school. The 1990, 1994, and 1998 students were sampled in their senior year. Thus the 1987 study sample, unlike the others, has no students who transferred into their school during their senior year.

All five samples used a multi-stage, stratified, and clustered design. There are differential rates of oversampling among the studies to reflect special interests. For instance, the 1987 study oversampled students with disabilities and the 1994 and 1998 NAEP assessments oversampled minority students.

Westat performed all the variance estimations using the jackknife procedure. Because the number of replicates used in the 1990 study was greater than in the earlier studies, the variance estimates for 1990 are somewhat more precise than in the earlier studies. Similarly, because the number of replicates used in the 1994 and 1998 studies were greater than in the earlier studies, the variance estimates for 1994 and 1998 are even more precise. Note that the 1982 sample consisted of considerably fewer transcripts than in later years. The number of schools involved, however, was considerably greater. The estimates tend to have comparable sampling errors across years, despite the differences in the number of transcripts sampled. The sampling errors, in fact, are often smaller for 1982 estimates. In other words, the design effects for years other than 1982 were considerably greater than for 1982, more than offsetting the effects of the larger sample size of transcripts for those other years.

The sample sizes differ in the five studies and are summarized in the table below.

Table 1-2. Sample sizes for the high school transcript studies

Sample size	1998	1994	1990	1987	1982
Schools in the original sample	322	379	379	497	1,882
Schools represented in the tables	264	340	330	429	947
Students in the original sample	28,764	28,715	23,270	35,180	18,427
Transcripts represented in the tables	24,218	24,120	21,158	25,054	12,275
Average number of transcripts per school	96.3	73.8	64.1	58.2	12.9

The data tables for the 1998 HSTS are presented in Appendix A of the Tabulations Report. Appendix B of the Tabulations Report contains a listing of the categories (stubs) used as row labels in the tables and the CSSC codes associated with each category.

For more information about the 1998 tabulations, and the comparison between the different studies, please refer to Chapter 1 of the Tabulations Report. Please refer to Chapter 2 of this guide for a comprehensive description of the NAEP study.

■ **What is a weight and how is it determined?**

The High School Transcript Study sampled almost 29,000 students from 264 schools. To make valid inferences about the entire population of graduated grade 12 students from the sample of student transcripts that was collected, it is necessary to use the sampling weights. The weights reflect the probability sampling scheme used to arrive at the sample of students for whom transcripts were requested. The HSTS weights were constructed without regard to the NAEP participation or nonparticipation status of schools and students. The weights also reflect the impact of sample nonresponse at the school and the student levels, making adjustments for these groups to decrease the potential bias that might arise through differential nonresponse across population subgroups. Finally, improvements to the precision of weighted estimates result from the application of poststratification factors to the sample weights.

Student transcript data were weighted for the purpose of making estimates of course-taking by high school graduates nationwide. The final weight attached to an individual student record reflected two major aspects of the sample design and the population being surveyed. The first component, the base weight, was used to expand sample results to represent the total population and reflected the probability of selection in the sample. The second component, the adjustment of the base weight to account for nonresponse within the sample, is implemented to ensure that the resulting survey estimates of certain characteristics (race/ethnicity, size of community, and region) conformed to those estimates known reliably from external sources.

Weights, developed using the procedures described in Chapter 3 of the Tabulations, are contained in the Student File and the Linked Weights File. Westat has provided the final student weight (FINSTUWT) in the Student File and the final usable linked weight (FINLNKWT) in the Linked Weights File so that data analyses can be weighted up to national totals. The final student weight should be used in analyses involving only transcript data. The weights in the Linked Weights File should be used in analyses involving both transcript data and data obtained from NAEP data files.

For further information, please refer to Chapter 3 of the Tabulations Report.

- **Why are there two general sets of weights (linked and non-linked weights) for HSTS?**

The linked weights must be used whenever the analysis involves NAEP data. There are files containing linked weights for reading, writing, and civics, the subjects in which students were assessed in 1998 NAEP. The linked weights were created to analyze each NAEP subject separately. Conversely, the non-linked weights must be used when analyzing transcript data only (i.e., without regard to NAEP data). The student file, which lists all HSTS students, contains these non-linked weights. One difference between the processes for creating linked and non-linked weights is in the treatment of nonresponse. The linked weights are adjusted to account for nonrespondents, where nonrespondents are eligible students with incomplete transcripts or eligible students that were absent in NAEP. The non-linked weights are adjusted to account for nonrespondents, where nonrespondents are eligible students with incomplete transcripts.

For more information about the linked weights, please refer to Chapter 3.

- **What is the PSU?**

The HSTS used a subsample of primary sampling units (PSUs) and schools from the 1998 NAEP assessment for grade 12 students. The HSTS used the NAEP target sample of students in these subsampled schools. Chapter 3 describes aspects of the selection of PSUs, schools, and students that are specific to the transcript study. The purposes of the 1998 High School Transcript Study (HSTS) were to gather data on a nationally representative sample of students who graduated from American public and nonpublic high schools in 1998 that could be linked to NAEP results. For the HSTS sample of students to be as representative as possible, it included a subsample of NAEP PSUs, and, subsequently, subsampled schools with 12th grades within the PSUs that were selected for NAEP, regardless of whether they participated in NAEP. A representative sample of students was included from each school. When possible, the students selected for the transcript study were the same as those selected for NAEP. When this selection was not possible, a systematic sample of students was drawn from the school.

For further information, please refer to Chapters 2 and 3.

■ **How is a student given a unique HSTS ID?**

The 1998 High School Transcript Study involved collecting, processing, and analyzing nearly 29,000 transcripts from 264 high schools nationwide. In order to accurately process each of these students' transcripts, a unique student ID was necessary.

The HSTS school sample was a sub-sample of NAEP. Each one of the schools participating in the HSTS had a unique 3-digit Primary Sampling Unit (PSU) ID and a 3-digit School ID.³ Each school then had a unique 6-digit ID.

In NAEP-linked schools, i.e. schools that retained their link to the NAEP assessment, each student received a unique 10-digit booklet ID. This ID was unique throughout the HSTS. A different procedure was required for schools that had not retained their materials which linked selected students to their specific IDs or had not participated in NAEP. In those schools, a new sample of students was selected and students were assigned IDs that ranged from 990-0000001 to 990-0000060. This scheme meant that the student IDs were unique within a school, but not within the entire study.

In order to achieve unique student IDs within the entire study, the school's 6-digit unique ID was concatenated to the 10-digit student ID. This assured that each student received a unique ID across the entire study.

■ **What is an Exit Status and how is it used? Why are there more Exit Statuses in 1998 than in previous years?**

The Exit Status is a code that describes the type of diploma the student received. Using information provided by the school, field workers assigned one of the following codes to describe each student's outcome at the school:

- a. Graduated with a standard diploma;
- b. Graduated with an honors diploma;
- c. Received a diploma with special education adjustments;
- d. Received a certificate of attendance;

³ The School ID is a 3-digit ID to which a fourth control digit is added. In many of the reports, Westat included this fourth digit, but for the purpose of obtaining a unique student ID, this digit was dropped.

- e. Still enrolled in this school;
- f. Dropped out;
- g. Other, such as transferred, GED, or unknown;
- h. Out of Scope; or
- i. Completed course requirements but did not pass required tests.

In some cases, the Exit Status was determined directly from the transcripts and sometimes it was provided by other sources at the school. The Exit Status was recorded on the Transcript Request Form (TRF) and later used to verify that the student indeed graduated and that his/her transcript was eligible for the study. It also provided information about whether or not to include the transcript in the tabulation process. In a few cases, Westat discovered that a student had not actually graduated and changed the Exit Status accordingly.

In 1998, two new Exit Statuses that did not exist previously (H and I) were added to the list. Exit Status H was added to address cases in which the student was excluded from the study, such as students who graduated during the study year (1998) but who had been attending high school for more than five years. Exit Status I was added to describe a case where a student fulfilled the school's requirements for graduation, but did not pass a state exam that made him/her eligible for a graduation diploma.

For more information about the Exit Status, please refer to Chapters 4 and 5.

- **What is the CSSC Code and how is it used? Are there any other coding systems that are being used in similar studies?**

To compare transcripts from different schools, it is necessary to code each of the courses entered from the transcripts using a common course coding system. The coding system employed for this purpose was a modification of the Classification of Secondary School Courses (CSSC). The CSSC, which contains approximately 2,200 course codes, is a modification of the Classification of Instructional Program (CIP) that is used for classifying college courses. Both systems (CIP and CSSC) use a three-level, 6-digit system for classifying courses. The CSSC uses the same first two levels as the CIP, which

are represented by the first four digits of each code.⁴ The third level of the CSSC (the fifth and sixth digits of the course code) is unique to the CSSC and represents specific high school courses.

With over 2,200 codes in the CSSC, it is neither practical nor desirable to include estimates of each possible code in each of the tables. Although estimates are provided for each of the codes that appear in the transcripts in the final table in Appendix A of the Tabulations, it is often more useful to analyze the courses in larger groups such as English, Social Studies, Math, or Science. There is also interest in finer divisions of these groups such as Biology, Chemistry, and Physics. The subject area taxonomy that is presented in Appendix B of the Tabulations provides the structure for grouping the courses.

The 1987 High School Transcript Study developed a taxonomy used for the 1987 High School Transcript Study Tabulations. This taxonomy, which is documented in the 1987 Tabulations, was developed with an emphasis on strictly limiting the content of “academic” categories to academic courses. It was applied to data from the 1982 High School and Beyond (HS&B) First Follow-up Study and the 1987 HSTS data. Both of these data sets were coded using the CSSC. The 1990 High School Transcript Study used a slightly expanded version of the same taxonomy in its reports.⁵

The Secondary School Taxonomy (SST) was originally developed in the late 1980s.⁶ In addition to the HS&B and 1987 HSTS files, variants of the SST were applied to files produced by the Educational Testing Service Study of Academic Prediction of Growth (1969) and the National Longitudinal Study-Youth Cohort (1975-1982), which were coded using unique classification schemes which were not fully compatible with the CSSC. The SST was developed under the auspices of the National Assessment of Vocational Education (NAVE) and was subject to extensive review by vocational and academic educators and researchers, NAVE staff, and contractor staff. Although there is broad agreement between the taxonomy developed for the 1987 HSTS and the SST, the SST has a less purely academic emphasis and a more richly defined group of vocational education categories.

⁴ Actually, the CSSC uses the first two levels of the CIP as it existed in 1982. The CIP has undergone some modification since then. In addition, three sets of codes at the top level have been added to the CSSC to provide a means of classifying courses specifically designed for students with disabilities.

⁵ The 1990 study added 18 new codes to the CSSC and to the taxonomy. The full taxonomy is documented in both *The 1990 High School Transcript Study Tabulations* and *The 1990 High School Transcript Study Data File User's Manual*.

⁶ A description of the development of the SST is provided in Gifford, Hoachlander, and Tuma (1994), *The Secondary School Taxonomy Final Report*.

Since most recent NCES publications which have analyzed transcript data have used the SST, it was adapted for use in the 1994 tabulations, and this adaptation has been carried over to the 1998 report. The SST is, however, limited in that it contains only the CSSC codes found in the data sets which it was designed to analyze. For this reason, the SST was expanded in 1994 to include all currently defined CSSC codes.⁷ The version of the Secondary School Taxonomy used in these tables also differs from the version used in studies before 1994 in two other respects:

- Some additional categories have been added. These have not changed the definition of any of the existing categories.
- Drama and Dance have been separated into two categories. This split is consistent with the reporting level in the previous High School Transcript Studies. Since these two values are always reported adjacent to each other, they can easily be added together to determine the corresponding combined category.

Because the SST assigns courses differently to academic and vocational categories, analyses based on the SST report larger numbers of students following vocational curricula and fewer following academic curricula than the taxonomy used in the 1987 and 1990 transcript studies. For example, the 1990 HSTS classified 75 percent of 1990 graduates⁸ in academic programs and 6 percent in vocational programs (1990 HSTS Tabulations, Table 1), while the current study classifies 69.6 percent of 1990 graduates in academic programs and 8.0 percent in vocational programs (Table 2).

One other feature of the SST that should be kept in mind when interpreting these tables is that it classifies English as a Second Language (ESL) courses as Foreign Language rather than English courses. This classification has the effect of lowering the number of students who appear to satisfy the recommendation of completing four years of English. It also has the effect of increasing the apparent number of Foreign Language courses completed and lowering the correlations of number of years of Foreign Language completed with each set of the NAEP proficiency scores. These effects are particularly noticeable among Hispanic graduates.

⁷ In addition to the studies cited earlier in this section, the National Education Longitudinal Study (NELS) of 1988 Second Follow-Up: Transcript Component collected transcripts from high school graduates and coded them using the CSSC. The students in the transcript component of the NELS study graduated from high school in 1992. Researchers at National Opinion Research Center, which conducted the study for NCES, have informed us that they were able to use the CSSC codes in the 1990 version of the CSSC and did not need to add any additional codes.

⁸ Legum, Stanley; Caldwell, Nancy; Goksel, Huseyin; Haynes, Jacqueline; Hynson, Charles; Rust, Keith; Blecher, Nina. *The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates*. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 93-423, Washington, DC, April 1993.

■ **How are codes added to the CSSC? Are they ever deleted?**

The high school curriculum may change each year or every few years. New courses are added, old courses are taken out of the curriculum, and some courses are combined with others to produce new courses. The CSSC code list contains over 2200 codes and descriptions of courses offered by high schools nationwide. For every HSTS, the need arises to examine the list of CSSC codes and decide whether all the courses that were offered in that particular year have a matching CSSC code that can adequately describe it. In 1994, 12 new CSSC codes were added to the list. In 1998, the computer science curriculum changed dramatically. New courses such as Web Design, Java Programming, and C++ Programming were added, courses that did not exist previously. Also, many courses that were labeled as honor courses in the past were reclassified as AP courses. Many IB (International Baccalaureate) courses were added as well. In all, a total of 83 new or revised codes were added to the CSSC in 1998.

Highly trained coders are hired to code the school catalogs Westat had received from the field workers. These coders browse through the catalogs and match the appropriate CSSC codes to the courses offered, according to the content and description of the course. If a course that is offered does not have a matching CSSC code in the existing list, the coders write that course description in a special suggestion list. After the catalogs have been reviewed, and all but these courses on the suggestion list have been coded, a Coding Specialist reviews the suggestion list and tries to match these courses to existing CSSC codes. If a course does not have a matching CSSC code, a new CSSC code is generated.

Schools also make changes to their curriculum by dropping courses they had offered in the past. These courses are either dropped completely from the offering list, split into two courses, or are renamed and their course description changed. During the data cleanup stage that Westat performed, duplicate or unneeded CSSC codes were deleted. An example would be a Calculus AP honors course that was redefined and split into Calculus AP and Calculus honors. Both new CSSC codes better describe the offered courses, so that the original CSSC code was no longer needed. Westat made sure that for each CSSC code that was deleted, documentation was supplied and analyses across the HSTS studies could be carried out.

For further information about the CSSC codes, please refer to Chapter 7.

■ **Were there any restrictions on what data appeared in the HSTS tabulations?**

For the 1998 HSTS, Westat attempted to collect high school transcripts from about 29,000 students who graduated from high school in 1998. So that the tables represent students with complete transcripts, students whose transcripts did not include course-by-course data for at least three full years of high school were excluded. To be consistent with other published analyses, Westat adopted the following rules for including and excluding students in the analyses that produced the tables:

1. Both public and nonpublic school students were included.
2. Students with special education diplomas, certificates of attendance, and certificates of completion were excluded. Students who received certificates of completion completed the necessary school requirements for graduation, but failed to successfully complete a required state graduation exam.
3. Students with disabilities (HCFLAG=2 in the HSTS studies) who received regular or honors diplomas (i.e., those who were not screened out by rule 2) were included.
4. Students with zero English credits were excluded.
5. Students with fewer than 16 Carnegie units were excluded.

Some previous studies have excluded students with more than 32 Carnegie units on the grounds that they must have shorter class periods than normal schools and use of their data would inflate our estimates. In the current study, students with more than 32 Carnegie units were not excluded.

In a few cases, Westat discovered that a student had not actually graduated and changed the exit status accordingly. It was also found that some students had earned substantially more credits than were required to graduate. Often these were students who had spent substantial amounts of time in both foreign and American high schools. While they were awarded credit for the foreign courses, they were still required to take an essentially American curriculum in order to obtain the American diploma.

In still other cases it was found that, although a student had fewer credits than were required to graduate, the transcript had all the other attributes of a graduated senior such as four full years of courses, all required courses, a graduation date, grade point average, and class standing. In these cases, if a careful review of the transcript and the data files showed no data entry or coding errors, the transcript was kept in the database with the apparent inconsistency recorded on the transcript, but was not included in the tabulations.

These restrictions reduced the number of 1998 graduates represented in the tables to 24,218. These students attended 264 schools that had previously been sampled for the National Assessment of Educational Progress.

For further information on this topic, please refer to Chapter 2 of the Tabulations Report.

■ **How does one obtain copies of HSTS data files?**

There are two versions of the 1998 High School Transcript Study data files: the restricted use data files and the public use data files. All values in this report are based on the restricted use data files. To ensure the confidentiality of students, data in the School File, Course Offering File, and Transcript File that would identify the state in which a school is located have either been set to missing (as in the FIPS State Code in the School File) or set to generic values (e.g., a course title of “Mississippi History” was set to “State History” in the Course Offerings File). In addition, the number of teachers and enrollment values in the School File and some race/ethnicity values in the Student File have been set to missing. The data in the remaining files are identical in both the restricted use and public use versions.

Because of confidentiality legislation, secondary users who wish to obtain a copy of the restricted-use data files must apply for an NCES restricted data license. If your organization does not already have a restricted data license, you need to obtain a copy of the “NCES Field Restricted Use Data Procedures Manual.” There is a four-page checklist in this document that details the steps involved in obtaining a license. You may request a copy from the following contact person or you may view and download the manual from the NCES web site at <http://nces.ed.gov/statprog/rudman> .”

Cynthia Barton (202) 502-7307
cynthia_barton@ed.gov

If your organization already has a restricted data license, you may only need to have it amended to add any additional datasets or to add additional names as authorized users of the data. Note that, in a college or university setting, only faculty can serve as the primary project officer. Graduate students may be listed as authorized users only.

To obtain a restricted data license (or to amend an existing license), a secondary user generally must send a letter addressed to the Data Security Office, formally requesting the data. The mailing address of the Data Security Office is:

Data Security Office
Department of Education/NCES
1990 K Street NW
Room 9061
Washington, DC 20006

Please include the following information in your request:

- The name of the dataset(s) you wish to use;
- The purpose for the loan of the data;
- The length of time you will need the data; and
- An affidavit of nondisclosure for each person who will have access to the data, promising to keep the data completely confidential.

For other publications of previous High School Transcript Studies and NAEP, please contact Cynthia Barton at the number given above.

Brief summaries of the transcript coding system, the demographic information that was collected on the students in the study, the student data weights, and the data files are provided below. There is more detail on each of these subjects in the following chapters of this report.

The Coding System

To compare transcripts from different schools, it is necessary to code each of the courses entered on the transcripts using a common course coding system. The coding system employed for this purpose was a modification of the Classification of Secondary School Courses (CSSC) (Ludwig et al., 1982). The CSSC, which contains approximately 2,200 course codes, is a modification of the Classification of Instructional Programs (CIP) that is used for classifying college courses (Morgan et al., 1991). Both systems use a three-level, six-digit system for classifying courses. The CSSC uses the same

first two levels as the CIP, which are represented by the first four digits of each code.⁹ The third level of the CSSC (the fifth and sixth digits of the course code) is unique to the CSSC and represents specific high school courses.

The CSSC also uses an additional 1-digit “disability” flag and a 1-digit “sequence” flag. The first flag indicates whether a course is open to all students or is restricted to disabled students. The sequence flag indicates whether a course is part of a sequence of courses and, if so, its place in that sequence. The disability flag was added to the CSSC during the 1987 transcript study. The sequence flag was added during the 1990 study.

During the 1987, 1990, 1994, and 1998 studies, courses appearing on student transcripts were coded to indicate whether they were transfer courses, offered off campus, honors or above grade-level courses, remedial or below grade-level courses, or designed for students with limited English proficiency (LEP) and/or taught in a language other than English. In 1998, courses offered as Advanced Placement or International Baccalaureate courses were coded separately from other honors-level courses, using both new CSSC codes and new flag values. A total of 83 new or revised CSSC codes were added in 1998. In addition to codes for Advanced Placement and International Baccalaureate courses, most new codes reflect changes in course offerings in the technology area.

Course catalogs and related materials and information from the participating schools were used to determine the codes assigned to each course. Grades and credits were also received and entered for each course and standardized into a consistent system.

Student Information

Information gathered for all students included gender, grade level, birth year, birth month, graduation status, race/ethnicity, whether or not the student had a disability (SD) or was limited English proficient, received Title 1 services, or participated in the National School Lunch Program. Also obtained were the date of entry to the school, the graduation date, type of diploma, number of days absent in each of four years (9th grade, 10th grade, 11th grade, and 12th grade), grade point average, and class rank. In

⁹ Actually, the CSSC uses the first two levels of the CIP as it existed in 1982. The CIP has undergone some modification since then. In addition, three sets of codes at the top level have been added to the CSSC to provide a means of classifying courses specifically designed for students with disabilities.

addition, all awards and scores on certain standardized tests taken by each student as reflected on the transcript were listed.

In some cases, more than the basic information was obtained. The following additional information, as reported by school personnel, was collected for students with a disability: grade-level equivalent performance in English and mathematics, proportion of time the student was placed in mainstream and special education classes, type and severity of disability, and type of accommodation(s) provided to the student.

The following additional information, as reported by school personnel, was collected for students with limited English proficiency: English and mathematics grade levels, percentage of the day spent in special language programs, native language, type of specialized instruction, the type of accommodation(s) provided to the student in testing, and the student's ability to speak, understand, read, and write English.

Student Data Weights

Student transcript data were weighted for the purpose of making estimates of course-taking patterns by students in the class of 1998 nationwide. Several sets of weights were created:

- Weights for all eligible sampled students with completed, missing, or unusable transcripts in the transcript study, where "eligible" means that the student graduated in 1998, and "unusable" transcripts are those with less than 75 percent of the credits required by the school to graduate. Weights are set to zero for missing and unusable transcripts.
- Four sets of "linked" weights for NAEP-assessed and excluded students who graduated and for which a usable transcript was obtained. Since students in NAEP were assigned an assessment of a particular subject, separate weights were developed for the students in each subject-specific assessment:
 - NAEP 25-minute writing assessment;
 - NAEP 50-minute writing assessment;
 - NAEP reading assessment;
 - NAEP civics assessment; and

The NAEP study Assessment of Civics Trend was not analyzed and was not included in the 1998 HSTS.

In each set of weights, the final weight attached to an individual student record reflected two major aspects of the sample design and the population surveyed. The first component, the student base weight, is the reciprocal of the probability of selection into the sample, which takes into account the product of the probability of selecting the primary sampling unit (geographic area), the probability of selecting the school within the primary sampling unit, and the probability of selecting the student within the school. The second component resulted from the adjustment of the student base weight to account for nonresponse within the sample and to ensure that the resulting survey estimates of certain characteristics (race/ethnicity and region) conformed to those known reliably from external sources.

In order to make valid inferences about the entire population of graduated 12th grade students from the sample of student transcripts collected, it is necessary to use the sampling weights. The weights reflect the probability sampling scheme used to arrive at the sample of students for whom transcripts were requested. The HSTS weights were constructed without regard to the NAEP participation/nonparticipation status of schools and students. The weights also reflect the impact of sample nonresponse at the school and the student level, and make weight adjustments to decrease the potential bias that might arise through differential nonresponse across population subgroups. Finally, improvements to the precision of weighted estimates result from the application of poststratification factors to the sample weights.

Data Files

The study has produced a set of eight data files that are available on public use data sets (with some additional information available on a restricted use basis):

- The Master CSSC File – The Classification of Secondary School Courses (CSSC), including all modifications made to the original (1982) CSSC during the 1987, 1990, 1994 and 1998 transcript studies. This file has separate variables for the CSSC code, the disability flag, the sequence flag, and the course title.
- The Course Offerings File – Provides a comprehensive listing of the courses offered in the schools included in the study. A CSSC code is associated with each course title.
- The School File – Provides detailed information on the schools from which the students were sampled.

- The Student File – Provides demographic information on all students in the study, as well as sampling weights and summaries of their course-taking histories.
- The Four Subject-Level Linked Weights Files – Provides weights for use when performing analyses relating transcript data to NAEP assessment results.
- The Test and Honors File – Provides a list of honors and standardized test results that were included on the transcripts.
- The Transcript File – Provides a complete list of all courses appearing on the transcripts of students in the study.
- The SD/LEP File – Provides detailed information on students with disabilities and/or limited English proficiency.

Four additional NAEP assessment files contain proficiency estimates (also described as plausible values, as discussed in Chapter 7) for each student who completed NAEP. These are:

- The 1998 NAEP 25-Minute Writing Assessment Data File;
- The 1998 NAEP 50-Minute Writing Assessment Data File;¹⁰
- The 1998 NAEP Reading Assessment Data File; and
- The 1998 NAEP Civics Assessment Data File.

These files contain NAEP scores for the total number of 1998 graduates who participated in both the specific NAEP assessment and the transcript study. However, students who did not meet the graduation requirements were later excluded from the transcript study. Their data is present only in the NAEP assessment files and not in the transcript data files.

This report provides a brief description of the sampling of schools and students (Chapters 2 and 3), the data collection procedures (Chapter 4), data processing procedures (Chapter 5), and the weighting procedures (Chapter 6). Chapter 7 describes the codebooks and data files that are included in this report, which can be found in Appendices D through N. Appendices A-C contain the questionnaires used in this study.

¹⁰ The 50-minute writing assessment file does not contain proficiency assessments. Instead, a categorical determination was assigned for the assessment.

2. BACKGROUND: SAMPLE DESIGN

The 1998 High School Transcript Study (HSTS) was designed to allow an analysis of the coursetaking patterns of students who graduated from American public and nonpublic high schools in 1998. It was further designed so that data on students' coursetaking patterns can be linked to the 1998 National Assessment of Educational Progress (NAEP) assessment results. Since studies similar to the 1998 HSTS were conducted on 1982, 1987, 1990, and 1994 graduates, changes in these patterns and relationships to NAEP performance in these years can also be studied.¹

The HSTS used a subsample of primary sampling units (PSUs) and schools from the 1998 NAEP assessment for grade 12 students. The HSTS used the NAEP target sample of students in these subsampled schools. This chapter describes aspects of the 1998 NAEP sample design that affect the transcript study. Chapter 3 describes aspects of the selection of PSUs, schools, and students that are specific to the transcript study.

2.1 1998 NAEP Sample Design

The 1998 National Assessment of Educational Progress used a multistage probability sample design. Counties or groups of counties were the first-stage sampling units, and elementary and secondary schools were the second-stage units. The third stage of sampling consisted of the assignment of sessions by type to sampled schools and the assignment of sample types to sampled schools. The session type refers to the subject(s) being assessed, while the sample type refers to the specific criteria for inclusion that were applied to the session (see Section 2.4 for a discussion of the inclusion criteria). The fourth stage involved selection of students within schools and their assignment to session types.

A total of 94 Primary Sampling Units (PSUs) were included in the sample, and a sample of 733 schools actually participated in the assessment for grade 4, 761 schools for grade 8, and 608 schools for grade 12. Various blocks or packages of exercises were administered to students in these schools.

¹ The 1987, 1990 and 1994 transcript data were collected by Westat in coordination with the 1987, 1990, and 1994 NAEP (Thome et al., 1989; Legum et al., 1993; Legum et al., 1997). The 1982 data were collected by the National Opinion Research Center as part of the High School and Beyond project (Jones et al., 1983a).

2.2 Selection of NAEP Primary Sampling Units

In the first stage of sampling, the United States (the 50 states and the District of Columbia) was divided into geographic primary sampling units. Each PSU met a minimum size requirement (a 1990 census population of at least 60,000 in the Northeast and South and 45,000 in the Midwest or West regions) and comprised a metropolitan statistical area (MSA), a single county, or (more often in the case of nonMSA PSUs) a group of contiguous counties. In the case of New England MSAs, which are not formed from whole counties, the corresponding New England County Metropolitan Areas, which are defined in terms of whole counties, were designated as the PSUs. Each PSU was contained entirely within one of the four geographic regions defined in Table 2-1. Each region contains about one-fourth of the U.S. population. These regions were used to stratify the sample of PSUs, ensuring that each region was adequately represented in the various assessment samples.

In a few cases, a metropolitan statistical area crossed region boundaries. Such MSAs were split into two or more PSUs as necessary. For example, the Cincinnati OH-KY-IN MSA was split into the Cincinnati OH-IN PSU in the Central region and the Cincinnati KY PSU in the Southeast region.

Table 2-1. NAEP geographic regions used for stratification

Northeast	South	Midwest	West
Connecticut	Alabama	Illinois	Alaska
Delaware	Arkansas	Indiana	Arizona
District of Columbia	Florida	Iowa	California
Maine	Georgia	Kansas	Colorado
Maryland	Kentucky	Michigan	Hawaii
Massachusetts	Louisiana	Minnesota	Idaho
New Hampshire	Mississippi	Missouri	Montana
New Jersey	North Carolina	Nebraska	Nevada
New York	South Carolina	North Dakota	New Mexico
Pennsylvania	Tennessee	Ohio	Oklahoma
Rhode Island	Virginia*	South Dakota	Oregon
Vermont	West Virginia	Wisconsin	Texas
Virginia*			Utah
			Washington
			Wyoming

* That part of Virginia that is part of the Washington, DC-MD-VA metropolitan area is included in the Northeast region; the remainder of the state is included in the Southeast.

The 22 largest PSUs in the United States were included with certainty (that is, with probability = 1). The remaining smaller PSUs were not guaranteed to be selected for the sample (that is, they were included with probability < 1). These were grouped into a number of noncertainty strata and one PSU was selected from each stratum. Within each major stratum or subuniverse, further stratification was achieved by ordering the noncertainty PSUs according to several additional socioeconomic characteristics, yielding 72 strata.

The strata were defined so that the aggregate of the measures of size of the PSUs in a stratum was approximately equal for each stratum. The size measure used was the population from the 1990 Census. The characteristics used to define strata were the percentage minority population, percentage change in total population since 1980, per capita income, percent of persons age 25 or over with college degrees, percent of persons age 25 or over who completed high school, and the civilian unemployment rate. Up to four of these characteristics were used in one subuniverse. For each subuniverse, the characteristics used were chosen by modeling PSU-level mean reading proficiency scores for 1988, 1990, and 1992. Then one PSU was selected with probability proportional to size from each of the 72 noncertainty strata. That is, within each stratum, a PSU's probability of being selected was proportional to its population.

The final sample of 94 PSUs was drawn from a population of about 1,000 PSUs. Primarily because of the use of MSAs as PSUs (they varied greatly in size), PSUs varied considerably as to their probability of selection. In each region, noncertainty PSUs were classified as metropolitan (MSA) or nonmetropolitan (nonMSA). The 36 selected noncertainty MSA PSUs had probabilities ranging from 0.03 to 0.56, while the 36 nonMSA PSUs had probabilities ranging from 0.03 to 0.10. Parts of 44 states were included in the main sample PSUs. Ninety-four PSUs were selected for the main NAEP sample (22 certainty and 72 noncertainty). A subset of 58 of these same PSUs was randomly selected for the HSTS sample. The major strata, or subuniverses of noncertainty PSUs, are shown in Table 2-2.

2.3 Selection of NAEP Schools

For NAEP, after the PSUs were selected, the next step was to select the schools within the PSUs. For the second stage of sampling, a frame list of 12th grade schools was formed within each PSU. There were 4,513 public and 4,853 nonpublic schools on the final second-stage sampling frame.

Table 2-2. Noncertainty PSU strata

Region	Number of strata for MSA PSUs	Number of strata for nonMSA PSUs	Total
Northeast	6	4	10
South	12	12	24
Midwest	8	12	20
West	10	8	18
Total	36	36	72

The public schools (including Bureau of Indian Affairs [BIA] schools and Department of Defense Education Activity [DoDEA] schools) and nonpublic schools (including Catholic schools) in each PSU were listed. The lists of schools were obtained from two sources. A list of public, BIA, and DoDEA schools, which is maintained by Quality Education Data, Inc. (QED),² and included information obtained from the 1994-95 NCES Common Core of Data (CCD), was obtained in early March 1997. Regular public schools are schools with students who are classified as being in a specific grade (as opposed to schools having only “ungraded” classrooms). These include statewide magnet schools and charter schools.

Lists of Catholic and other nonpublic schools were obtained from the Private School Survey (PSS) conducted by the National Center for Education Statistics. The PSS list of schools is an ongoing registry of private schools. The registry is updated prior to the survey through two sources. The first source, called the list frame, is a conglomeration of a number of lists from several associations, states, and so on. Although the list frame attempts to provide complete coverage of the private school universe, it needs to be supplemented with a second source. The second source uses an area frame to identify and represent schools not on the list frame. The area samples are conducted first by randomly selecting primary sampling units (PSUs); these are single counties or groups of counties from the area frame, which consists of all counties in the nation. Within each selected PSU, a complete list of schools is gathered from a variety of means, and schools not on the list frame are identified and added to the list frame of nonpublic schools. The probabilities of selection for schools on the PSS list ranged from 0.06 to 1.00

² Quality Education Data, Inc. (Denver, CO) (QED) is a privately maintained database of public and private schools in the United States that provides an annual listing of all schools and school districts in the United States, released in November of each year. This listing corresponds to the previous school year. It includes information about each school's name, mailing address, location address, district name, FIPS state number, Office of Education district number, number of students, number of teachers, grades served, and other sociodemographic data.

(most were equal to 1.00). A weight component was computed so that these selected PSS nonpublic schools represented themselves and also represented the non-PSS nonpublic schools for non-PSS PSUs.

For each school in the frame, estimates were made of the number of eligible students. The QED and PSS files give total enrollment and the grade range for each school, thus providing the average enrollment per grade. Schools were selected across all PSUs, systematically from a sorted list with probabilities proportional to assigned measure of size, which was a function of the average enrollment per grade. The sorting variables included NAEP region, private/public classification, type of location, high/low minority group, PSU stratum, and grade enrollment. To increase cost efficiency in sampling, samples were designed to include more nonpublic and high-minority public schools, and more relatively large schools.

Each public school that was considered high minority (i.e., with over 15 percent black and/or Hispanic enrollment) was given double the probability of selection of a public school which was not considered high minority and which was of a similar size, in the same PSU. Such high-minority schools were oversampled to enlarge the sample of black and Hispanic students, thereby enhancing the reliability of estimates for these groups. Given a specified sample size, this procedure reduces slightly the reliability of estimates for all students as a whole and for those not black or Hispanic.

In NAEP, each private school was given triple the probability of selection of a low-minority public school of similar size from the same PSU. These greater probabilities of selection were used to ensure adequate samples of private school students in order to allow the derivation of reliable NAEP estimates for such students. In HSTS, however, the oversampling of private schools was reversed by taking a private school subsample from the NAEP sampled schools at only one-third the sampling rate of the corresponding public school sample (see Chapter 3).

The QED files do not contain schools that opened between 1996 and the assessment dates. Therefore, special procedures were implemented to be sure that the NAEP assessment represented students in new public schools. Small school districts—those that contained only one eligible school—were handled differently from large school districts, which contained more than one eligible school. In small school districts, the schools selected were thought to contain all students in the district that were eligible for the assessment. Districts containing these schools were asked if other schools with 12th grade existed and, if so, they were automatically included in the assessment.

For large school districts a district-level frame was constructed from the schools on the QED file. Then districts were sampled systematically with probabilities proportional to a measure of size. In most cases, the measure of size was total district enrollment, but in very small districts a minimum measure of size was used. Each sampled district was asked to update the list of eligible schools derived from information on the QED files. Frames of eligible new schools were then constructed for 12th grade, and samples of new schools were selected systematically with probability proportional to eligible enrollment using the same sampling rates as for the old schools. As a result of this process, three new public schools were selected.

Potential substitute schools were selected for all sampled schools in the 1998 NAEP where a close match could be identified. An attempt was made to preselect (before field processes began) a maximum of two substitute schools for each sampled public school (one in-district and one out-of-district) and each sampled Catholic school, and one for each sampled nonCatholic nonpublic school. A nonparticipating school was replaced by a substitute when the participating school was considered a final refusal. To minimize bias, a substitute school resembled the original selection as much as possible.

Substitutes were assigned by matching approximately on the following attributes:

- Affiliation (public or private);
- Estimated number of eligible students; and
- Minority composition.

A substitute was always selected from the same PSU as the refusing school. When school nonparticipation was due to district refusal, none of the schools in the refusing district were considered substitute candidates. However, when substituting for school-level (rather than district-level) refusals, preference was given to substitute candidates in the same district. Of the 608 participating grade 12 sampled schools, 48 were substitutes.

2.4 Assignment of Sessions to Schools for NAEP

Three subjects were assessed in different types of assessment sessions. The assessment subjects were writing, civics (writing and civics were combined into one session, as the directions and timing of the sections were the same), reading (the reading assessments, at grades 8 and 12, included

some booklets that consisted of two 25-minute blocks of questions and others that consisted of one 50-minute block, but were combined in one session type), and civics trend. The last time that civics was assessed was in 1988, and since that time the civics frameworks and items for NAEP have changed. In order to measure trends with the past, yet also measure students' knowledge in relation to the new frameworks, two different civics assessments were conducted in 1998. Civics trend used the identical items and procedures from the 1988 assessment, while the new frameworks were evaluated with new civics items (that were field-tested in 1997).

Each 12th grade was allocated a number of sessions, based on the estimated number of grade-eligible students, as shown in Table 2-3.

Table 2-3. Allocation of sessions

Estimated number of grade eligibles	Number of sessions allocated
1 – 30	1
31 – 60	2
61 – 90	3
91 – 120	4
121 or more	5

The sessions were allocated to 12th grade sampled schools by placing schools in the order used for sampling and allocating the appropriate number of sessions from the following repeated sequence (W denotes writing/civics, R denotes reading and C denotes civics trend): R, W, W, R, W, W, R, W, W, R, W, W, C, W, W, R, W, W, R, W, W, W, R, W, W, W, R, W, W, R, W, W, R, W, W, C, W, W, R, W, W, R, W, W, W, R, W, W, W. The sequence contains 34 W's, 13 R's, and 2 C's. It was designed to ensure the maximum feasible spread of assessment types among schools, while ensuring that close to 69 percent of the selected students were assigned to writing/civics, 27 percent to reading, and 4 percent to civics trend, as summarized in Table 2-4.

Table 2-4. Allocation of sessions to schools

Session name	Number of sessions	Percent of selected students assigned to session
Writing/civics (W)	34	69
Reading (R)	13	27
Civics Trend (C)	2	4

Schools with 31 or more eligible students were always assigned at least one writing/civics session. Schools with 91 or more eligibles were almost always assigned a minimum of one reading session. Many schools were awarded multiple sessions of the same type or multiple sessions of different types. This did not necessarily mean that the school had to physically conduct multiple sessions of a given assessment type, but the assignment of session types determined the proportions of selected students within the school that were assigned to each type.

In order to determine the effect of using different criteria for excluding students from the assessment, two different sample types (S2 and S3) were assigned to the session types assigned to schools. In sample type 2 schools, the 1996 exclusion criteria were used. In sample type 3 schools, the 1996 exclusion criteria were used and accommodations were offered to students with disabilities (SD) and students with limited English proficiency (LEP). For schools assigned a reading session, sample type was assigned to schools separately so that 50 percent of the schools assigned reading were assigned sample type 2 and 50 percent were assigned sample type 3. The schools were placed in the order of sampling, then sample types were assigned to schools with a reading session by alternating sample types 2 and 3. Sample type was assigned so that a variety of schools with respect to region, school type, urbanization, and size were in each sample type. For writing/civics sessions, only sample type S3 was assigned. For civics trend sessions, only sample type S2 was assigned.

2.5 Sampling Students

In the fourth stage of sampling, the sample of students within sampled schools was systematically drawn from school-prepared lists of eligible students. Student Listing Forms (SLF) were prepared for each participating school; all enrolled students of the 12th grade were to be entered on the SLFs. Student samples also included oversampling of black and Hispanic students in schools with low minority enrollment, and oversampling SD/LEP students in public schools assigned to reading, and were specified through the use of Session Assignment Forms (SAF).

Up-to-date information on grade enrollment was obtained for sampled schools through two field processes. Scheduling assessment dates with schools and being on site at the school at the time of sampling and the assessment allowed field staff to obtain updated information on the number of grade eligibles.

The district supervisor generally carried out the sampling of students a week before the assessment. Student Listing Forms were prepared in each participating school. All enrolled 12th grade students were to be entered on the SLF in any order convenient to the school, or the school could produce a computer-generated list. Before carrying out the sampling, the district supervisor reviewed the form and made comparisons with other enrollment information to ensure that the list included all eligible students. Once the list was determined to be complete, a sequential line number was assigned to each student.

The sample of students to be selected in each school was derived in the following manner. A maximum sample size of 150 students was set for each school. In schools that, according to information on the frame, had fewer than 150 eligible students, each eligible student enrolled at the school was selected in the sample for one of the sessions assigned to the school. In the larger schools, a sample of students was drawn and students were assigned to sessions as appropriate.

The assignment of students to sessions was completed in the following way. After the students were numbered on the Student Listing Form, the field worker referred to the school's designated SAF. There, the line numbers for each of the school's assigned sessions were listed. For instance, a Civics Trend session might include the students listed on lines 4, 9, 14, 19, 24, 30, and so on, with a different sequence of line numbers for the students designated for a Reading session.

The field workers for the 1998 High School Transcript Study were drawn from the pool of NAEP field supervisors. To avoid confusion, the data collection personnel for the HSTS are referred to simply as field workers. If the field worker found that the line numbers, when applied to the numbered list of eligible students assembled in the field for each school, generated a sample in excess of 170 students, he or she called a field supervisor. New line numbers based on the actual number of eligible students were generated on a personal computer and relayed to the field worker. A similar revision to the line numbers was made in a school with a sampling interval in excess of 1.0 and eligible enrollment less than 80 percent of that initially estimated. In this case, the sample size was increased to the appropriate level. This procedure provided a suitable compromise between control over the sampling rate within each school and operational autonomy and flexibility for field workers.

In all cases where new line numbers were generated, sampling intervals were sent to Westat's central office and stored for use in sample weighting. Field workers were not required to derive or record within-school sampling rates.

Students were assigned to the sessions systematically, in proportion to the number of sessions of each type allocated to the school. To control the student sampling operations as closely as possible, Westat generated a Session Assignment Form for each school where sampling was to be carried out. This computer-generated form specified:

- The types of sessions that were to be administered at the school;
- The line numbers (from the SLF) specifying the students to be drawn into the sample;
- The minimum and maximum number of students listed on the SLF that could be accepted without requiring revision to the within-school sampling rates;
- Whether accommodations were to be offered to SD/LEP students;
- Instructions and line numbers for oversampling black and Hispanic students in public schools with low minority enrollment and SD/LEP students in schools assigned reading; and
- Special instructions as appropriate for the 1998 SD/LEP Questionnaire.

It became necessary, because of updated grade enrollment numbers, to revise the session allocation structure for some smaller-than-expected schools with more than one session type initially assigned. Smaller-than-expected schools were defined as having a potential of fewer than 12 students assigned to a particular session type. For example, if two writing/civics and one reading session were assigned, and the number of grade eligibles was updated to 30 students, then only 10 would be assessed in reading.

In this case, and in general, for smaller-than-expected schools where the number of grade-eligibles per session type assigned (without regard to the number of sessions assigned for each type) was 12 or more (15 in the example), all session types were kept and students were split evenly across the session types. Thus, in the example given here, 15 students would be assigned to reading and 15 to writing, rather than the initial sample allocation number of 10 and 20, respectively. If the number of grade-eligibles per session type assigned was fewer than 12, just one session type was kept at random, and a weight adjustment factor was computed as the ratio of the number of sessions assigned to the number of sessions assigned for the session type that was kept. This weight adjustment accounts for the dropping of one or more session types.

In public schools with low minority enrollment, an oversample of black and Hispanic students was selected. After the initial sample was selected, the nonselected black and Hispanic students

were identified and listed. These students were sampled to a total that was expected to be the same number of black and Hispanic students already selected. In practice, however, if the number of nonselected students was less than the number of selected students, then all nonselected black and Hispanic students were also to be assessed. Otherwise, these students were sampled so that their overall within-school probability of selection was twice the rate of other students.

Line numbers were generated to split the additional sample of black and Hispanic students into sessions using the session allocation rates applied to the initial sampling procedure. Thus, if the school was assigned two sessions of writing/civics and one of civics trend, two-thirds of these extra black and Hispanic students were assigned to writing/civics, and one-third to civics trend.

The procedures for assessing students with disabilities and limited English proficient students (SD/LEP) varied by sample type. Those in sample type 3 were offered accommodations not available to other students or to SD/LEP students in sample type 2. Oversampling procedures were applied to SD/LEP students as a measure to ensure an adequate sample size from both sample types 2 and 3 for reading. In this way, comparisons of the effect of offering accommodations to students have enhanced power to detect effects.

The general intent of oversampling within each school assigned at least one reading session was to select SD/LEP students at twice the rate at which non-SD/LEP students were sampled (or to include all SD/LEP students if there were not sufficient numbers to permit sampling at twice the rate). There was no oversampling of schools as part of this procedure. In each school oversampled for SD/LEP students, the initial desired sample of students was drawn for each session assigned, from the full list of eligible students. As previously stated, black and Hispanic students were oversampled in public schools in low-minority areas. Among students not selected for either of the two prior sampling operations for this school, the SD/LEP students were identified. A sample from among these was drawn, using a sampling rate that would achieve the double sampling rate required overall. Again, the weighting procedures ensured that the results were not biased as a result of the relative under-representation of SD/LEP students from smaller schools and relative under-representation of black and Hispanic students from smaller low-minority schools.

2.6 Students not Included in the Assessment

Once the sample of students was selected, school staff were asked to identify any students with a disability and any students classified as limited English proficient. The SD/LEP Questionnaire was then distributed to the school staff member most knowledgeable about the student, as described in Section 4.5. The questionnaire collected information about the student's disability/language proficiency and any special services provided by the school.

School staff were also asked to determine whether any of the students identified as SD or LEP could not participate meaningfully in the assessment. These students were not invited to the assessment and were coded as "excluded" to distinguish them from absent students. Transcripts for these students are, however, included in the transcript study.

3. SELECTION OF PRIMARY SAMPLING UNITS, SCHOOLS, AND STUDENTS FOR THE 1998 HIGH SCHOOL TRANSCRIPT STUDY

The purposes of the 1998 High School Transcript Study (HSTS) were to gather data on a nationally representative sample of students who graduated from American public and nonpublic high schools in 1998 and to gather data that could be linked to NAEP results. For the HSTS sample of students to be as representative as possible, it included a subsample of NAEP PSUs, and subsequently subsampled schools with 12th grades within the PSUs that were selected for NAEP, regardless of whether they participated in NAEP. A representative sample of students was included from each school. When possible, the students selected for the transcript study were the same as those selected for NAEP. When this was not possible, a systematic sample of students was drawn from the school. The PSU sample, the school sample, and the student sample are described in detail in the following sections.

3.1 PSU Sample

As discussed in Chapter 2, the 1998 NAEP sample included the selection of PSUs as the first stage of sampling. To obtain a substantially smaller number of schools (322 12th grade schools were selected from the 852 originally sampled in NAEP) in order to reduce field costs, a subsample of the NAEP PSUs was selected for the HSTS. All 22 certainty PSUs and half of the 72 noncertainty PSUs were selected. For selecting the 36 noncertainty PSUs, the 72 NAEP sampled PSUs were combined into pseudostrata based on region, urbanicity, and socioeconomic characteristics. Then the PSUs were selected based on the following probabilities of selection:

- A probability of selection equal to one was assigned to the certainty PSUs and
- A probability of selection equal to one-half was assigned to the noncertainty PSUs.

One PSU was selected randomly within each noncertainty pseudostratum. A total of 58 PSUs were selected for the HSTS.

3.2 School Sample

The 1998 HSTS sample comprised only schools selected for the NAEP main sample that had 12th-grade classes and were within the 58 PSUs selected for the HSTS. There were 606 eligible schools that satisfied this criterion, of which 366 were public and 240 were nonpublic. In the next step of selection, a subsample of 322 schools was selected, consisting of 269 public schools and 53 nonpublic schools. To create the subsample of schools for the HSTS, the following probabilities of selection were assigned to offset the increased probability of selection for nonpublic schools (three times that of public schools with low numbers of minority students) that occurred in the NAEP sample:

- A probability of 1/2 was assigned to public schools in certainty PSUs;
- A probability of 1/6 was assigned to nonpublic schools in certainty PSUs;
- A probability of 1 was assigned to public schools in noncertainty PSUs; and
- A probability of 1/3 was assigned to nonpublic schools in noncertainty PSUs.

Prior to sampling, the schools were sorted in the sort order of the original sample procedure relating to schools in NAEP (refer to Section 2.3 for the sorting variables). An oversample of nonpublic schools was considered important for the NAEP sample but was not considered desirable for the HSTS sample. Because nonpublic schools tend to be smaller than public schools, the collection cost per transcript is higher.

In order to maintain as many links as possible with NAEP scores, where schools refusing to participate in NAEP were replaced by substitute schools, the substitute schools, not the refusals, were asked to participate in the HSTS. Of the 322 schools in the original sample, 264 original/substitutes participated in the HSTS survey, of which 241 were originally sampled. Of the 264 participating schools, 232 schools cooperated with both HSTS and NAEP and the links for the students were maintained, 10 schools cooperated with HSTS and NAEP but the links for the students were not maintained, and 22 schools cooperated with HSTS but not with NAEP.

3.3 Student Sample

For schools participating in both NAEP and HSTS, the same students were included in the two samples where possible. For privacy reasons, the only means of identifying the students participating in NAEP was a list left in the school office. Since the NAEP assessments were administered from January through April 1998, the schools were asked to retain the NAEP administration schedules until the HSTS data collection in the summer and fall of 1998.¹ The administration schedules are forms produced specifically for each school. They include the assessment booklet ID's that are assigned to each school, which are listed sequentially on the administration schedules. Once the student sample is drawn, the selected student's name is recorded on the administration schedule for the type of session for which he or she was selected. As this is done, the booklet ID on that line becomes the student's NAEP ID number. This is the only place where selected students' names are recorded. Other demographic information is also recorded on the administration schedule, which is shown in Exhibit 3-1.

For schools that participated in NAEP but were missing their administration schedules, and for schools that agreed to provide transcripts but did not participate in the NAEP assessment, the field workers sampled the students using the following rules:

- If 60 or fewer students were in the senior class, all students were selected for the study.
- If more than 60 students were in the senior class, the field worker drew a systematic random sample of 50 students.

To draw a sample, the field worker obtained a complete list of students in the senior class, numbered each student sequentially, and then entered the number of students in the class and the number of transcripts needed (50) onto a sampling form. After determining the number of students in the senior class, the field worker calculated a sampling interval. A random start was drawn from a supplied list of random numbers, and a systematic sample was drawn based on the random start and the sampling interval. The field worker then wrote the names of the sampled students on a Transcript Request Form (TRF) and gave it to the school staff to draw the transcripts. The TRF also provided a place to record the

¹ NAEP asked schools to retain the administration schedules until the end of the calendar year in case it became necessary to use them to resolve ID-related questions. For reasons of confidentiality, the schools that were not in the transcript study were requested to destroy these materials by June 30, 1998.

students' graduation status, gender, race/ethnicity, birth month, birth year, disability status, LEP status, receipt of Title I services, and National School Lunch Program participation. To maintain confidentiality, the field worker removed the students' names before returning a copy of the TRF to Westat along with the transcripts.

When field workers went to the schools to collect the transcript data, they had been supplied with sets of labels for each student NAEP ID at the school. They had also received a Transcript Request Form produced for each school, with each ID listed on a line of the form, along with the demographic information that had been collected on the student at the time of the assessment. As they collected the transcripts, they attached the ID labels to them to identify the student to whom they belonged. At the same time, they made sure that any other identifying information was erased or obscured, so that the student could not be identified. For schools that had not participated in NAEP, a set of labels was created with newly assigned ID numbers for the students selected in that school. In those schools, the TRF was produced with the new ID numbers, but with space to record all of the demographic information that was collected.

A total of 28,764 students were selected for inclusion in the HSTS. Of these, 27,183 students were from schools that maintained their NAEP administration schedules and were identified by their NAEP booklet numbers. Another 500 students were from schools that participated in NAEP but had lost the link between student names and NAEP booklet numbers, and 1,081 were from schools that did not participate in NAEP.

Table 3-1 displays the number of eligible schools in the sample and the number and percent of schools from which we collected transcripts, by linking category. Where it is indicated that transcripts were collected, it means they were usable transcripts of graduating students.

Table 3-1. Response rates of eligible schools by linking category, unweighted

School participation status	Number of schools in sample	Number of schools where transcript data were collected	Percent of schools where transcript data were collected
Original school participated in NAEP—IDs linked to NAEP IDs	221	211	95.5
Original school participated in NAEP—IDs not linked to NAEP IDs	8	8	100.0
Original school did not participate in NAEP	72	22	30.6
Eligible original sampled schools	301	241	80.0
Substitute school participated in NAEP—IDs linked to NAEP IDs	21	21	100.0
Substitute school participated in NAEP—IDs not linked to NAEP IDs	2	2	100.0
Total substitute schools	23	23	100.0
Total original and substitute schools	324	264	81.5

Table 3-2 displays the number of sampled students in the participating (original and substitute) schools and the number and percent of completed transcripts of graduates that were processed.

Table 3-2. Percent of sampled students who were graduates and for whom completed transcripts were received

School participation status	Number of students in sample	Number and percent of sampled students who were graduates and for whom completed transcripts were received*
School participated in NAEP—IDs linked to NAEP IDs	27,183	22,804 86.4
School participated in NAEP—IDs not linked to NAEP IDs	500	461 93.0
School did not participate in NAEP	1,081	953 88.9
Total	28,764	24,218 86.6

* This number reflects the number of usable transcripts collected.

Because sampling was performed in most schools prior to graduation, not all sampled students were, in fact, graduates. Only graduates, however, were eligible for the transcript study. We were able to determine that of the 28,764 students in the sample, 25,248 actually graduated and that 3,328 did not. Of the remaining 188 students, we imputed 174 as graduates and 14 as not. Thus, from the 25,422 graduates Westat collected and processed 24,218 transcripts. That is, Westat was able to obtain 98.0 percent of the transcripts of eligible students. Table 3-3 displays the response rates for graduates in the eligible participating schools.

Table 3-3. Response rates of graduates, unweighted

School participation status	Known graduates	Imputed graduates	Known and imputed graduates	Number of transcripts of known graduates collected	Percent of transcripts of known graduates collected	Percent of transcripts of known and imputed graduates collected
School participated in NAEP—IDs linked to NAEP IDs	23,803	97	23,900	22,804	98.6	98.2
School participated in NAEP—IDs not linked to NAEP IDs	477	0	477	461	97.5	97.5
School did not participate in NAEP	968	77	1,045	953	99.3	92.0
Total	25,248	174	25,422	24,218	98.6	98.0

Table 3-4 displays the weighted response rates for NAEP, the transcript study, and the linked schools.

Table 3-4. Response rates for NAEP, transcript study, and linked schools, weighted

	Weighted school response rate before substitution (in percent)	Weighted school response rate after substitution (in percent)	Weighted student response rate (in percent)	Overall response rate (in percent)
Overall NAEP	75.2	81.6	79.6	65.0
25-Minute Writing	69.7	78.0	79.7	62.1
50-Minute Writing	69.7	78.0	80.4	62.7
Civics	69.7	78.0	79.4	61.9
Reading	69.7	78.2	80.1	62.6
Transcript Study	76.6	85.3	98.3	83.8
Linked Schools				
25-Minute Writing	65.7	73.5	81.6	60.0
50-Minute Writing	65.7	73.5	82.4	60.6
Civics	65.7	73.5	80.7	59.3
Reading	65.6	73.2	82.5*	60.4

* The student response rate reflects all students within S2 and S3 schools. Therefore, some students that are in the response rate calculation are not in the reading reporting population, as defined in Section 6.5.7. Section 6.5.7 discusses how a portion of students in S3 schools assigned reading is used to comprise the reporting population for the NAEP reading assessment.

4. DATA COLLECTION PROCEDURES

4.1 Training NAEP Field Supervisors as Data Collectors

The field workers for the 1998 High School Transcript Study were drawn from the pool of NAEP field supervisors. They were trained in the data collection procedures for HSTS in December 1997. This training was conducted by the HSTS Curriculum Specialist/Coding Supervisor and took place over one full day. The training consisted of three sessions. The purpose of the first session was to establish the background knowledge needed to help field workers to make informed decisions when collecting information in the schools, and to explain why attention to detail and accuracy would be crucial in ensuring the quality of HSTS data. The second training session was held to familiarize field workers with the HSTS materials and forms and with the variety of materials they could expect to find in the schools. The third session provided an opportunity for field workers to work with sample catalogs and transcripts, and to fill out practice forms, as they would do using the actual materials for the HSTS.

The first training session consisted of a presentation describing the purposes of the HSTS, the procedures Westat uses in handling and processing HSTS data, and the best sources of data to obtain from schools to provide Westat with the needed data. Specific examples were used throughout the presentation.

During the second session, field supervisors were shown examples of various types of high school records and materials, including school- and district-level catalogs, course lists, transcripts, and all the forms used and completed for the HSTS. The information on each of these materials was cross-referenced to the data needed for the HSTS at the school and student levels. Transparencies of screen prints of the transcript data entry and course coding systems were shown to demonstrate how the information from the specific materials would be entered.

The third training session consisted of completing sets of exercises, designed to provide the field workers with hands-on experience in examining school materials and filling out the forms they would use. The practice materials consisted of copies of actual catalogs, course lists, and transcripts obtained in the 1994 HSTS (with all identifying information deleted).

The first set of exercises was completed by the group as a whole, using transparencies of the materials and an overhead projector. The second set was completed in pairs or small groups, and the third set was completed individually and collected for review by supervisory staff. Errors or misconceptions were corrected and discussed with the field workers prior to their leaving the training session. Sample catalogs included a course list, extracts from a large catalog, and a smaller catalog. The sample materials were selected to give field workers a sense of the variety of materials they might expect to find in schools with respect to the amount of information available, the physical layout of the materials, and the ease or difficulty of accessing the information in the materials. Transcripts were examined in this exercise to show a number of ways that special education, for example, might be indicated, as well as indicators for transfer courses, remedial courses, honors courses, off-campus location courses, or courses for students with limited English proficiency.

4.2 Contacts with States, Districts, and Schools

In September 1997, superintendents and principals were notified about the transcript study through the Summary of School Tasks which was included in a mailout to all schools selected for NAEP. This summary included information on several aspects of the main NAEP study, as well as the notification of the transcript study. In December 1997, district superintendents of participating 12th-grade schools sampled for the main NAEP and selected for the HSTS were mailed additional information concerning the HSTS. Items in the package included the following:

- An informational letter to school superintendents from the Project Officer of NCES (Exhibit 4-1);
- A list of schools in the district selected for the 1998 HSTS; and
- A summary of school transcript activities (Exhibit 4-2).

For contacts with school-level personnel, field workers were provided with the following materials:

- An informational letter to principals from the Project Officer of NCES (Exhibit 4-3).
- The summary of school transcript activities.

Exhibit 4-1. Superintendent's letter from Project Officer



U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Superintendent:

As described in previous mailings to your district, the 1998 High School Transcript Study is being conducted in conjunction with the 1998 National Assessment of Educational Progress (NAEP). The purpose of this study is to supply data to educational researchers and policy analysts on course-taking patterns and to examine the relationship of these patterns to achievement in secondary schools sampled in the 1998 NAEP. NAEP schools are included in the sample in order that NAEP data and transcript data can be linked. The participation of all selected schools is needed to make the results of the transcript study comprehensive, accurate, and timely.

A list of the NAEP schools in your district selected for this study is enclosed. Detailed information on transcript activities in the school accompanies this letter. No student time is involved; students' names and other individually identifying information will be removed from copies of the transcripts before they leave the school; schools will be reimbursed at the standard rate for supplying transcripts.

The activities for Phase I will be conducted at the same time NAEP supervisors are in the schools selecting the NAEP sample. In the summer or fall of 1998, at a time that the schools have indicated are convenient, supervisors will return to the schools to collect the requested transcripts.

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) as implemented by 34 CFR 99.31 (a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information schools are asked to supply to the NAEP contractors will be protected as required by FERPA and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations is reproduced on the reverse side of this page.

I would appreciate your cooperation in this important component of the 1998 NAEP. If you have any questions about the study or its procedures, I may be contacted at the Department of Education or you may contact Mark Waksberg of Westat at 1-800-283-6237.

Sincerely,

Steve Gorman
Project Officer

Exhibit 4-2. Summary of school transcript activities

1998 HIGH SCHOOL TRANSCRIPT STUDY

SUMMARY OF SCHOOL ACTIVITIES

This sheet summarizes the High School Transcript Study activities that will be undertaken in 1998. Hopefully, it will provide answers to some of the questions you may have. NAEP supervisors will provide you with a more detailed description of these tasks during telephone and in-person visits to the school.

KEY ASPECTS OF THE HIGH SCHOOL TRANSCRIPT STUDY

- NO STUDENT TIME IS INVOLVED. NAEP staff will work with your school and do as much of the work as possible to minimize the burden.
- Students' names and other individually identifying information will be removed from copies of the transcripts before they leave the school.
- Your school will be reimbursed at your usual rate for providing transcripts.

ACTIVITIES INVOLVING SCHOOLS

Phase 1: January – March 1998

1. The 1998 High School Transcript Study sample will be identified by the NAEP supervisor.
2. Course lists or catalogs will also be requested. Course catalogs will be requested for the following years: 1997-98, 1996-97, 1995-96, and 1994-95.
3. A sample of three transcripts will be requested. One should include regular courses, one special education courses, and one honors courses.
4. The NAEP supervisor will need to review transcripts and course catalogs and collect additional information before leaving your school so that questions about either may be clarified.

Phase 2: Summer – Fall 1998

1. In the Summer or Fall of 1998, NAEP staff will return to your school to collect the requested transcripts of students who graduated.

Exhibit 4-3. Informational letter to principals from Project Officer



— U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Principal:

In conjunction with the 1998 National Assessment of Educational Progress (NAEP), the National Center for Education Statistics, U.S. Department of Education has authorized Westat, the NAEP contractor, to obtain student transcript data from a national sample of secondary schools sampled for the 1998 NAEP. The purpose of the 1998 High School Transcript Study is to supply data to educational researchers and policy analysts on course-taking patterns and the relationship of these patterns to student achievement in secondary schools across the nation.

Your school has been selected to participate in this important study and an informational letter has been sent to your District Superintendent. Your school's participation is needed to make the results of this study comprehensive, accurate, and timely. No student time is involved and schools will be reimbursed at their standard rate for supplying transcripts. Detailed information on the transcript activities and the timeframe for data collection accompanies this letter.

The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), as implemented by 34 CFR 99.31 (a)(3)(ii) and 99.35. These laws and regulations permit an educational agency to disclose records to authorized representatives of the Secretary of Education without the prior consent of the survey participants, in connection with the audit and evaluation of Federal and State supported education programs. The privacy of the information you are asked to supply to the NAEP contractors will be protected as required by FERPA, and will be further protected by the removal of names and other identifying information. A copy of the relevant section of FERPA regulations is reproduced on the reverse side of this page.

I would appreciate your cooperation in this most important component of the 1998 NAEP. If you have any questions about the study or its procedures, I may be contacted at the Department of Education or you may contact Mark Waksberg of Westat at 1-800-283-6237.

Sincerely,


Steve Gorman
Project Officer

Field workers provided these materials to the school principals and school coordinators during their initial visit to schools to conduct NAEP sampling. They discussed the HSTS with the school coordinator prior to the sampling visit when they called to confirm the sampling date.

Eligible schools participating in NAEP were informed about the 1998 HSTS when they received information about NAEP. Schools were provided with information about participating in the HSTS, including procedures that would be used to ensure confidentiality of the data, and the amount and nature of school staff time required for participating in HSTS. For eligible schools that agreed to cooperate, students sampled for NAEP were included in the HSTS sample, and a brightly-colored Disclosure Notice was placed in their folder by a NAEP field worker or school staff member. This notice, shown in Exhibit 4-4, served two functions:

- It alerted the school personnel that information contained in the student's folder would be used for the HSTS.
- Because of its color, it also served as a visible marker for identifying the folders of students in the HSTS sample to facilitate finding their transcript later.

Once participation in the study was authorized by the district, individual schools were contacted. The contact letter for NAEP, for all schools in which 12th graders were assessed, provided information about the 1998 HSTS. Initial HSTS information requested from schools and collected by NAEP field workers at the time of the NAEP assessment included information which they were asked to provide on the School Information Form (SIF), as well as their school's course catalogs for the four most recent school years, including 1997-98, and three sample transcripts. They were also asked to provide a complete transcript for each graduate in the HSTS sample as soon as graduation information was posted on the transcripts. Information provided on the SIF indicated the appropriate date for the field workers to obtain the transcripts. Schools that were eligible for the 1998 HSTS but that had chosen not to participate in the 1998 NAEP assessment were contacted near the end of the school year.

In originally nonparticipating NAEP schools, notification to the schools included information that the intent was to select a sample of up to 50 students and to provide the same confidentiality safeguards with these samples as with all NAEP students. That is, student names would be removed from any papers that left the school. Field workers also emphasized that a school's participation in the High School Transcript Study would not involve any student time.

DISCLOSURE NOTICE

1998 HIGH SCHOOL TRANSCRIPT STUDY

Date: Spring Quarter 1998
Fall Quarter 1998

A copy of this student's transcript ___ will be ___ has been provided to WESTAT, agent for the U.S. Department of Education, National Center for Education Statistics (NCES). The granting of Education Department authority for collection of the transcript data has been made pursuant to the provisions of the Family Education Rights and Privacy Act (FERPa) (20 U.S.C. 122g), as implemented by 34 CFR 99.31(a)(3)(ii) and 99.35. This disclosure statement fulfills the requirements of provision 34 CFR 99.32 of FERPA.

The High School Transcript Study (HSTS), sponsored by NCES, is being conducted to collect information on current course offerings and course taking in the nation's secondary schools. This student has been selected to participate in HSTS, and data from these records will be combined with others into statistical summaries and tables. No individually identifiable information will be released in any form.

For both NAEP participating and nonparticipating schools, the initial contact by the field worker included a discussion of the following:

- Procedures for obtaining transcripts for the selected students and the method for reimbursing the school for the expense and
- The availability of a course catalog or description.

An appointment was then set to visit the school to prepare the transcript requests and obtain the course catalogs.

4.3 Obtaining Course Catalogs, Sample Transcripts, and Other School-Level Information

Field workers requested sample materials for the HSTS when they first contacted a school and collected these materials when they visited the school for sampling. There were 242 schools that participated in NAEP and also participated in the HSTS (although 10 of these schools did not maintain the NAEP-HSTS links). There were also 22 schools from the original school sample that participated in the HSTS, but did not participate in NAEP. The sample materials included, preferably, a course catalog (a list of courses) offered for each of four consecutive years, from 1994-95 through 1997-98; a completed School Information Form, as shown in Appendix B; and three transcripts of students who graduated in 1998, representing a "regular" student, one with honors courses, and one with special education courses. Since these materials were unique to each school, acquiring them before the collection of the actual transcripts enabled Westat staff to examine them and call a field worker or the school (i.e., before school personnel left for the summer) with any questions that arose during the school year. The catalogs and transcripts collected were also examined by the field worker who filled out a Course Catalog Checklist (Exhibit 4-5) and a Transcript Format Checklist (Exhibit 4-6) for each item collected and sent to Westat.

The field worker also gathered general information about class periods, credits, graduation requirements, and other aspects of school policy. Sometimes this information was documented in the course catalog and at other times in a separate school policy document.

Exhibit 4-5. Course catalog checklist

NAEP School ID: _____

School Name: _____

Supervisor: _____

COURSE CATALOG CHECKLIST

Record each catalog title and check off all items which are identified in the course description materials you have collected.

School Level Materials								
School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level ¹	Special Codes ²	Special Programs ³
1994-95								
1995-96								
1996-97								
1997-98								

District Level Materials								
School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level ¹	Special Codes ²	Where Offered ⁴
1994-95								
1995-96								
1997-98								
1997-98								

¹ Identified as Regular, Honors, A.P, Remedial, Special Education, ESL?

² Does the catalog describe what codes mean?

³ Are Special Programs (Sp. Ed, IB, Vocational, etc.) included in this catalog?

⁴ Does the district catalog identify courses offered at the sampled HSTS school?

Exhibit 4-6. Transcript format checklist

NAEP School ID: _____

Supervisor: _____

TRANSCRIPT FORMAT CHECKLIST

Marked	Not Marked	Not on Transcript	
			1. Student's birthdate
			2. Student's race/ethnicity
			3. Student's gender
			4. Student's LEP/LEP status
			5. Student's graduation date
			6. Years attending this school
			7. Type of diploma awarded
			8. <u>When</u> a course was taken (year and semester)
			9. For a single course:
			a. course name
			b. number of credits awarded
			c. length of course (one year, semester, or other)
			d. grade received
			e. level of course (honors, remedial, SpEd, regular)
			f. transfer credit from another high school
			g. taught in another language (or ESL course)
			h. vocational courses
			i. location, if not taught at this school site
			10. Total number of credits received
			11. "Weighting" of course credits/grades (for honors or remedial levels)
			12. Are abbreviations or codes used on the transcripts? If so, indicate on the back of this form what they are and what they mean for those that are not obvious.

4.3.1 Catalogs

Course catalogs were carefully reviewed at the school. Field workers verified that the catalogs contained all of the courses that 1998 12th graders could have taken in high school, including vocational, remedial, honors, special education, or off-campus courses, or courses taught in a language other than English. If these course listings were not in the catalog, every effort was made to obtain additional information from school personnel to document the existence of such courses and to describe them.

Our prior experience in coding course catalogs for previous HSTS studies led us to identify the following levels of priority for the type of catalog to request:

1. A school-level catalog providing course titles and descriptions;
2. A district-level catalog, if it indicated which courses were offered at the HSTS participating school;
3. A course list by department that included general descriptions of course offerings by department;
4. A school-level course list without descriptions; or
5. A district-level catalog without any indication of which courses were offered in specific schools.

Field workers filled out a Course Catalog Checklist for the catalogs they obtained. This checklist served two purposes:

- It guided field workers in obtaining materials with the maximum amount of information possible that would be useful in the HSTS.
- It provided Westat staff with a quick way to review catalogs, so that they could request additional information if needed.

Catalogs (or whatever material was available) were forwarded to Westat.

4.3.2 Sample Transcripts

Since transcript format varies greatly among school districts throughout the country, it was sometimes difficult to find the needed information on a transcript. This presented an obstacle to uniform treatment of information on transcripts. Another difficulty was encountered in determining the meaning of “coded” information found on some transcripts, particularly codes indicating the level of courses – that is, whether a course was honors or remedial level, or whether it was a special education course or part of another special program.

To solve this problem, Westat obtained sample transcripts of previous graduates, marked up to indicate where on the transcript the needed information was to be found, and how information regarding course level was coded. Westat requested three sample transcripts from each school: one containing honors level courses, one containing special education courses, and one “regular” transcript. Attached to each marked-up transcript was a Transcript Format Checklist, indicating the information to be marked and whether or not that piece of information was included on the school’s transcripts.

4.3.3 School Information Form (SIF)

The SIF was forwarded to Westat along with the other preliminary materials as described above. The SIF (see Appendix B) was completed by the field worker or a school staff member or sometimes by both. The name and position of the school’s HSTS coordinator who helped fill out the SIF appeared on the first page. The completed SIF contained information about the school in general, about sources of information within the school (if needed to complete HSTS data collection), about the course description materials, about graduation requirements and grading practices at the school, and about the format of the school’s transcripts. The field workers were instructed to fill out the SIF completely, or to indicate clearly on the SIF where the requested information could be found in the other materials provided by the school.

4.3.4 School Questionnaire

The School Questionnaire (formerly called the School Characteristics and Policies Questionnaire) (Appendix A) is a 54-item questionnaire that collected information about school, teacher,

and home factors that might relate to student achievement. It was completed by a school official (usually the principal) as part of NAEP for the NAEP participating schools.

4.4 Identifying the Sample Students and Obtaining Transcripts

The 1998 HSTS used the NAEP sample for selecting schools and students in NAEP-participating schools. For schools that participated in NAEP, the student sample was recorded on the NAEP Administration Schedules. For schools that did not participate in NAEP, the field worker drew a sample of students at the school. Our procedures for identifying students in schools with NAEP materials and in schools without NAEP materials are described in detail in separate sections below.

4.4.1 Schools with NAEP Materials

Schools that participated in NAEP identified students participating in the HSTS at the same time that the NAEP sample was selected. For all HSTS participants, a Disclosure Notice was placed in the student's cumulative record folder where it would be highly visible and thus make it easier to identify and collect needed transcripts after students had graduated.

Transcripts were requested for all students who were assessed, for sampled students who were absent during assessment, and for the SD/LEP students who were sampled but excluded by the school from participating in the 1998 NAEP assessment.

When graduation information was posted on transcripts (the date was provided by the school on the School Information Form), a field worker returned to the school to obtain the requested transcripts. For each NAEP school, the field worker was given a Transcript Request Form (TRF), Version 1 (Exhibit 4-7). In addition to Student Name and NAEP ID, it contained columns for entering graduation status, gender, birth month and year, race/ethnicity, SD status, LEP status, if receiving Title 1 services, and National School Lunch Program participation. Data available from NAEP files (NAEP ID and demographic variables) were preprinted on the form. The completed TRFs contained the following information:

- **Student Name** – The field worker recorded the first name, middle initial, and last name of each assessed, absent, or excluded student listed on the NAEP Administration Schedule. These entries were made to correspond to the preprinted NAEP ID.

Exhibit 4-7. Transcript request form - Version 1

1998 HIGH SCHOOL TRANSCRIPT STUDY
TRANSCRIPT REQUEST FORM FOR SCHOOLS COOPERATING IN NAEP AND IN TRANSCRIPT

SCHOOL ID: 105-303-1
SCHOOL NAME: WEST HAVEN HIGH SCHOOL

STUDENT NAME	NAEP ID	EXIT STATUS	SEX	BIRTHDATE	RACE/ETH	SD	LEP	TITLE1	NSLP	TRANSCRIPT RECEIVED
	002-0910649	M	08/80	WHITE	N	N	N	4		
	003-0900743	F	11/78	WHITE	N	N	N	4		
	003-0901006	M	03/80	WHITE	N	N	N	4		
	004-0903109	F	10/80	WHITE	N	N	N	4		
	004-0904113	F	12/80	BLACK	N	N	N	4		
	005-0904400	M	10/79	WHITE	N	N	N	4		
	005-0904485	M	07/80	HISPANIC	N	N	N	4		
	007-0905851	F	05/80	HISPANIC	N	N	N	4		
	007-0909750	F	08/80	WHITE	N	N	N	4		
	008-0900844	M	12/79	WHITE	N	N	N	4		
	009-0907361	M	01/80	HISPANIC	N	N	N	4		
	011-0901645	F	05/80	BLACK	N	N	N	4		
	011-0904300	M	09/80	HISPANIC	N	N	N	4		
	013-0960370	F	02/80	HISPANIC	N	N	N	4		
	014-0913960	M	07/80	WHITE	N	N	N	4		
	015-0901719	M	08/79	WHITE	N	N	N	4		
	015-0914462	M	08/78	ASIAN/PI	N	N	N	4		
	015-0914489	F	11/79	WHITE	N	N	N	4		
	016-0900383	F	03/80	WHITE	N	N	N	4		
	017-0914328	F	08/80	WHITE	N	N	N	4		
	021-0933057	M	06/80	WHITE	N	N	N	4		
	021-0933065	F	01/80	WHITE	N	N	N	4		
	021-0933073	F	02/80	WHITE	N	N	N	4		
	021-0933081	F	12/81	ASIAN/PI	N	N	N	4		



- **NAEP ID** – The 10-digit NAEP assessment booklet numbers and SD/LEP questionnaire numbers for excluded students from the 1998 assessment were preprinted in ID order. This column on the TRF identified all students for whom transcripts were needed.
- **Exit Status** – Using information provided by the school, field workers assigned one of the following codes to describe each student’s outcome at the school:
 - a. Graduated with a standard diploma;
 - b. Graduated with an honors diploma;
 - c. Received a diploma with special education adjustments;
 - d. Received a certificate of attendance;
 - e. Still enrolled in this school;
 - f. Dropped out;
 - g. Other, such as transferred, GED, or unknown;
 - h. Out of scope; or
 - i. Completed course requirements but did not pass required tests.

Sometimes the exit status was determined directly from the transcripts and sometimes it was provided by other sources at the school.

- **Birthdate, Sex, and Race/Ethnicity** – Demographic information was generally preprinted for each sampled student. If not preprinted, it was recorded from the NAEP Administration Schedule. If the school informed a field worker that some of this information was incorrect, the field worker entered the correct information on the TRF.
- **SD and LEP Status** – For each student, it was recorded whether or not the student was classified by the school as SD and/or LEP.
- **National School Lunch Program (NSLP) and Title 1** – Yes or No for participation in each of these programs.
- **Transcript Received** – Field workers checked this column to document that the transcript for a given student had been received.

Once the Transcript Request Form was completed by carefully transferring student information from the Administration Schedules, the field worker filled out a summary box at the top of the form and requested transcripts according to the procedures set forth by the school. The Disclosure

Notice placed in students' folders at the time of the NAEP assessment helped to facilitate transcript collection in participating NAEP schools.

The following directions for completing the Transcript Request Form were given to the field worker.

1. Enter your name at the "Supervisor" line in the top box of the TRF.
2. Verify that the school has all of the pages of the Administration Schedules, comparing the school copies to your own (which were provided without names). Student names should be legible on the complete school copy.
3. Eliminate any non-12th graders by drawing a single line through their names.
4. Begin with the NAEP ID of the first student on the Administration Schedule. Find the corresponding NAEP ID on the Transcript Request Form. (These are printed in ID order.)
5. The birthdate, gender, race/ethnicity, SD/LEP, Title 1 status, and National School Lunch Program participation should all be preprinted on the TRF and should match the information recorded for that student on the Administration Schedule. If not, correct the information on the TRF after you have verified that you have matched entries correctly.
6. Record the student's full name from the Administration Schedule on the line of the Transcript Request Form with the same NAEP ID. Make a small check on the Administration Schedule as you go to indicate you have completed the transcription for a given student (this should be the last use of the Administration Schedule). In some schools, it may be necessary to record some form of school ID (e.g., Social Security Number) in addition to or in lieu of the student's name for the school to access the files. Make sure you're aware of this before you start completing the TRFs.
7. Continue this process for all 12th grade students on the Administration Schedules with one exception: any students who have been crossed off as "withdrawn" should be skipped in the process.
8. When you have gone through all of the Administration Schedules in this fashion, you should have a name entry corresponding to each NAEP ID preprinted on the TRF.
9. Code the "exit status" for each student at this time if it is available. Alternatively, this information may be recorded when the transcripts are collected. Confer with your school coordinator to determine the best way to get this information; it may not be on the transcript or it may be coded information.

Exhibit 4-8. Documentation of missing transcripts

NAEP School ID: _____

Supervisor: _____

Documentation of Missing Transcripts

Date: _____

School Name: _____

Number of Transcripts Requested: _____

Number of Transcripts Received: _____

of Regular Transcript: _____

of Honors Transcripts: _____

of Special Edu. Transcripts: _____

Reason(s) for Missing Transcripts: _____

10. Record the number of transcripts requested in the box at the top of the first page of the TRF. Record the number received at the time you obtain the transcripts. For each transcript received, place a checkmark in the "Transcript Received" column. Be sure to complete a "Documentation of Missing Transcripts" form (Exhibit 4-8) if you cannot obtain a transcript.

Once the field worker filled in the names of the students, some schools were able to access an electronic data file and copy the transcripts. In other schools, the transcripts were pulled from their folders and photocopied at the school.

Once the request was filled, the field worker reviewed the transcripts to ensure that a transcript was received for each 12th grade student who was selected for the NAEP assessment, whether or not that student had graduated. The field worker then checked each transcript for eligibility, understandability (e.g., are all the codes on it defined on the transcript or explained in the SIF?), and completeness and labeled each transcript with preprinted labels containing the School ID and the NAEP ID for the student. The field worker completed a Documentation of Missing Transcripts form to explain the reasons the school gave for any missing transcripts.

After the field worker collected and recorded all the information required on the sampled students and reviewed the transcripts for completeness and accuracy, he or she prepared the transcripts for transmittal to Westat. This procedure involved "masking" all personally identifiable information where it appeared on each transcript, using a broad felt tip marker or correction tape to line through or cover all identifiers.

Personal identifiers were also removed from the Transcript Request Forms. Before sending the TRFs to Westat, the field worker cut off the portion that included the students' names, in order to comply with confidentiality provisions. The portion with the names was left in the school's NAEP folder.

Schools were reimbursed at their standard rates for providing the transcripts. The field worker then completed a Shipping Transmittal Form (Exhibit 4-9) and returned it with the TRF, the transcripts, the Documentation of Missing Transcripts, and the SIF to Westat.

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**1998 HSTS – SHIPPING TRANSMITTAL FORM
(INSTRUCTIONS: Fill out for each school and shipment)**

School ID #: _____

School Name: _____

Supervisor: _____

School Shipment #: 1 2

Date Shipped: _____

Source of Sample: NAEP List
 New Sample

1. TRANSCRIPTS:

- 1) Total Number Requested _____
- 2) Number in This Shipment _____
- 3) Number Unavailable _____
- 4) Number to be sent/Estimated shipping date _____

IF SCHOOL DID NOT PARTICIPATE IN NAEP, COMPLETE THE FOLLOWING:

2. SD/LEP STUDENT QUESTIONNAIRES:

- 1) Total number requested _____
- 2) Number in this shipment _____
- 3) Number unavailable _____
- 4) Number to be sent _____

3. COURSE CATALOG: (check one)

- In this shipment
- To be shipped
- Unavailable

4. COURSE CATEGORY: (Check one for each year):

- | | | | |
|---|---|---|---|
| <u>1997-98</u> | <u>1996-97</u> | <u>1995-96</u> | <u>1994-95</u> |
| <input type="checkbox"/> In This Shipment |
| <input type="checkbox"/> To be Shipped |
| <input type="checkbox"/> Unavailable | <input type="checkbox"/> Unavailable | <input type="checkbox"/> Unavailable | <input type="checkbox"/> Unavailable |

5. SCHOOL INFORMATION FORM (Check one):

- In this shipment
- To be shipped

6. COURSE CATALOG CHECKLIST:

- In this shipment

7. TRANSCRIPT FORMAT CHECKLIST:

- In this shipment

4.4.2 Schools without NAEP Materials

In schools that did not participate in NAEP, the field worker first selected a sample of students, then requested transcripts for those students and followed the procedures described in the previous section for reviewing and shipping transcripts. The School Information Form was also completed, and course catalogs for the past four academic years were collected. The information in the catalogs was documented by completing the Course Catalog Checklist. At this point, the procedure was different. Rather than obtaining and annotating three example transcripts, as was done at the time of the NAEP visit to the school, the field worker used the Transcript Format Checklist to annotate three actual transcripts from among those that were collected.

In the schools that participated in HSTS but not in NAEP, the process of generating a sample of students began when the school produced a listing of all students who graduated from the 12th grade during the spring or summer of 1998. This list was requested during the preliminary call placed to the school when it was determined that the school would participate in HSTS. The following information was collected for each student selected for participation in HSTS:

- Exit status,
- Gender,
- Birthdate (month/year),
- Race/ethnicity,
- If student had a disability (SD),
- If student had limited English proficiency (LEP),
- If student was receiving Title 1 services, and
- If student was a participant in the National School Lunch Program.

These data were collected either with the list of 1998 graduates or after sampling, depending on which procedure was easier for the school. SD/LEP Questionnaires were not collected for students in schools that had not participated in NAEP.

Selecting the Sample

As described in Section 3.3, there were two basic sampling rules for the 1998 HSTS. These rules applied to all schools that required a new sample of students.

1. If there were 60 or fewer graduates listed, all graduates were included in the sample.
2. If there were more than 60 graduates listed, a sample of 50 students was drawn using a systematic random sampling.

Because the students in the HSTS-only schools did not have NAEP identification numbers, a set of IDs was preassigned for up to 60 students in each school. The Transcript Request Form—Version 2 (Exhibit 4-10) was preprinted with these IDs and had space for filling in each student's name and basic demographic characteristics.

The field worker, with the assistance of the school, completed the TRF and submitted it to the school staff. The transcripts were then provided to the field worker who reviewed and shipped them to Westat in the same manner as transcripts from schools participating in NAEP.

4.5 SD/LEP Questionnaire

Prior to 1996, the questionnaire that collected information from school staff about students with disabilities and students with limited English proficiency was called the IEP/LEP Questionnaire. It was retitled as the SD/LEP Questionnaire in 1996. The SD/LEP Questionnaire was completed for students sampled for NAEP and identified by the school as having a disability and/or for students with limited English proficiency. Westat asked the schools to have the person most knowledgeable about a student complete the questionnaire. In large schools, this person was typically a counselor, a special education teacher, or a teacher of English as a Second Language. In smaller schools, this person was typically a classroom teacher.

For schools participating in the 1998 NAEP, the SD/LEP Questionnaires were collected as part of the NAEP procedures. Questions one and two were used to determine which section(s) of the questionnaire should be completed. Part A (questions 3 through 19) was answered for a student with a

Exhibit 4-10. Transcript request form – Version 2

1998 HIGH SCHOOL TRANSCRIPT STUDY
TRANSCRIPT REQUEST FORM FOR SCHOOLS COOPERATING IN NAEP AND IN TRANSCRIPT

SCHOOL ID: 103-302-1
SCHOOL NAME: DEDHAM HIGH SCHOOL

STUDENT NAME	NAEP ID	EXIT STATUS	SEX	BIRTHDATE	RACE/ETH	SD	LEP	TITLE	NSLP	COMPLETE IF MISSING	TRANSCRIPT RECEIVED
FIRST MI LAST											
990-000001											
990-000002											
990-000003											
990-000004											
990-000005											
990-000006											
990-000007											
990-000008											
990-000009											
990-000010											
990-000011											
990-000012											
990-000013											
990-000014											
990-000015											
990-000016											
990-000017											
990-000018											
990-000019											
990-000020											
990-000021											
990-000022											
990-000023											
990-000024											

disability. Part B of the questionnaire (questions 20 through 41) was completed for an LEP student. If a student was classified as both SD and LEP, the entire questionnaire was completed. A copy of the questionnaire is included as Appendix C.

4.6 Sending Data to Westat

As with NAEP, safeguards were built into the procedures for the transcript study to ensure that applicable privacy requirements were met. These safeguards included the removal of all personal identifiers from the transcripts provided by the schools. When the transcripts left the school, students could be identified only by ID numbers. In schools where the NAEP information was available, the ID number was the same as the student's NAEP booklet number. In schools where a sample of students was drawn specifically for the HSTS, new IDs were generated.

After transcripts were collected and all information on sampled students recorded, field workers prepared the transcripts for transmittal to Westat. They first compared the data on the transcripts to the TRF to verify that they had obtained and correctly labeled the transcripts. At the same time, they noted on the TRF which transcripts were received and which were not. They then cut off the left hand column of the TRF, which contained the names of the students. The list of names remained in the schools (and was ultimately destroyed) and the remainder of the TRF was placed in the package to send to Westat.

The field workers masked all personally identifying information where it appeared on each transcript, using a broad felt tip marker to line through all identifiers. The types of personal identifiers and their location on the transcripts were different for each school and, sometimes, for the different categories of students within a single school. Field workers were careful to examine every transcript and line through the following information each time it appeared: student's name, parent's name, names of guardians or other relatives, addresses (including street, city, state, ZIP), phone numbers, and Social Security numbers or other student ID numbers.

A Shipping Transmittal Form accompanied all shipments to Westat and summarized the types and number of materials being sent. This form also gave information on whether the transcripts were from the NAEP list or a new sample and, if the school did not participate in NAEP, whether course catalogs and an SIF were included in the shipment.

4.7 Receipt and Review of Data from Data Collectors

When transcript study materials arrived at Westat, a receipt clerk carefully reviewed all items for accuracy and completeness. Transcripts were matched to the Transcript Request Form. Field workers were contacted immediately if further clarification was needed. Schools were reimbursed for the cost of producing the transcripts within two weeks of having their materials received at Westat.

An automated management system was developed and maintained at Westat. A disposition code structure was developed to indicate the status of each school's participation. As field workers reported the results of their contacts with district superintendents and individual schools, a receipt clerk keyed a disposition code for each school. Disposition reports were generated from the receipt system once a week so that home office staff could review the progress of securing cooperation from the sampled schools.

Once verified, information on the number of transcripts and course catalogs requested and received was entered in the receipt system by a data entry clerk. Weekly status reports were generated to monitor the progress of obtaining the transcripts. Transcripts and other school materials were maintained in individual school folders and stored until used by data preparation staff. Each school folder included the school's catalog or catalogs, Transcript Request Forms, student transcripts, Catalog and Transcript Format Checklists, a School Information Form, and a Shipping Transmittal Form.

Catalogs, sample transcripts, and SIF's were reviewed at Westat to ensure their completeness. Phone calls were made to the field workers or to schools, as needed, to resolve any questions regarding the content or accuracy of the materials.

5. DATA PROCESSING PROCEDURES

Westat processed the data from the 1998 High School Transcript Study (HSTS) along three simultaneous paths as follows:

- The Student Sampling Information System;
- The Computer Assisted Data Entry System; and
- The Computer Assisted Coding and Editing System.

With the exception of the transcripts and the course catalogs, some data entered in each system were collected by Westat field personnel and some data had already been assembled for NAEP into data files by the Educational Testing Service (ETS). Westat staff obtained the relevant NAEP data files from ETS and merged them with the HSTS data collected from nonNAEP-participating schools. As described below, appropriate checks were made to ensure that only one set of data was entered for a school or a student, and procedures were developed to resolve inconsistencies among the data sources. The three data processing paths are described in Sections 5-1 through 5-3.

When entering and cleaning the data for the study, the following tasks were performed:

- Establishing Student ID Control Lists;
- Entering Transcript Data;
- Coding Course Catalogs;
- Matching Transcript Titles to Catalog Titles;
- Standardizing Credits and Grades; and
- Performing Quality Control Checks.

These steps involved the entry and coding of the students' transcripts and the schools' course catalogs, as well as matching the courses on the coded catalogs to the courses on the transcripts. Each of these steps is described in detail in the sections below.

5.1 Establishing Student ID Control Lists

Student ID control lists were developed from lists obtained from the NAEP administration records for schools that participated in NAEP. The control list for a school is the master list of IDs against which all other operations are checked. Only IDs matching those on the control lists are processed, as other IDs are either out of scope or miskeyings. In addition, each data processing step must account for all the IDs on the control list or for a well-defined subset of those IDs. Only NAEP students who were identified during the NAEP administration as 12th graders were retained on the control lists generated from NAEP. Students identified as 10th or 11th graders, or those with an unknown grade, were removed from the lists.

For schools that did not participate in NAEP, or that had lost the linkage between the students' names and their IDs, control lists were compiled from completed Transcript Request Forms-Version 2. A data file was created for each school listing the valid student IDs for that specific HSTS school.

5.1.1 Student Sampling Information System

The Transcript Request Form and the sampling section of the School Information Form provided the student sampling information for each school participating in the study. Figure 5-1 illustrates the process for entering the student sampling information. The figure also illustrates how intermediate files were used to ensure that all information was valid and that only valid student ID numbers were used.

5.1.2 School Information Form

In HSTS schools that also participated in NAEP, the student sampling rates were identical to those used in NAEP because the sample was identical. For the 32 schools in which Westat staff drew samples in the field, the number of students listed (i.e., the number of eligible seniors) and the number of students sampled were recorded in the sampling section of the School Information Form. This information was keyed into a file that was checked against the number of unique student IDs on the Transcript Request Form and then used in the weighting process.

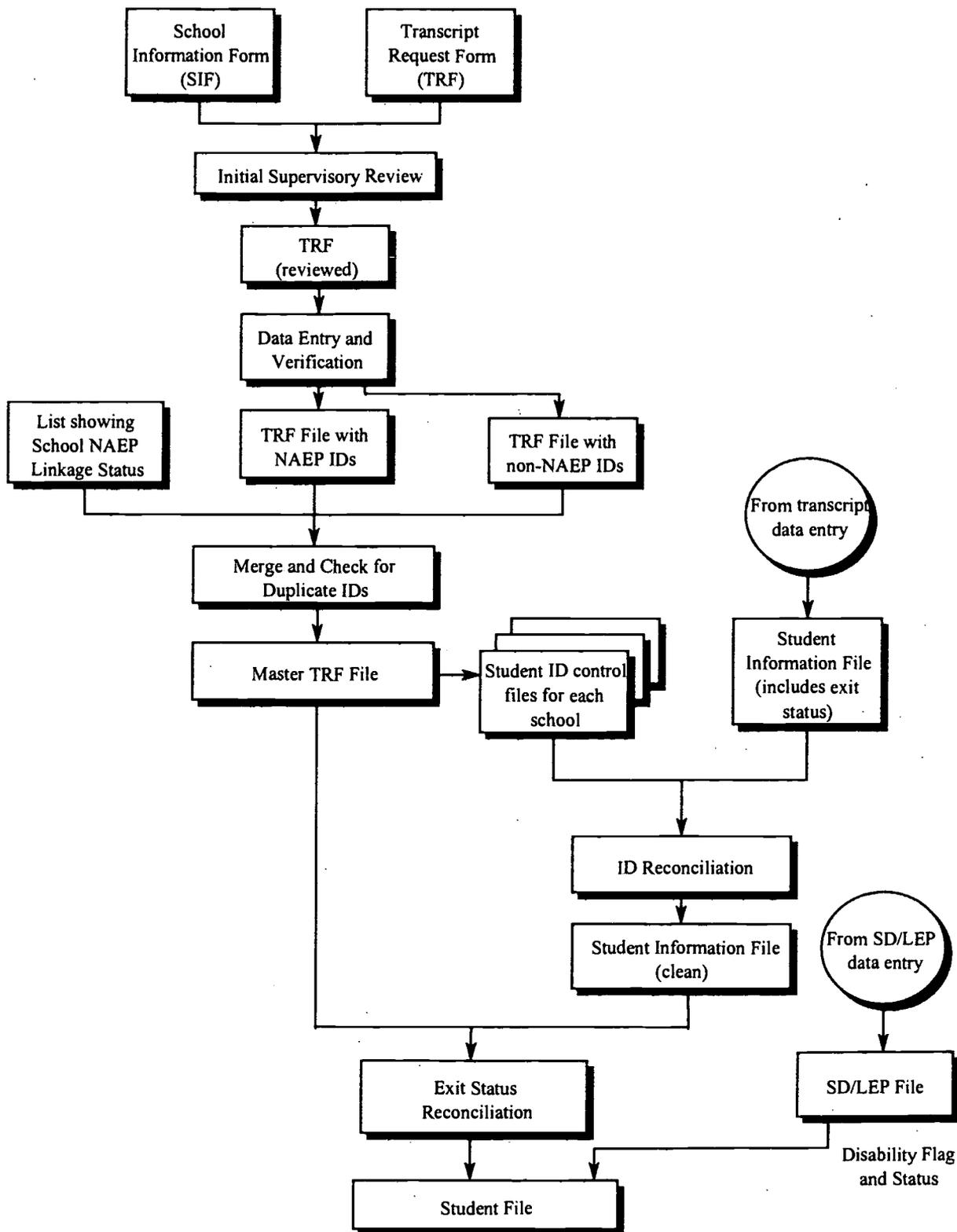


Figure 5-1. Student information processing and ID reconciliation

5.1.3 Transcript Request Form

The preprinted information on the Transcript Request Form was drawn from the NAEP student file. For schools that kept their NAEP materials, data entry was uncomplicated. Westat staff first created a file containing the preprinted information from the TRF with one record per student. Each student's graduation status as indicated on the TRF was entered at the end of each record. If necessary, Westat staff corrected the demographic data preprinted on the TRF and then key verified these entries. Finally, Westat staff key entered and verified all the TRFs from the schools for which new samples were drawn in the 1998 study.

Westat merged the NAEP and non-NAEP TRF files and checked for valid IDs and duplicates. Information in the TRF file and receipt control was used to create a list of valid school identifiers with a flag indicating each school's linkage status to NAEP. The linkage flag had four possible values:

- 0 = School did not participate in HSTS;
- 1 = Both school ID and student IDs linked to NAEP;
- 2 = School participated in HSTS only; and
- 3 = School participated in NAEP but, because a new sample was drawn, the student IDs do not match the NAEP booklet numbers.

The TRF file was also used to create a list of all valid student IDs within each school. These lists were key control mechanisms that were used throughout all phases of the study to ensure that only valid IDs could be attached to each data record. For example, during entry of the transcript data, one of the data entry clerk's first steps was to key in the school ID and a student ID. As these IDs were keyed, the Computer Assisted Data Entry (CADE) system checked the IDs against the control lists and refused to accept any IDs not listed.

5.2 CADE System for Entering Transcript Data

The CADE system included three basic screens for data entry. The first screen was used to enter student-level information (date of birth, date of graduation, type of diploma, etc.). The second screen was used to enter data on any honors received and scores on standardized tests. The third screen

was used to enter course data from the transcripts, including course title, grade, credits received, year taken, and a number of "flags," or special features. The data for all students in a school were collected in a set of three database files, one file corresponding to each of the three screens.

The CADE system displayed labeled blank fields which the data entry clerk filled in as directed. The system checked each entry to verify that it was within an allowed range and warned the clerk when a problem occurred. Clerks entered data exactly as it appeared on the transcript, using the Transcript Format Checklist as a guide to look for specific needed information on transcripts from a given school. The checklist included student's birthdate, race/ethnicity and gender, SD/LEP status, graduation date, type of diploma awarded, details about an individual course, total number of credits received and whether abbreviations or codes were used on the transcript. The data entry staff were instructed to use abbreviations for course titles (see Exhibit 5-1) and to change any Roman numerals to Arabic numerals. When all the transcripts for a school were completed, the status of the school file changed from "incomplete" to "ready for verification."

5.2.1 Verification of Transcript Data

All transcript data were 100 percent verified in the CADE system by a staff member other than the one who initially entered the data. The verification portion of the CADE system is essentially a "re-do and match" process where data are re-entered (blind to the first entry), and the computer stops when a nonmatch between the original data and the current data is encountered. Verifiers can then either accept the original entry or override it with the verified entry.

All fields were rekeyed except the course name field, test name field, and honors name field. These three fields were displayed and reviewed by verifiers but were not key verified. As the three "name" fields were not used for any automated analyses and required the greatest number of key strokes to enter, it was felt that the most cost-effective use of resources was to perform a visual verification rather than a rekeying. In addition, allowing the verifier to see the name of the course, test, or honors being entered greatly simplified the task of ensuring that the verifier entered data in the same sequence as the original keyer.

Exhibit 5-1. Abbreviations for data entry

Advanced.....	Adv	Honors	Hon
Advanced Placement.....	AP	Industrial Arts.....	IA
American	Amer	Intermediate.....	Intermed
Beginning	Beg	International Baccalaureate	IB
Biology.....	Bio	Introduction	Intro
College Prep(aratory).....	CP	Mathematics	Math
Cooperative	Coop	Physical Education	PE
Education.....	Ed	Science.....	Sci
English.....	Engl	Special Education	SpEd
General	Gen	Trigonometry.....	Trig
Government.....	Govt	United States.....	US
History.....	Hist	Vocational.....	Voc

5.3 CACE System for Coding and Editing Course Catalogs

The Computer Aided Coding and Editing (CACE) System is a Paradox-database system specifically created for coding high school catalogs. It consists of two major components: (1) a component for selecting and entering the most appropriate Classification of Secondary School Courses (CSSC) code and “flags” for each course in a catalog and (2) a component for matching each entry on a transcript with an entry in the corresponding school’s list of course offerings. The system also provided for data selection and entry, maintained file consistency, and produced output files suitable for further analysis and manipulation. CACE’s user interface was designed to reduce the likelihood of coding errors by encouraging selection from a list rather than key entry of data items.

The CACE System presents each title in a school’s catalog to the catalog coder one at a time. The catalog coder then examines a “suggestion list” of potential codes for that course. The list is synchronized with an on-line version of the CSSC so that the coder can simultaneously compare the description for the course in the CSSC with the course description in the school catalog. The coder can select the appropriate CSSC code either in the suggestion list or in the corresponding section of the CSSC. If no catalog was provided, a catalog was created for the school, based on a list of courses commonly offered by high schools. The list was augmented by adding courses that reasonably would be expected to be offered, even if they did not occur on a transcript. For example, if transcripts included the first and third years of a foreign language, it would be expected that the school also offered the second year of that language, even if that course did not appear on any transcript in the HSTS sample.

An alternative procedure allows the catalog coder to type the CSSC code directly into the appropriate data field on the screen. The CACE system checks all entries against the master CSSC list before allowing the record to be stored in the database. If the items in the suggestion list are not good matches to the course description, the catalog coder can always browse through the full on-line CSSC or refer to the hard copy of the CSSC. If the coder cannot determine an appropriate code for a course, he or she may select a special code from the suggestion list that will mark the course for further consideration by the coding supervisor.

5.3.1 General Procedures for Coding Course Catalogs

To assure consistency and quality, catalog coding decisions were based on a basic set of coding principles and procedures. First, the catalog coder reviewed a school catalog “holistically” to ascertain ways that course levels, special education, and other special programs were designated. He or she looked for sequences of courses, descriptions of programs, requirements, credits awarded, or other information provided, to obtain a general view of the curriculum. Then, using CACE, the coder looked at each course title, found it in the catalog, and read whatever description was available. The coder then selected the best CSSC code for the course. Wherever possible, the catalog coder selected codes based on a course description rather than on title.

After selecting the CSSC code, the coder reviewed the flags for that course and edited them as needed. If the coder found courses in the CACE catalog listing that should not be there, they could be deleted. Similarly, if the coder found that a course was missing from the CACE listing of catalog titles, it was added to the list and coded. After the coder finished coding the regular education courses for a school, the special education expert coded all special education courses.

The specific steps of the coding procedure are described below.

5.3.2 Entering Course Titles

A curriculum specialist examined all catalog listings, regardless of how the catalog was created. Every attempt was made to eliminate duplicates and to ensure that course titles included

appropriate annotations for grade (“English 10”), level (“Biology, AP”), or special programs (“Automechanics Coop Ed”). Errors were corrected by data entry personnel and the corrected list was again reviewed by the curriculum specialist.

Two variables indicating the source of information for a given school’s catalog are provided with the School File. One variable indicates whether or not the course list that we used was derived from transcripts. The other indicates the type of catalog which the school provided (school-level catalogs or course lists, district catalogs, or schools without catalogs). The type of catalog or course list that the school provided is indicated by the **CATTYPE** variable on the School File. For ease of use, these variables also appear in the Course Offerings File.

5.3.2.1 School-level Catalogs or Course Lists

If a school provided a catalog of course offerings (as requested), data entry personnel entered a list of all course titles appearing in the catalog. A concerted effort was made to standardize the format of titles. All Roman numerals were converted to Arabic numerals. Abbreviation were standardized for all frequently appearing courses (or words in courses) such as “ADV” for “advanced,” or “BEG” for “beginning,” or “INTRO” for “introduction.” These abbreviations are the same as those used by the transcript data entry clerks (see Exhibit 5-1).

About 75 percent of the schools provided more than one year’s catalog. Catalogs from all years received were used to determine whether there were significant changes over the years provided. The School Information Form indicated if there were any significant changes in course offerings over the four years in which graduating students attended the school. A curriculum specialist selected the portions of each catalog to be used so that they excluded sections on programs that students could take only by attending another school in the district, courses taken at night, and so on. The specialist included programs from previous years that were not listed in the current catalog but were offered during the period when students in the HSTS attended the school. These titles were entered in the order of their appearance in the catalogs.

5.3.2.2 District-level Catalogs

Both school-level and district-level catalogs were found at many schools. Twenty schools provided catalogs of courses offered by their entire school district, while the individual school's specific course offerings were a subset of those included in the district catalog. Often these district catalogs included programs that were known not to be offered at the home school (such as an International Baccalaureate program, a vocational program, or a performing arts program). To account for courses actually offered at such schools, a list was created in the same manner as for schools not providing any catalog (i.e., creating it from titles appearing on transcripts), but the resulting list was supplemented with courses from the district catalog that were likely to be offered in the HSTS school (such as Advanced Placement English 12, Accounting, or Basic Biology) even if they did not appear on a transcript. Thus, the Course Offering File represents the best approximation of the complete list of courses offered by their schools to the 1998 graduates in the sample.

5.3.2.3 Schools without Catalogs

Approximately 6 percent of the schools (17 of 264) did not provide any list of courses offered at the school. For these schools, which were most often very small, a course list was generated during the process of transcript data entry. When a course was entered that did not already appear on a course offering list, it was added to the list using a function key programmed specifically for this purpose. The resulting list of courses taken by students at the school was then treated as the school's catalog.

There are significant limitations to creating catalogs for a school in this manner: (1) the list represents only courses taken by students in the sample and may not include all courses actually offered at that school; (2) many courses are repeated, since the same course may have been entered into the transcript file in two different formats (e.g., "CONSTRUCTION 1" and "CONSTRUCTION TRADES 1," or "GLBL STDY 9" and "GLOBAL STUDIES 9"), and (3) no course description is available to clarify the meaning of a title. These catalogs required considerable review and editing before course coding could proceed. Schools with catalogs generated using the procedure described above have the variable **CATSRCE** set to 0 in the School File. Other schools have the **CATSRCE** variable set to 1.

5.3.3 Classification of Secondary School Courses

Westat used the Classification of Secondary School Courses (CSSC), including modifications that were made during the 1987, 1990, and 1994 HSTS, as a standard for classifying and coding the courses offered by all the schools in the 1998 HSTS and all the courses appearing on transcripts of students included in the HSTS. The CSSC is a 6-digit, hierarchical numbering system for all regular and special education courses offered in American secondary schools. Each CSSC entry includes a 6-digit code, a course title and alternate titles, as well as a course description.

Westat updated the CSSC significantly in 1989 to reflect changes in the breadth and types of courses taken by students in the 1987 HSTS. The CSSC was supplemented for the 1990 HSTS, and again in 1994, but only modestly. Appendix B of the Tabulations Report lists 83 courses that were revised or added to the CSSC for the 1998 HSTS. No previously existing CSSC courses were deleted. Many of these new codes were added in 1998 to differentiate Advanced Placement (AP) and International Baccalaureate (IB) courses from other honors-level courses. Two new values of the remedial/honors flag were also added for these courses.

Figure 5-2 is a schematic of the data entry and coding systems illustrating the process used.

5.3.3.1 Flags

Westat coded additional information for each course as a series of single-digit "flags." These flags were used to indicate special features of a course such as its relationship to other courses in a sequence of courses, the language of instruction for the course, the level of the course (honors, regular, or remedial), whether it was a combination course (a multi-subject course requiring multiple codes such as an art appreciation/music appreciation course), the location at which the course was taught, and any enrollment restrictions (regular or disabled students). A full list of flags and their values is shown in Exhibit 5-2.

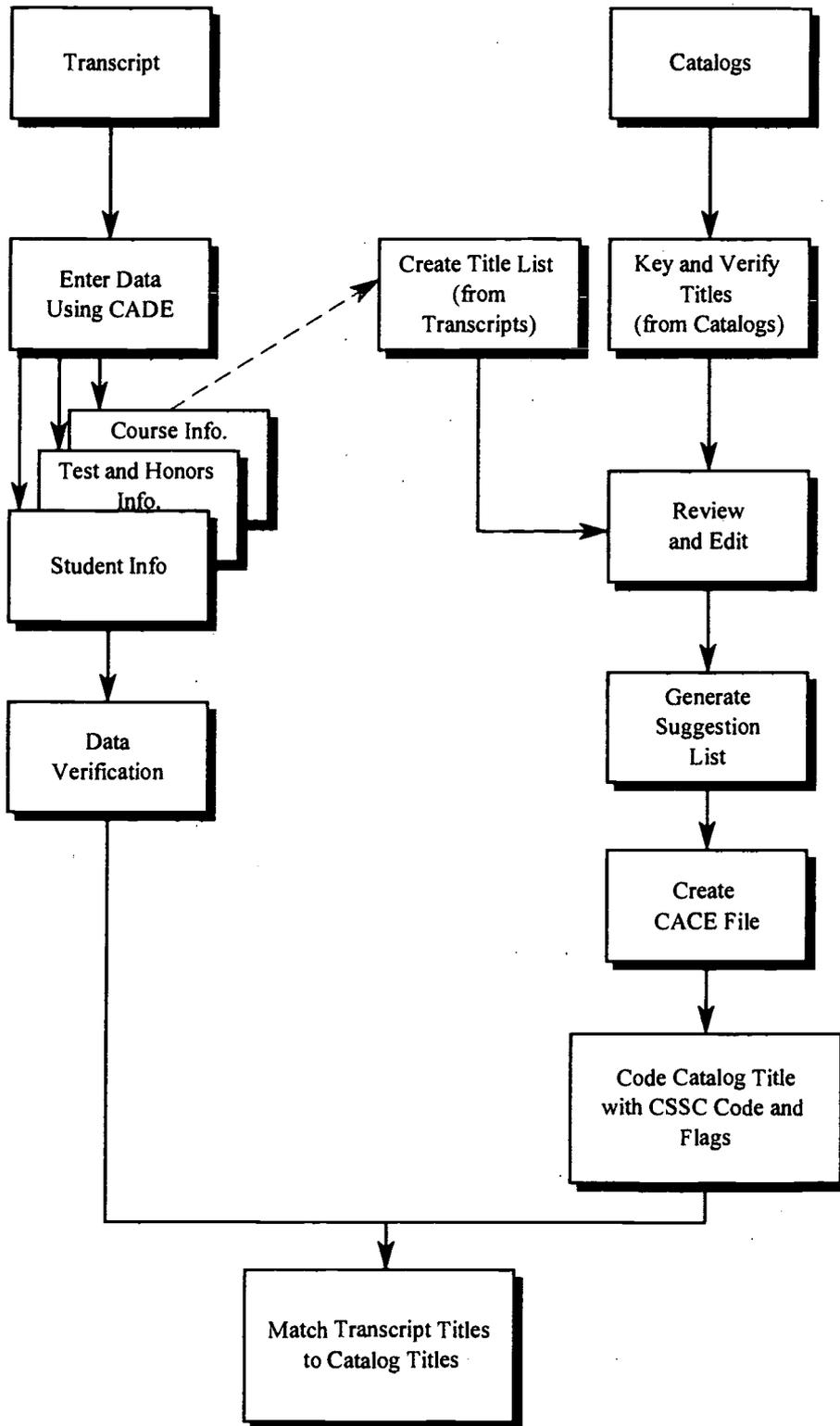


Figure 5-2. Data entry and coding process

Exhibit 5-2. Values for flags

<p>Sequence Flag</p> <ul style="list-style-type: none"> 0 Non sequential course (DEFAULT) 1 First course in sequence 2 Advanced course in sequence 	<p>Off Campus Flag</p> <ul style="list-style-type: none"> 0 DEFAULT No 1 Yes, taught at area Vo-Tech 2 Yes, taught at Special Ed Center 3 Yes, other 4 Yes, at multiple locations
<p>Language Flag</p> <ul style="list-style-type: none"> 0 DEFAULT taught in English 1 Taught in language other than English 	<p>Transfer Flag</p> <ul style="list-style-type: none"> 0 DEFAULT - Not a transfer course 1 Transfer course
<p>Remedial/Honors Flag</p> <ul style="list-style-type: none"> 1 Honors course 2 DEFAULT Regular course 3 Remedial course 4 International Baccalaureate 5 Advanced Placement <p>Combination Course Flag*</p> <ul style="list-style-type: none"> 1 DEFAULT, Not a combination course 2 Yes, the course was assigned 2 CSSC codes 3 Yes, the course was assigned 3 CSSC codes 4 Yes, the course was assigned 4 CSSC codes 	<p>Special Education Flag</p> <ul style="list-style-type: none"> 0 Self-contained special education 1 Non special education (DEFAULT) 2 Resource-level special education

*NOTE: When multiple CSSC codes are assigned to a course, the course credits are divided evenly among each of the codes.

Codes for flags were automatically set to default values when a course was selected or entered and could then be changed to nondefault values by the coder. The CACE system included a “browse” screen where the catalog coder could rapidly review the work but could not edit it. This screen displayed the data using one line per course title, a format that was particularly useful for locating uncoded entries and reviewing similar titles for consistency in coding flags.

5.3.3.1.1 Coding Transfer Courses

An important variation on the course coding procedure was for transfer courses – that is, courses on a student’s transcript that were taken when the student attended another school but the credits for these courses were transferred to the HSTS school and accepted there. These courses were automatically added to the catalog list appearing in CACE with the “transfer flag” indicating their transfer

status. In coding these transfer courses, the catalog coder could use only the course title to assign CSSC codes. No descriptive information was available unless the course was taken in the same school district and a district catalog was available for review.

To address this issue, the CACE system built a list of transfer course titles and previously assigned CSSC codes and used these to assign CSSC codes automatically to transfer courses that matched items in the list. When a new transfer course was coded, it was added to the list. Since the number of transfer titles for a school could be quite large – sometimes up to 80 percent of the titles for the entire school in an area with a highly transient population – this automated procedure saved a great deal of time and ensured that identical titles always received identical codes.

Coders performed manual title matching only for nontransfer courses. Transfer titles were automatically matched by CACE since the catalog entries are copies of transcript titles. For transfer courses, a copy of the title of each transfer course was placed in the catalog course listing file so that it could be coded with an appropriate CSSC code. Since these titles in the catalog are identical to those appearing in the transcript course list, they could be matched to one another automatically.

5.3.3.1.2 Coding Special Education Courses

Special education courses were coded by a specialist holding an advanced degree in special education. All special education coding was reviewed by the coding supervisor, who had extensive expertise in special education. Special education courses were coded using the same procedures and CACE features as those used for other courses.

5.4 Matching Transcript Titles to Catalog Titles

Once the transcript data entry was complete, the next step in the coding process was to match transcript titles to catalog titles. Catalog coders completed a table that associated each course title appearing on a transcript with the title of a course in the school's catalog and its corresponding CSSC code and flags. The process was somewhat more difficult than might be expected because of the lack of uniformity in how courses are entered on transcripts, even within the same school. The task was also somewhat complex because both flags and course titles must be matched, e.g., "Algebra 1" with an

honors flag had to be appropriately matched with an honors level course in the catalog. For all schools, special education titles on transcripts were matched to appropriate catalog titles in special education by the supervisor.

The CACE system includes a facility for matching titles of courses appearing on one or more transcripts in a school to a course appearing in the course catalog. When a catalog coder entered the title matching facility, the system divided the screen into two windows. The upper window contained a scrollable list of transcript courses in alphabetical order and their associated transfer flag, language flag, and remedial/honors flag. The lower window contained a scrollable list of course titles from the high school's catalog and their associated flags. The catalog coder selected a course title in the upper window and then scrolled through the list in the lower window to find the matching catalog title. The coder specified the matching catalog course by highlighting it and pressing the **Enter** key. The catalog title then appeared next to the corresponding transcript title in the upper window. This process continued until each transcript title was associated with a catalog title. To minimize the effort required for title matching, each transcript title was presented for matching only once. Thus, even though "English 9" appeared on all the transcripts from a school, the coder needed to match it only once.

A CSSC code was assigned to each course listed on a transcript by matching each unique course title on a transcript to a specific CSSC-coded course in the school's catalog. The CSSC code thereby was associated with the transcript title. The associations were based on a match of the title, level (i.e., average, honors, remedial), and flags (transfer, language of instruction, disability) for each transcript entry. The matching process also served as an additional check on the accuracy of both transcript and catalog title data entry. For example, if an entry appeared in the transcript but not in the catalog, the catalog coder reviewed the transcript to determine whether the course should actually have been marked with the transfer flag. The coder reviewed the catalog to determine whether the course was erroneously omitted from the list of catalog titles. Sometimes this process revealed entire programs that students took that were not described or even mentioned in the school catalog. This discrepancy may have occurred because the only catalog provided was out of date and different courses were offered in 1994-1998 than were represented in the older catalog.

One of the major difficulties encountered in evaluating transcript course titles occurred when course titles were abbreviated. The original meaning of these abbreviations was difficult to determine. Some could be deciphered by knowing the program offered at a school (e.g., "EFE" is "Economics and Free Enterprise"), but others remained indecipherable despite all of our efforts (e.g., "ARCS"). Some

titles could reasonably be assigned to a broad domain, if not to a specific course. For example, "ABC Math" can be matched to the "Math-Other" course title and CSSC code. An ambiguous title was matched to an "other" course and code within a specific discipline whenever possible. Otherwise, the course was assigned a code of "600000" for "uncodable." This code was assigned to 918 of the over 1,000,000 courses entered. It represents less than 0.1 percent of the transcript entries.

5.5 Standardizing Credits and Grades

Since credit and grade information reported on transcripts varied considerably among schools, districts and states, it was necessary to standardize this information so that valid student- and school-level comparisons could be made. Standardized credit information was based on the Carnegie Unit, which was defined as the number of credits a student received for a course taken every day, one period per day, for a full school year. For each school, the catalog coder filled out a Carnegie Unit Report (Exhibit 5-3). The factor for converting credits reported on the transcript to the standard Carnegie Unit was verified by the curriculum specialist and then key entered for each school by data entry personnel.

Grade information on transcripts varied even more widely than credit information. Grades were reported as letters, numbers, or other symbols on a variety of scales. Coders provided standardized information for each school using the Standardization of Grades shown in Exhibit 5-4. Information was then key entered for each school by data entry personnel. Numeric grades were converted to standardized grades as shown in Table 5-1, unless the school documents specified other letter grade equivalents for numeric grades.

Table 5-1. Numeric grade conversion

Numeric grade	Standard grade
90-100	02 = A
80-89	05 = B
70-79	08 = C
60-69	11 = D
<60	13 = F

Exhibit 5-4. Standardization of grades

Standardization of Grades

School ID # _____ Initials _____

Standard	List All Schools Equivalent
01 = A+	
02 = A	
03 = A-	
04 = B+	
05 = B	
06 = B -	
07 = C+	
08 = C	
09 = C-	
10 = D+	
11 = D	
12 = D-	
13 = F	
14 = PASS OR SATISFACTORY	
15 = UNSATISFACTORY	
16 = WITHDREW	
17 = INCOMPLETE	
18 = NON GRADED	
19 = BLANK	
OTHERS (Specify)	

NOTE: ATTACH SAMPLE TRANSCRIPT GRADES FOR TRANSFER AND LIST ID NUMBERS, IF APPLICABLE.

5.6 Quality Control Checks

As noted already, CACE has a component for selecting and entering CSSC codes and flags for courses listed in a catalog. It also matches each entry on a transcript with an entry in the school's list of course offerings. Yet another component of the CACE system automatically converted the credits on each transcript to Carnegie Units, then compared the number of credits entered to the number of credits required for graduation in that school, school district, or state (depending upon which was the most reliable source of information). This automated check verified that the total credits entered for a student were less than 150 percent of the total number of credits required for graduation and not fewer than the total credits required. This range was necessary because many students take more than the minimum requirements for graduation, while only a small number of students graduate with fewer than the required credits. When the total credits that a student had earned was less than the number needed to graduate, or greater than 150 percent of the number required to graduate, the transcript and the data files were examined to see if a mistake had occurred. Any mistakes were corrected and the total credits were recalculated and compared to the graduation requirement.

In a few cases, Westat discovered that a student had not actually graduated and changed the exit status accordingly. It was also found that some students had earned substantially more credits than were required to graduate. Often these were students who had spent substantial amounts of time in both foreign and American high schools. While they were awarded credit for the foreign courses, they were still required to take an essentially American curriculum in order to obtain the American diploma.

In still other cases it was found that, although a student had fewer credits than were required to graduate, the transcript had all the other attributes of a graduated senior such as four full years of courses, all required courses, a graduation date, grade point average, and class standing. In these cases, if a careful review of the transcript and the data files showed no data entry or coding errors, the transcript was kept in the database with the apparent inconsistency as recorded on the transcript.

In a number of cases, the transcript listed transfer courses that needed to be given special treatment. In some cases it was clear that the appropriate Carnegie Units conversion factor for the credits reported on the transcript was different from that of the school issuing the transcript. When this occurred, the conversion factor was adjusted appropriately for these courses on a student-by-student basis. In other cases, entries were found on transcripts indicating that a student had been awarded some number of

credits for transferred courses, but there was no list of the specific courses. When this happened, a dummy course titled "Undifferentiated Transfer Courses" was created and treated as uncodable.

If a list of transfer courses appeared on a transcript with an associated number of credits indicated, a catalog coder apportioned the credits among the courses using whatever information was available. For example, some transcripts had sections that indicated by a series of check marks which of a set of requirements had been met. If the courses explicitly detailed on the transcript did not account for all of the check marks, then the transferred credits must account for the remainder.

Inclusion of the Undifferentiated Transfer Courses on the file had the effect of accounting for all the credits that appeared on the transcripts. It also provided the ability to screen essentially incomplete transcripts out of the analyses. The intent of the transcript study is to summarize the coursetaking patterns of graduates of American high schools over the three or four years that they attend a typical high school. For analytic purposes, therefore, transcripts that did not list separate credits for the equivalent of at least three full years of high school courses were treated as incomplete. This was done by creating a flag (**GRREQFLG**) that was placed on the student file, which indicated whether the differentiated course credits on a transcript equaled at least 75 percent of the minimum credits required to graduate. If they did not, the transcript remained in the file, but the student was given a weight of zero and was treated as missing for purposes of projecting national totals (see Chapter 6 of this report for a description of the nonresponse adjustment procedures). In other words, the transcripts for such students were fully coded and provided on the file, but with the recommendation that they not be used to estimate national coursetaking patterns.

Each stage of the process described above included measures to assure both the quality and consistency of the data. Quality control procedures ranged from those for specific data items to those for a broad overview of the data. These are described in more detail in the following sections.

5.6.1 Quality Control for Transcript Data Entry

Measures to maintain the quality of data entry on transcripts included (1) 100 percent verification of data entry, (2) review of all transcripts where the number of credits reported for a given year (or the total number of credits) was not indicative of the school's normal course load or graduation requirements, and (3) reconciliation of IDs of transcripts entered with the list of valid IDs for the HSTS.

Verification included all data entry fields except course titles, test names, and award titles. Verification was performed by a CADE verifier who had not entered that data initially. The number of credits entered for a transcript was automatically compared to a file containing the number of credits required for graduation, and gave the verifier a warning message if the number of credits entered was too large or small to be feasible. By reconciling the IDs on the transcripts that were entered with the IDs of students on the HSTS-eligible list, it was ascertained that every eligible transcript was entered and that no ineligible transcripts were entered.

5.6.2 Quality Control for Catalog Data Entry

The full listing of each catalog's course titles was reviewed by a curriculum specialist who visually compared the listing with the catalog itself. When errors were encountered, corrections were keyed and the corrections were reviewed again. For those schools without catalogs, the listing that was generated automatically was reviewed and edited when courses were coded.

5.6.3 Quality Control for Catalog Coding

The procedures for assuring the quality of assigning CSSC codes to courses offered in HSTS schools included (1) careful training and supervision of coders, (2) formal reporting and resolution of coding difficulties, (3) reliability checking throughout the process through independent coding of a sample of courses, or by complete review of codes for non-transfer courses by the curriculum specialist, (4) extensive quality reviews, and (5) automated quality assurance reports. Each of these procedures is described separately below. Figure 5-3 is a schematic diagram of our quality control procedures for catalog coding.

5.6.3.1 Difficulty Reporting

Problems in coding catalogs were reported directly to the curriculum specialist for review and final resolution. In conference, the difficulties were resolved at that time, and notes were made to document the decisions reached. Occasional telephone conferences with school personnel were also conducted to answer important questions.

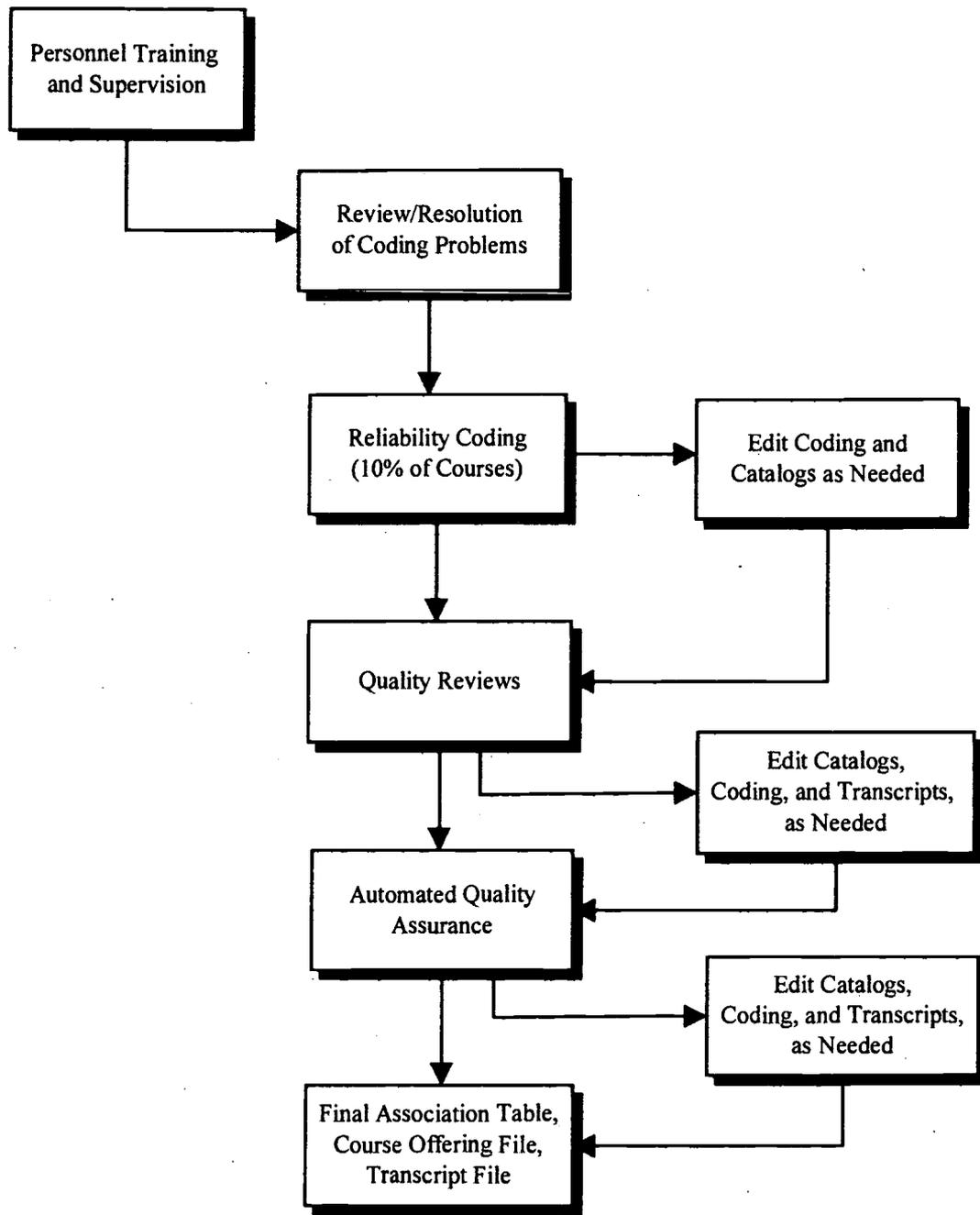


Figure 5-3. Quality control processes for catalog coding

5.6.3.2 Coding Reliability

An important measure of the quality of catalog coding is reliability, or agreement between coders on an appropriate CSSC code for a course. To measure coding reliability, one of the experienced coders coded a random sample of 10 percent of the nontransfer courses in each school catalog.

For schools with fewer than 100 nontransfer titles in their catalogs, 10 courses were coded by the experienced coder. For schools with more than 250 titles, 25 courses were coded. This sample coding was then compared with the codes assigned to the same course by the catalog coder. An agreement is either an exact match of codes or a match to a code that the curriculum specialist determines is equally appropriate for the course. If 90 percent or more of the coding agreed, no further action was taken. If agreement was less than 90 percent, the catalog coding was completely reviewed and any necessary changes were made. The disagreements were also discussed with the catalog coder who had done the original coding, and all coding procedures and principles were reviewed, as necessary. In addition, for 90 percent of the schools, the curriculum specialist reviewed all coding of nontransfer courses and made changes as needed. Multiple levels of review ensured both accuracy and consistency in coding. Since nearly all catalogs were completely reviewed by the coding supervisor and corrected, coding with extremely high accuracy was ensured.

5.6.3.3 Quality Review

Additional procedures to measure and maintain quality included a two-step review process. The first step consisted of generating a report for each school listing the courses that were uncoded, coded as “uncodable,” or coded “other.” Another report listed transcript titles that were unmatched or matched to an “uncodable” course. The curriculum specialist reviewed all these and recoded and rematched to the fullest extent possible all courses for which she could provide more explicit coding. The second step or “final review” was the last step in verifying the accuracy and completeness of all coding. The curriculum specialist performed this review by examining each CACE file a final time, paying close attention to title matching, as well as to catalog coding. When this review identified problems, the file was returned to a catalog coder to fix the problems and the quality review procedures were repeated.

5.6.3.4 Automated Checks

An additional quality check took place when the CACE files for a school were converted to delivery format. Reports listing frequencies of occurrences that might indicate errors were sent to the curriculum specialist for careful review. Each file was assigned a status of (1) complete, (2) errors in transcript entry, (3) errors in catalog coding and associations, or (4) computer errors (such as duplicate course sequence numbers). A file with status of 2, 3, or 4 was returned to CADE and CACE for correction, a new report was generated, and the report was again reviewed. This process was repeated until the file had a status of 1, indicating that it was complete and correct.

Some of the automated checks performed on the files produced by the transcript data entry and coding process included the following:

- All files were checked for duplicate IDs.
- It was verified that all NAEP IDs in the control list also appeared on the TRF list.
- It was verified that all IDs on the TRF list for a school were in the student data file.
- A crosstabulation of graduation year by exit status was created and reviewed for outliers.
- A crosstabulation of highest year (e.g., 11th grade, 12th grade) appearing in the transcript by exit status was created and reviewed for outliers.
- A crosstabulation of total Carnegie Units earned by exit status was created and checked for outliers.
- All students with 12th grade transfer courses (other than summer school) were listed and their transcripts checked for accuracy of data entry.
- Valid combinations of course flags were checked. For instance, no course could be both honors and remedial or special education.

5.7 Scanning and Preparing the SD/LEP Questionnaires

The SD/LEP forms collected during NAEP were scanned by National Computer Systems (NCS) and the files provided to ETS. ETS provided Westat with data for all 12th grade students for whom the SD/LEP Questionnaires had been completed during NAEP. Of all completed questionnaires, only the

ones with corresponding records in the HSTS Student File were selected for the final HSTS SD/LEP file. A total of 1,237 students are represented in the final SD/LEP file.

The responses to the questionnaire were entered on optical scan forms by school personnel (see Section 4.5) and scanned by NCS. The data in the scanned data file were direct representations of the questionnaire responses. There were, however, four items on the scanned data file that needed some recoding. The same recoding algorithm was used for the following three items:

- Item 8. What percentage of time is this student mainstreamed (i.e., with his/her nondisabled peers) in academic subjects (e.g., mathematics, reading/language arts, science)?
- Item 9. What percentage of time in the total school day is this student served by a special education program (both in a class with his/her nondisabled peers and outside such a class)?
- Item 29. During this school year, what percentage of this student's academic instruction is provided in his/her native language?

The choices on the questionnaire were 0 percent, 1-24 percent, 25-49 percent, and so on through 75-99 percent and 100 percent. For each item, the scanned data file contained one variable (coded "Yes" or "Missing") for each possible percentage choice. Because of this, it was possible to have more than one percentage entered in response to Questions 8, 9, and 29. The following actions were taken in order to create a file with a single field containing the actual percentage indicated on the questionnaire.

- If the respondent checked a single response for the item, the value of that response was used;
- If the respondent checked two adjacent responses, they were averaged;
- If the respondent checked more than two responses or two nonadjacent responses, the response code for "multiple response" was used; and
- If no response was checked, the code for "missing" was used.

One other item from the scanned data file was also recoded:

- Item 3. Which of the following best describes this student's disability?

Once again, the scanned file is structured in such a way that each possible selection is a separate variable. This allowed multiple selections to occur. The solution was to recode the responses so that, if two or more responses were chosen, the code for "multidisabled" was used.

Several variables were added to the final SD/LEP file. The student disability status was determined by the first question on the questionnaire and by the pattern of answers to the content questions. The disability flag (HCFLAG) was set to "1" if no disabling condition was indicated in our records; otherwise it was set to "2." Specifically, the disability flag was set to "2" if the following conditions were met:

- The TRF had the SD field flagged as 1 ("Yes");
- The student's exit status as entered in the CADE system was 3 or 4 (special education diploma or certificate of attendance);
- Question 1 "Does this student have a disability (physical and/or mental)?" in the SD/LEP questionnaire had a response of B (Yes").

The student's Exit Status, race/ethnicity, grade level, gender, birth month and year, Title I and NSLP flags were obtained from the Student File. If that information did not exist on the Student File, the corresponding data from the SD/LEP questionnaire were incorporated if available. Frequencies and crosstabulations were run to check the data for valid entries and outliers before, during, and after processing.

5.8 Scanning and Preparing the School Questionnaires

The School Questionnaire was used in the 1998 NAEP and was available for 242 of the 264 HSTS schools (the remainder had not participated in NAEP). The data were entered on optical scan forms by school personnel and scanned by NCS.

When coding the School Questionnaires, the coding system used with the previous School Files was used whenever possible. As with the SD/LEP Questionnaire, processing consisted of reformatting the scanned responses to provide one variable per question. When necessary, the value was set to either "multiple response" or "no response" as appropriate. A copy of the 1998 School Questionnaire is included as Appendix A.

5.9 Personnel Selection, Training, and Supervision

Trained, experienced educators were used for the coding task to ensure that coding was performed in a meaningful rather than rote manner. These coders had sufficient experience to understand, for example, the subtle differences in levels of English courses (regardless of specific terms used to describe them) so that they would be coded appropriately as at, above, or below grade level, and to recognize what the term “grade level” really means. After selecting individuals with appropriate experience and background, a thorough training was conducted in the concepts and procedures to be used in performing the coding task. The training included multiple measures of trainees’ understanding and accurate use of the information presented. Two of the coders had served in a similar capacity for the 1994 HSTS.

A curriculum specialist, holding a doctorate in Curriculum and Instruction, and experience from participation in the 1990 and 1994 HSTS, supervised the entire coding operation. She was constantly available to coders to answer questions, verify information, discuss issues, and provide general guidance as questions and problems were encountered. All issues that were of a general nature (i.e., pertaining to coding many or all catalogs) were brought to the attention of the entire group of coders. Answers to difficult coding decisions were posted on a wall visible to all coders. The curriculum specialist periodically reviewed each coder’s work to ensure a continued high level of performance.

5.9.1 Training Data Entry Staff

Actual transcripts were used to illustrate different formats and different types of information as demonstration materials. Trainees also used these transcripts as practice exercises to gain familiarity and skill in using the CADE system. In addition, two experienced HSTS data coders prepared a summary sheet for each school which directed the data entry clerk’s attention to any special features or difficulties associated with a set of transcripts.

5.9.2 Training Catalog Coders

Catalog coders who were selected had either current or prior experience teaching in American schools and/or had a college degree in education. An expert in special education was selected

to code the special education courses for all schools. Two of the catalog coders had coded catalogs during the 1990 and 1994 HSTS and were highly experienced. They assisted in part of the training and performed some specialized functions throughout the process of coding catalogs and entering transcript data.

Coder training was conducted over a 4-day period by the curriculum specialist, who was also the coding supervisor. Coders were trained both in the analytic aspects of selecting the best CSSC code for each course and in operating the CACE system. Training materials included practice exercises based on actual catalogs and transcripts from HSTS schools. The first day of training consisted of classroom-type presentations and a demonstration of the CACE system. The second day started with directed hands-on practice using CACE with training materials and gradually moved toward more independent use of the system. On the third day, coders began working in pairs, using CACE to code their first actual catalog. Each coder's understanding of the coding task and CACE operation was evaluated each half-day on practice tests and exercises. The final day was devoted to the beginning of actual coding, but all work was carefully reviewed before it was considered complete.

6. WEIGHTING AND ESTIMATION OF SAMPLING VARIANCE

The 1998 High School Transcript Study used a complex sample design with the goal of securing a sample from which estimates of population and subpopulation characteristics could be obtained with reasonably high precision (in other words, low sampling variability). At the same time, it was necessary that the sample be economically and operationally feasible to obtain. The resulting design requires that the user of the HSTS data utilize sampling weights to ensure valid analysis of the transcript data.

Sampling weights are factors assigned to each transcript that are used in any aggregations of transcript characteristics. Heuristically, these weights can be seen as being the number of students in the population that the sampled transcript “represents.” A transcript with a sampling weight of 100 represents 1 sampled student and 99 other nonsampled (or sampled but nonresponding) students in the population. A transcript with a sampling weight of 1 represents only the sampled student.

The sampling weights are designed primarily to represent differential sampling and response rates. For example, if a student comes from a subcategory with a sampling rate of 1/10 and a response rate of 1/2, then the student’s transcript might receive a sampling weight of 20. That transcript can be seen as representing the student and 19 other nonsampled and nonresponding students.

From the viewpoint of assigning sampling weights, the most important aspect of the 1998 HSTS sample design was the utilization of differential sampling rates. For example, schools with high percentages of minority students were sampled at a doubled sampling rate, and very small schools were sampled at a lower rate to reduce the costs incurred in fielding the schools (see Chapter 2 for further details regarding the sample design). Section 6.1 discusses the procedure for assigning sampling weights.

One consequence of the HSTS sample design is its effect on the estimation of sampling variability. Because of the clustering effects of the multistage design (students within schools, schools within primary sampling units) and because of the effects of certain adjustments to the sampling weights (poststratification and weighting adjustments), observations made on different students cannot be assumed to be independent of one another. As a result, ordinary formulas used to estimate the variance of sample statistics, based on the assumption of independence, will tend to underestimate the true sample variability. Three techniques that are widely utilized for variance estimation under those circumstances

are linearization, balanced repeated replication (BRR), and the jackknife. The jackknife procedure provides reliable variance estimators while being easy for the user to utilize. Any aggregations are computed utilizing the original sampling weights and each set of jackknife replicate weights. A simple formula combines these estimates into a suitable variance estimator.

Two types of weights, HSTS sample weights and linked weights, are needed for these data. HSTS sample weights are designed for any aggregations, including all of the transcripts in the study, whether or not they correspond to assessed NAEP students. The weight of each transcript represents students not included in the HSTS Study. Linked weights are designed for any aggregations that only include transcripts from students who were in a particular NAEP assessment (or who were excluded from NAEP). In this case, the linked weight assigned to the transcript is designed to represent not only students not included in the HSTS study, but also students included in the HSTS study who were not given the same assessment.

6.1 The HSTS Sample Weights: An Introduction

In order to make valid inferences about the entire population of graduated grade 12 students from the sample of student transcripts collected, it is necessary to use the sampling weights. The weights reflect the probability sampling scheme used to arrive at the sample of students for whom transcripts were requested. The HSTS weights were constructed without regard to the NAEP participation or nonparticipation status of schools and students. The weights also reflect the impact of sample nonresponse at the school and the student level, and make adjustments for these groups to decrease the potential bias that might arise through differential nonresponse across population subgroups. Finally, improvements to the precision of weighted estimates result from the application of poststratification factors to the sample weights.

Since the derivation of sampling weights and the estimation of sampling variability are strongly related to the sample design, the reader will need to review the main features of the sampling design discussed in Chapters 2 and 3 of this report.

The final HSTS and linked student weights were constructed in the following steps:

1. The student base weights (or design unbiased weight) were constructed as the reciprocal of the overall probability of selection. This procedure is discussed in Sections 6.3.1 and 6.3.3.
2. School nonresponse factors were computed, adjusting for schools that did not participate in the HSTS study. For the linked weights, adjustment factors were assigned for each session type (writing/civics, reading, and civics trend). The school nonresponse factors for the linked weights were also slightly different than the corresponding HSTS student weight school nonresponse factors, to account for schools that refused to participate in NAEP. This procedure is discussed in Section 6.4.
3. Student nonresponse factors were computed, adjusting the weights of “responding” students to account for “nonresponding” students. Definitions of responding and nonresponding students differed for the HSTS weights and the linked weights. The definitions and procedures are described in Section 6.5.
4. Student trimming factors were generated to reduce the mean squared error of the resulting estimates. Another purpose of trimming is to protect against a small number of large weights from dominating the resulting estimates of small domains of interest. This step is discussed in Section 6.5.
5. The last step was poststratification, the process of adjusting weights proportionally so that they aggregate within certain subpopulations to independent estimates of these subpopulation totals. These independent estimates were obtained from the Current Population Survey (CPS) estimates for various student subgroups. As the CPS estimate has smaller sampling error associated with it, this adjustment should improve the quality of the weights. This step is also discussed in Section 6.5.

6.2 The HSTS-NAEP Linked Weights: An Introduction

A primary purpose of the HSTS study is to provide a database for analyzing the relationship between students' proficiencies, as measured by their NAEP assessment outcomes, and students' course-taking in their high school careers. In order for a student to be part of this “linked” database, a completed NAEP assessment was required for the student, as well as a completed (and usable) transcript from the HSTS study. In addition, the scope was limited to students who graduated as determined by the HSTS. There were many students for whom a completed transcript was received but no NAEP assessment exists (because either the school or the student refused to participate in NAEP or the student was absent on assessment day). These students can be part of the HSTS database but not the linked database that requires both transcripts and assessment results for the same student.

The linked database requires a different set of sampling weights than the HSTS database alone, as the set of students that qualify for these databases is a subset of the larger HSTS set. In particular, the school and student nonresponse adjustments will be larger for the linked weights than for the HSTS weights. This is so because a student or school had to participate in both the NAEP and the HSTS surveys to qualify as a “respondent” for the linked database. This reduced the number of school and student responses, thereby increasing the nonresponse adjustment factors.

The sampling weights are computed so that the sample can “represent” in a statistical sense the full population of students from which the sample is drawn. In particular, the sampling weights will aggregate to the total number of students in the population. Linked weights were computed separately for writing, 25-minute reading, 50-minute reading, civics, and civics trend assessment students. Each assessment sample represents the full population, so each of the five sets of assessment-linked weights aggregate separately to the population totals.

Excluded students were pooled with assessed and absent students in the weighting process. For student nonresponse adjustment, weights corresponding to excluded students with completed and usable transcripts were adjusted to account for excluded students with unusable or missing transcripts. The general weighting process for the linked weights was similar to HSTS and was discussed in Section 6.1.

6.3 Computation of the Base Weights

Sample estimates were computed from the students’ transcripts by aggregating observations from each transcript using the sample weights. If there were 100 percent response to the HSTS survey, and if no trimming and poststratification were carried out, then the sample weights would be equal to the base weights, which are the reciprocals of the probabilities of selection of that student. The sample aggregates generated using these base weights would be unbiased estimators of the corresponding quantities in the U.S. population (cite, for example, Cochran (1977), Section 9A.7). As indicated previously, NAEP uses differential sampling rates, deliberately oversampling certain subpopulations to obtain larger samples of respondents from those subgroups, thereby enhancing the precision of estimates of characteristics of these oversampled subgroups.

As a result of oversampling schools, these subpopulations, corresponding to students from public schools with high concentrations of black and/or Hispanic students, and students from nonpublic schools, are overrepresented. As a result of oversampling students, subpopulations of black and/or Hispanic students from public schools with low concentrations of these groups and SD/LEP students in schools assigned reading sessions, are also overrepresented in the sample. Appropriate estimation of population characteristics must take disproportionate representation into account. This is accomplished by assigning a weight to each respondent, where the weights approximately account for the sample design and reflect the appropriate proportional representation of the various types of individuals in the population.

6.3.1 Computation of Base Weights: HSTS Weights

The student base weight for the 1998 HSTS sample was computed for each student sampled into one of the following:

1. A NAEP assessment (including selected students who were later excluded as being nonassessable) in an HSTS sample school, where student IDs could be matched between NAEP and HSTS files.
2. A new sample due to being in a HSTS school that did not cooperate in NAEP.
3. A new sample due to being in an HSTS- and NAEP-cooperating school, where the student ID could not be linked between the two studies.

The HSTS student base weight assigned to a student is the reciprocal of the overall probability that the student was selected. Thus, the base weight for a student may be expressed as the product

$$W_B = PSUWGT_M \times QSCHWT12 \times SCH_WT12 \times TRPSUWT \times TRSCHWT \times CSBW$$

where,

PSUWGT_M = The inverse of the probability that the PSU was selected for NAEP. Of the 94 PSUs selected, 22 were certainty PSUs and have a PSU weight of 1.0. For the remaining 72 PSUs, the probability of selection was calculated to account for the initial selection of one PSU per stratum;

= 1, if the private school is from the PSS list frame;

- QSCHWT12* = The inverse of the probability that a Catholic, Religious affiliated, or other nonpublic school was selected for the PSS from the PSS area frame (refer to Section 2.3);
- SCH_WT12* = The inverse of the conditional probability, given the NAEP PSU, that the school was selected for NAEP;
- TRPSUWT* = The inverse of the conditional probability that the PSU was selected for HSTS, given that the PSU was selected for NAEP;
- TRSCHWT* = The inverse of the conditional probability that the school was selected for HSTS, given that the PSU was selected for HSTS and the school was selected for NAEP (and given the school was selected for the PSS (for private schools)); and
- CSBW* = The inverse of the conditional probability, given the HSTS PSU and school, that the student was selected.

Variations in 1998 HSTS in probabilities of selection, and consequently of weights, were introduced by design, either to increase the effectiveness of the sample in achieving its goals of reporting for various subpopulations, or to achieve increased efficiency per unit of cost.

The “frame” for the HSTS sample was the set of all eligible 1998 NAEP sample schools that were sampled for the NAEP grade 12 study. Table 6-1 presents the following information for public and nonpublic schools:

1. The number of schools in the 1998 Main NAEP grade 12 sample.
2. The number of eligible schools in the 1998 Main NAEP grade 12 sample.
3. The number of eligible NAEP schools that were sampled into the HSTS sample.
4. The percent of eligible NAEP schools in the HSTS sample.

Table 6-1. Counts of NAEP and HSTS sampled schools

School Type	Sampled NAEP schools	Eligible NAEP schools	Sampled HSTS schools	Percent of eligible NAEP schools sampled
Public	535	527	269	51.0
Nonpublic	317	218	53	24.3
Total	852	745	322	43.2

6.3.2 Conditional Student Base Weights for the HSTS

As noted before, the quantity CSBW is the inverse of the conditional probability of selection of the student into the HSTS. In schools that did not participate in the NAEP assessment, but did participate in HSTS, a sample of students was drawn for the HSTS survey alone. There were 22 of these schools, representing seven percent of the HSTS sample. There were also 10 schools that were cooperative with the NAEP assessment, but did not retain the administrative information necessary to use their assessed students in the HSTS study. Of the 10 schools that participated in NAEP but the student links to NAEP were lost, eight were originally sampled and two were substitutes. For the 32 schools where new samples of students were selected, if the school had fewer than 60 12th graders, then the sampling rate was set to 1. Otherwise, an equal probability sample of 50 12th graders was chosen and the conditional probability of selection was 50 divided by the total count of 12th graders in the school.

Table 6-2 presents the total number of students in the HSTS study from each class of school.

Table 6-2. Total students in HSTS study in HSTS cooperating schools

Response Category	Number of schools in category	Number of sampled students in HSTS study
HSTS and NAEP cooperating schools, with linkage	232	27,183
HSTS cooperating, but not NAEP	22	1,081
HSTS cooperating, no NAEP link	10	500
Total	264	28,764

Note: The number of schools includes original and substitute schools.

The schools in the first group are called “linked” schools: students in these schools received positive sample HSTS and linked base weights. Students in the remaining schools received positive HSTS base weights, but linked base weights of 0.

6.3.3 Computation of Base Weights: NAEP-HSTS Linked Weights

The student base weights appropriate for the NAEP-HSTS link are similar to those computed for the HSTS weights. However, the probability that a school was assigned the particular NAEP session (as discussed in Section 2.4), the probability that a school was assigned the particular NAEP sample type

(applies to reading, Section 2.4), and the probability that a student was assigned to the particular NAEP assessment (i.e., subject) must also be included as subsampling was done to select final school and student samples for each assessment.

Within schools, each student was assigned one of five assessments (to minimize the workload required for each student). This assignment was random. After this assignment, the student was evaluated as to eligibility and excluded from assessment if found to be ineligible (because of language problems or disabilities).

The linked base weight assigned to a student is the reciprocal of the overall probability that the student was selected for a particular assessment. Thus, the base weight for a student may be expressed as the product

$$LW_B = PSUWGT_M \times QSCHWT12 \times SCH_WT12 \times TRPSUWT \times TRSCHWT \times SA_WT \times SAADJ \times STYWT \times YRRND_FC \times STUSA_WT$$

where,

PSUWGT_M, *QSCHWT12*, *SCH_WT12*, *TRPSUWT*, and *TRSCHWT* were explained in Section 6.3.1;

SA_WT = The inverse of the conditional probability, given the sample of NAEP schools in a NAEP PSU, that the school was allocated the specified session type. This is a function of the session type and the number of sessions allocated to the school. Session allocation weights were calculated separately for each session type. The values for the session allocation weights are summarized in Table 6-3;

SAADJ = The session allocation weights were adjusted for smaller-than-expected schools to account for one or more session types that were dropped. The adjustment factor, *SAADJ*, was computed as the number of sessions assigned divided by the number of sessions assigned for the session type that was kept;

STYWT = The inverse of the conditional probability, given the sample of NAEP schools in a PSU, that the specified sample type was assigned to the school. The sample type weight is the reciprocal of the probability that the sample type was assigned to the school. For reading, the weight is 2, and for other sessions the weight was set to 1;

YRRND_FC = The year-round school factor, which accounts for students not in session for schools on a year-round system; and

STUSA_WT = The inverse of the conditional probability, given the HSTS school and HSTS PSU, that the student was selected for the specified subject type.

Table 6-3. Session allocation weights

Writing/Civics		Reading		Civics Trend	
SA_WT	Number of sessions assigned	SA_WT	Number of sessions assigned	SA_WT	Number of sessions assigned
49/34	1	49/13	1	49/2	1
1	2	49/26	2	49/4	2
1	3	49/39	3	49/6	3
1	4	49/45	4	49/8	4
1	5	49/47	5	49/10	5

For assessed, absent, and excluded students, the conditional student weight, *STUSA_WT*, is the reciprocal of the probability that the student was selected for the particular subject to which he/she was assigned. This probability is the product of the within-school sampling rate, which includes the sampling factors that account for the oversampling of black and Hispanic students in public schools with lower numbers of minority students and the oversampling of SD/LEP students in nonpublic schools; the proportion of the relevant eligible students assigned to the particular session type within the school as prescribed by the SAF; and the proportion of students in a writing/civics session given a subject-specific assessment booklet (see Table 6-4 for the subject factors).

Special attention was given the writing sample allocation factors for accommodated SD/LEP students and nonaccommodated students. The SD/LEP students in 50-minute writing that were accommodated were given 25-minute writing booklets. Therefore, the accommodated students had a higher chance than the nonaccommodated students of being assigned the 25-minute writing booklet. A special poststratification procedure was done for 50-minute writing, as described in Section 6.5.9.

Table 6-4. Writing sample allocation factors

Subject	Factor
25-minute writing	
Nonaccommodated	17/10
Accommodated	17/13
50-minute writing	17/3
Civics	17/4

Excluded students were weighted together with assessed and absent students within the subject to which they were assigned. Table 6-5 gives the final counts of students assigned each type of assessment. These counts are then separated out into two subcounts: (1) students who were excluded from being assessed based on disability or limited English proficiency and (2) students who were certified as eligible for assessment.

Table 6-5. Assessed and excluded students with usable transcripts and graduated in linked schools

NAEP Assessment	Assessed students	Excluded students	Total students
25-minute writing	7,558	193	7,751
50-minute writing	2,232	64	2,296
Reading	4,826	96	4,922
Civics	3,032	63	3,095
Civics trend	758	27	785
All assessments	18,406	443	18,849

6.4 Weighting Adjustments for School Nonresponse

Nonresponse is present to some degree in every large-scale survey and generally has a negative effect on the quality of estimators, if not adjusted for in the weights. First of all, nonresponse reduces the effective sample size from n to n_r , where $n_r < n$. This reduction of sample size increases the sampling variance of any estimators. In addition, if there are significant differences between the respondents and nonrespondents, then there will also be a bias of unknown size and direction. For example, suppose that the overall response rate was 60 percent, but the response rate of black students was only 20 percent, whereas the response rate of white students was 80 percent. Without any adjustment, whites would be overrepresented in the data set by a factor of four. If there are systematic differences between whites and blacks with regard to any of their HSTS characteristics, then this overrepresentation would result in serious bias. In this example, a nonresponse adjustment would correct this bias by multiplying the sampling weights for black students by a factor of five and the sample weights for white students by a factor of 5/4.

Suppose Y is the population characteristic of interest, and is the summation of the characteristic value for each student over all graduates in the U.S. population. One such characteristic, for

example, would be whether the student has taken Advanced Placement Calculus. If y_{ijk} is the characteristic value (equal to 1 if the student has the characteristic, 0 otherwise) for the k^{th} student in the j^{th} school in the i^{th} PSU, with P the set of all schools in the U.S. population (in all PSUs), and P_j the set of all graduates in the j^{th} school in the i^{th} PSU, then we can write Y as:

$$Y = \sum_{ij \in P} \sum_{k \in P_j} y_{ijk} \quad (\text{Equation 6.4.1})$$

Suppose S is the HSTS sample of schools, with S_j the set of all sampled students in HSTS school j in PSU i . Then under full response we can write the unbiased estimator of Y as:

$$\hat{Y}_F = \sum_{ij \in S} \sum_{k \in S_{ij}} W_{Bijk} y_{ijk} \quad (\text{Equation 6.4.2})$$

where W_{Bijk} is the student base weight for sampled student k in HSTS school j in PSU i . (See Section 6.3 for the definition of W_{Bijk} .)

In the HSTS survey there was nonresponse at both the school and the student level. Let RS be the set of cooperative HSTS schools, and RS_j the set of sampled students for which we have completed transcripts in school ij (the j^{th} school in the i^{th} PSU). Then our final estimator of Y can be written as:

$$\hat{Y} = \sum_{ij \in RS} \sum_{k \in RS_{ij}} FINSTUWT_{ijk} y_{ijk} \quad (\text{Equation 6.4.3})$$

The weight $FINSTUWT_{ijk}$ in Equation 6.4.3 is the final sampling weight: the base weight W_{Bijk} multiplied to adjustments for school nonresponse and student nonresponse. $FINSTUWT_{ijk}$ also includes factors incorporating trimming and poststratification adjustments. Section 6.4.1 discusses the adjustments made in the base weights to account for school nonresponse. It is divided into the following sections:

- Approach to school nonresponse adjustments;
- Selection of school nonresponse cells;

- The results of the CHAID analysis;¹
- HSTS school nonresponse adjustments; and
- School nonresponse adjustments for the NAEP-HSTS linked weights.

6.4.1 Approach to School Nonresponse Weighting Adjustments

The most widely accepted paradigm for nonresponse weighting adjustments is the quasi-randomization approach (Oh and Scheuren (1983)). In this approach, nonresponse cells are defined based on characteristics of the schools that are known to be related to response. For example, if it is known that private schools generally respond at a lower rate than public schools, then public/private status should be one characteristic used in generating nonresponse cells. Under this approach, all schools in the sample are assigned to a nonresponse cell based on their characteristics.

Under the quasi-randomization paradigm, Westat models nonresponse as if it were equivalent to another stage of sampling. Within each nonresponse cell it is assumed that the responding schools are a simple random sample from the set of all HSTS schools in the cell. In other words, there are no systematic differences in nonresponse rates within subcategories contained in each cell. If this assumption is valid, then the use of the quasi-randomization weighting adjustment eliminates any nonresponse bias.²

The critical assumption under this approach is that the response rate is homogeneous within the nonresponse cells. For example, if the nonresponse cells are based only on public/private school status, and there are considerable differences in response rates between high-minority and low-minority schools, then this divergence of response rates within the public/private cells causes bias in the study results. On the other hand, only nonresponse cells are wanted for which the response rate is in fact heterogeneous across cells. Using more cells rather than less could increase variability and, if many of the cells have the same underlying response rate, then no bias reduction could be achieved by having the larger number of cells. For the HSTS, Westat chose nonresponse cells that were heterogeneous in response rate between cells. Westat also chose a set of cells that was as small in number as possible while satisfying these properties.

¹ See Section 6.4.2 for a description of CHAID.

² For further discussion regarding these assumptions and model see Little and Rubin (1987), Section 4.4.

6.4.2 Selection of School Nonresponse Cells

All eligible responding schools within each selected nonresponse cell receive the same school nonresponse weighting adjustment to their weights. This nonresponse adjustment is formally defined in Section 6.4.4, Equation 6.4.4. It is important that response rates be as uniform as possible within each nonresponse cell. For example, suppose that the nonresponse cells are based on Census region alone, so that the Northeast census region would be one nonresponse cell. Then all schools within the Northeast region would receive the same school nonresponse weighting adjustment, say 1.5. This nonresponse adjustment would be the reciprocal of a response rate of $2/3$.

However, suppose that high-minority schools within this cell have a response rate of $1/5$, with low minority schools having a much higher response rate of $9/10$. Then low-minority schools would be overrepresented in this sample by a factor of $9/2$, and a nonresponse bias would be incurred for any characteristic that is related to minority status. The response rate is not uniform within the response cell but may be uniform within response cells defined by both census region and minority status. In this case, the small number of high minority schools would receive a school nonresponse adjustment of 5, with the large number of low-minority schools receiving a school nonresponse adjustment of 1.11. High- and low-minority schools would then be represented correctly in the final estimators.

This need for a uniform response rate within cells requires us to make nonresponse cells as small as possible to capture every characteristic that may be related to both “response propensity” and survey characteristics of interest. At the same time, it is important that the sample sizes within individual response cells do not become too small, because this could seriously increase sampling variability. Thus, we need to assign nonresponse cells that are homogeneous in response propensity within cells but also have reasonably large sample sizes within each cell.

Four potential nonresponse variables were checked in the analysis.

1. Metropolitan/nonMetropolitan PSU status.
2. NAEP region (see Section 2.2 for a definition of NAEP region).
3. Public/Catholic/nonCatholic private status.
4. High minority status: whether or not the school has greater than 15 percent minority students.

Nonresponse cells were defined based on crossclassifications of these school and PSU characteristics. The cells were defined as having responding sample sizes greater than 6 and an adjustment factor less than or equal to 2, with as much difference in response rates between cells as is possible. Cells with small differences in nonresponse rates were collapsed, whether or not they satisfied the 6 sample size minimum or the maximum adjustment factor of 2.

CHAID is the name given to one version of the Automatic Interaction Detector (AID) that has been developed for categorical variables. Kass (1980) presents the theory underlying the CHAID technique. The CHAID methodology creates a cell structure based on splitting the data set progressively in a tree structure. The iterative splitting along each newly created branch is done by choosing the “best” variable which has not yet been used on that branch, using modified χ^2 tests. The χ^2 tests are modified using Bonferroni-type adjustments to prevent variables from being “favored” simply because they have more categories.

6.4.3 The School Nonresponse Cells: Results of the CHAID Analysis

The CHAID analysis was carried out using unweighted response rates, where cooperating substitute schools were included in the analysis. Of the 301 eligible original schools in the HSTS sample, 241 cooperated, which resulted in an unweighted response rate of 80 percent. Of the 60 nonrespondent original schools, 23 were replaced with substitutes that participated. Including the substitutes, there were 264 schools that participated in the HSTS, which resulted in a response rate of 87.7. The analysis was carried out using the four characteristics indicated in Section 6.4.2, with response status as the binary dependent variable. Polychotomous variables such as NAEP region were not combined into coarser categories, as is an option with CHAID. The best primary variables in terms of heterogeneity of response was found to be high minority status and school type status. The assignment of high-minority status was applicable to public schools only, since all nonpublic schools were assigned the same minority status (low). The counts of schools and response rates are given in Table 6-6.

Table 6-6. Response rates for public and nonpublic schools, unweighted

School Type	Total HSTS original sample schools (eligible only)	Unweighted response rate by type of school, before substitution	Unweighted response rate by type of school, after substitution
Public- high minority	165	90.1	93.3
Public – low minority	102	69.6	84.3
Nonpublic	34	58.8	70.6
Total	301	80.0	87.7

The high-minority public schools were further broken out into two cells based on NAEP region. The nonWest region schools were further broken out by Metropolitan PSU status.

The low-minority public schools were broken out into four branches based on NAEP region. Two of these NAEP region groupings were divided into two cells. The Southeast and West region schools were broken out separately by Metropolitan PSU status.

The nonpublic schools were broken out into two cells based on NAEP regions. One group consisted of Northeast and Southeast schools, and the other group consisted of Central and West schools.

There were a total of 11 nonresponse cells defined. Table 6-7 presents these cells, the total count of HSTS respondents in each cell, and the school nonresponse adjustment factors within the cells.

Table 6-7. School nonresponse adjustment factors for the HSTS weights

School nonresponse cell	Number of HSTS respondent schools	School nonresponse adjustment factors (SCNRF0)
<u>Nonpublic</u>		
Northeast, South	13	1.76
Midwest, West	11	1.24
<u>Public – High minority status</u>		
Northeast	28	1.14
South, non-metro area	20	1.00
South, metro area	34	1.04
Midwest	16	1.13
West, non-metro	13	1.20
West, metro	43	1.08
<u>Public – Low minority status</u>		
Northeast, South, Midwest, non-metro area	25	1.51
Northeast, South, Midwest, metro area	33	1.22
West	28	1.05

6.4.4 HSTS School Nonresponse Adjustments

The HSTS school nonresponse adjustments were computed using the school nonresponse cells selected from the CHAID analysis. The nonresponse adjustments were the reciprocals of weighted response rates computed for each cell. The weights used in these weighted response rates were the numbers of 12th graders in each school, divided by the probability of selection of the school.

The school base weight is computed as:

$$SCBWT0 = PSUWGT_M \times QSCHWT12 \times SCH_WT12 \times TRPSUWT \times TRSCHWT \quad (\text{Equation 6.4.4})$$

where the weighting factors are defined in Section 6.3.1. Cooperating substitute schools received the values of SCBWT0 from the original sampled school that it replaced.

The school nonresponse adjustment factor for the HSTS weights is designated $SCNRF0$. It is computed for school nonresponse cell c as follows:

$$SCNRF0_c = \frac{\sum_{ij \in B_c} SCBWT0_{ij} \times G_{ij}}{\sum_{ij \in C_c} SCBWT0_{ij} \times G_{ij}} \quad (\text{Equation 6.4.5})$$

where,

- G_{ij} = The estimated number of grade-eligible students in school j (the values of G_{ij} were based on QED or PSS data or updated grade enrollment values from field operations);
- set B_c = Consists of all in-scope originally sampled schools in school nonresponse cell c ; and
- set C_c = Consists of all schools in school nonresponse cell c that ultimately participated (including substitutes).

The school nonresponse adjustment factors $SCNRF0$, as computed using Equation 6.4.5, are shown in Table 6-7.

6.4.5 School Nonresponse Adjustment for the NAEP-HSTS Linked Weights

The difference in the school nonresponse adjustment for linked weights with the corresponding adjustment for the HSTS weights is due to the smaller set of responding schools in the former case. Westat designated as responding schools only those that were assigned the particular assessment session type in question, that cooperated with the NAEP assessment, and that sent us usable transcripts for the HSTS study.

The school nonresponse cells selected in the CHAID analysis, as discussed in Section 6.4.2, were initially used for the linked weight. However, for reading, the adjustment was done separately by sample type. The differences in response rates and responding sample sizes should be negligible, so nonresponse cells that are found to have the desired properties for the HSTS weights should also have the same properties with linked weights. It was necessary to collapse the CHAID cells, since there were smaller numbers of schools due to the allocation to session types.

The session base weight is computed as:

$$SESSBWT0 = PSUWGT_M \times QSCHWT12 \times SCH_WT12 \times TRPSUWT \times TRSCHWT \times SA_WT \times SAADJ \times STYWT \quad (\text{Equation 6.4.6})$$

where the weighting factors are defined in Section 6.3.1. Cooperating substitutes received the value of SESSBWT0 from the original sampled school that it replaced.

The session nonresponse adjustment factor for the linked weights is designated *SESSNRF0*. It is computed for session nonresponse cell *c* as follows for each session type (writing/civics, reading, and civics trend):

$$SESSNRF0_c = \frac{\sum_{B_c} SESSBWT0_{ij} \times G_{ij}}{\sum_{C_c} SESSBWT0_{ij} \times G_{ij}} \quad (\text{Equation 6.4.7})$$

where,

- G_{ij} = The estimated number of grade-eligible students in school *ij* (the values of G_{ij} were based on QED or PSS data or updated grade enrollment values from field operations);
- set B_c = Consists of all in-scope originally sampled schools in session nonresponse cell *c*; and
- set C_c = Consists of all schools in session nonresponse cell *c* that ultimately participated (including substitutes).

The session nonresponse adjustment factors *SESSNRF0*, as computed using Equation 6.4.7, are shown in Table 6-8. Also shown are the collapsing schemes for each session. Initial cells with the same letter form one final cell. Only one session nonresponse adjustment is computed and shown for each final cell.

Table 6-8. Session nonresponse adjustment factors for the linked weights

Initial nonresponse cell	Writing/Civics		Reading (S2/S3)		Civics Trend	
	Final Cell	SESSNRF0	Final Cell	SESSNRF0	Final Cell	SESSNRF0
Nonpublic						
Northeast, Southeast	a	1.70	a/c	1.62/1.61	a	1.00
Central, West	a	1.70	a/c	1.62/1.61	a	1.00
Public – high-minority status						
Northeast	a	1.70	b/	1.31/1.54		1.53
Southeast, nonmetro area		1.00		1.17/1.00	c	1.56
Southeast, metro area		1.21		1.23/1.13	c	1.56
Central		1.37	b/	1.31/1.22	c	1.56
West, nonmetro		1.21	/d	1.00/1.43	c	1.56
West, metro		1.40	/d	1.32/1.43	c	1.56
Public – low-minority status						
Northeast, Southeast, Central, non-metro area		1.51	a/	1.62/1.00	a	1.00
Northeast, Southeast, Central, metro area		1.36	a/c	1.62/1.61	b	1.38
West		1.20		1.17/1.17	b	1.38

6.5 Student Weight Adjustments

The final weight for each student is the base weight multiplied by a number of special factors. These factors in their usual order of implementation are as follows:

1. An adjustment for nonresponse at the school level (or session level for the linked weights);
2. An adjustment for unusable or missing student transcripts (or absent students or assessed or excluded students with missing or unusable transcripts for the linked weights);
3. An adjustment for “large” weights (trimming); and
4. An adjustment to known CPS student population totals (poststratification).

This is the “usual” order of implementation for weighting in surveys of this kind (such as 1998 NAEP). The adjustment for nonresponse at the school level was discussed in Section 6.4. We also need to adjust the weights for nonresponse at the student level. These adjustments are discussed in

Sections 6.5.1 through 6.5.4. In general practice, adjustment for poststratification is the last step, since the final weights should generally aggregate exactly to the poststratification control totals. Thus, any nonresponse adjustments are computed first, followed by a trimming adjustment for large weights, followed by the final poststratification step to generate weights that aggregate exactly to known control totals.

The trimming adjustments are discussed in Sections 6.5.5 and 6.5.6. For the reading assessment for the linked weights, reporting factors are computed in order to define the reporting populations. The calculation of the reporting factors is explained in Section 6.5.7. The poststratification adjustments are discussed in Sections 6.5.8 and 6.5.9.

6.5.1 Student Nonresponse Adjustment: HSTS Weights

For a small percent of graduated students it was not possible to obtain a transcript. In addition, some transcripts were considered unusable, since the number of standardized credits shown on the transcript was less than the number of credits required to graduate by the school. An adjustment is necessary in the weights of graduated students with transcripts to account for missing and unusable transcripts. To do this adjustment correctly, it is necessary to have the complete set of graduated students, with or without transcripts. Students who did not graduate were not included in this adjustment, but they were retained in the process for poststratification. There are a few students, however, for whom no transcripts were received and the graduation status was unknown. Among these students, a certain percent was imputed as graduating, based on overall percentages of graduating students. The remainder were imputed as nongraduating.

The imputation process was a standard hot-deck imputation (see, for example, Little and Rubin (1987), Section 4.5.3). For each student with unknown graduation status, a “donor” was randomly selected (without replacement) from the set of all students with known graduation status from the same region, school type, race/ethnicity, age class, school, and gender, in hierarchical order. The two race/ethnicity categories were (1) white, Asian, or Pacific Islander and (2) black, Hispanic, American Indian, or other. There were two age classes (born before 10/79; born during or after 10/79).

Each student with known graduation status in a cell could be used up to three times as a donor for a student in the same cell with unknown graduation status. If insufficient donors were available

within the cell, then donors were randomly selected from students in another cell with similar characteristics to the cell in question. A donor had at least to be from the same region, type of school, race category, and age category.

Table 6-9 presents counts of the number of students with known and unknown graduation status, of those with known status who graduated or did not graduate, and of those with unknown status who were imputed as graduating or not graduating.

Table 6-9. Counts and percents of graduating seniors known and imputed

Status	Known graduation status		Imputed graduation status	
	Number of students	Percent of students	Number of students	Percent of students
Not graduating	3,328	11.6	14	7.4
Graduating	25,248	88.4	174	92.6
All seniors	28,576	100.0	188	100.0

Note that the percent of students that was imputed as not graduating (7.4 percent) was lower than the corresponding percent of students confirmed as not graduating. This occurred because the students with unknown graduation status tended to fall into groups with lower percents of nongraduating students.³

6.5.2 CHAID Analysis to Choose Student Nonresponse Cells

As with school nonresponse, our approach to nonresponse adjustments for missing and unusable transcripts was to choose nonresponse cells for students and assign nonresponse weighting adjustments that are uniform within each cell. These cells should be homogeneous in terms of response propensity within cells, while being heterogeneous in response propensity across cells. The sample size should not be too small in any one cell, so a minimum responding sample size of 30 will be required for each nonresponse cell.

³ The percent of nongraduates among students of unknown graduation status may be higher than was imputed. In general, graduation status is missing from our records because schools could not provide it. Since providing transcripts of graduation is a major function of American high schools, there is a strong presumption that if a high school does not know a senior's graduation status, that student did not graduate.

The nonresponse cells were chosen after an analysis using CHAID (see Section 6.4.2 for a discussion of CHAID). The predictive variables used included census region, public/Catholic/nonCatholic private status of school, race/ethnicity, age class, and gender. Any graduates missing any of these values were assigned imputed values using a hot-deck procedure.

The CHAID analysis chose 17 cells as nonresponse cells, of which two cells were collapsed during the nonresponse adjustment process. These cells were homogeneous in response rate within cell, and heterogeneous in response rate between cells. Table 6-10 presents these cells, with counts of students with usable transcripts and their corresponding student nonresponse adjustment factors.

6.5.3 Computation of Student Nonresponse Adjustments: HSTS Weights

The student transcript nonresponse adjustment factor for the h -th adjustment class was computed as follows:

$$MTADJ_h = \frac{\sum_{ijk \in G(h)} W_{Bijk} \times SCNRF0_c}{\sum_{ijk \in GR(h)} W_{Bijk} \times SCNRF0_c} \quad (\text{Equation 6.5.1})$$

The set $G(h)$ includes all graduated students in the h -th adjustment class, with the set $GR(h)$ containing the subset of these students with complete and usable transcripts. The first factor in each term of each summation is the student base weight, discussed in Section 6.3.1. The second term is simplified to comprise the school nonresponse adjustment corresponding to student k within school j within PSU i , discussed in Section 6.4.4. Table 6-10 presents the final student nonresponse adjustment factors for the 16 nonresponse cells for the HSTS weights.

Table 6-10. Student nonresponse adjustment cells and factors for HSTS weights

Cell number	Nonresponse cell	Number of responding students	Nonresponse adjustment factors
1	Northeast; South; public; older; white, Asian or Pacific Islander	117	1.09
2	Northeast; South; public; older; black, Hispanic, American Indian, or other; male	130	1.05
3	Northeast; South; public; older; black, Hispanic, American Indian, or other; female	73	1.05
4	Northeast; South; public; younger	11,906	1.02
5	Northeast; South; nonpublic	576	1.00
6	Midwest; older	91	1.06
7	Midwest; younger; male	2,356	1.01
8	Midwest; younger; female	2,640	1.01
9	West; white, Asian or Pacific Islander; older	49	1.02
10	West; white, Asian or Pacific Islander; younger; public	4,303	1.01
11	West; white, Asian or Pacific Islander; younger; nonpublic	251	1.00
12	West; black, Hispanic, American Indian, or other; public; older	51	1.04
13	West; black, Hispanic, American Indian, or other; public; younger	2,167	1.02
14	West; black, Hispanic, American Indian, or other; nonpublic	71	1.00
15	Missing gender; Northeast; Midwest	46	1.17
16	Missing gender; South; West	77	1.47

Note: "Older" is defined as born before 10/79.

6.5.4 Student Nonresponse Adjustments: Linked Weights

Within each school, a random "sample" was selected of the 12th grade students. The sampled students were then randomly assigned to assessments. Any student determined ineligible at this point was excluded from an assessment. Many of the students assigned to assessments did not actually take an assessment exam, either because of a refusal to participate or because of an absence on the day of the assessment. In addition, assessed students who had missing or unusable transcripts were considered nonrespondents. Students who did not graduate were considered out of scope for the purpose of

nonresponse adjustment, however, they were retained for poststratification, since the control totals for poststratification were based on all students, regardless of their graduation status. This section discusses adjustments made in the linked weights for this student-level nonresponse.

As discussed in Section 6.4, nonresponse is a concern in any study because of the possibility that the study results will be invalidated by nonresponse bias. Bias could be incurred from a lack of participation from a subset of students, because this group will be “self-selected.” The 1998 HSTS Study made adjustments to lower this bias using nonresponse adjustments within a selected group of nonresponse cells. Similar nonresponse cells and the same methodology for determining nonresponse adjustments was used as had been used for the 1998 NAEP assessments. However, the actual nonresponse adjustments for the two studies differ because the set of schools selected for the HSTS study was only a subset of the original set of schools participating in the NAEP assessment.

The nonresponse cells for HSTS were similar to those used for NAEP. The NAEP nonresponse cells are based on the NAEP PSU sampling strata and the age and race/ethnicity of the student. The PSU sampling strata are grouped into stratum groupings to the level of region and metropolitan status for these cells. A dichotomous age status was used for generating nonresponse cells, indicating whether the student was born on or before September 30, 1979 or the student was born later. A dichotomous race/ethnicity status was used for generating nonresponse cells, with the first category white, Asian, or Pacific Islander; and the second category black, Hispanic, American Indian or other.

Nonresponse adjustment cells were formed separately for the excluded students, so that weights for excluded students with usable transcripts would account for excluded students without usable transcripts. For the reading assessment, nonresponse adjustment cells were formed separately within sample types.

Indicate as $ST(h)$ the set of all students assigned to the particular assessment (reading, 25-minute writing, 50-minute writing, civics, civics trend) in the h -th student nonresponse cell, and define $STR(h)$ as the corresponding set of students who actually completed the particular assessment in the h -th student nonresponse cell. The number of student nonresponse cells formed for each assessment was reading (59), 25-minute writing (42), 50-minute writing (30), civics (33), and civics trend (11). The number of cells varies by subject due to collapsing rules of a minimum number of 30 responding students, and a maximum adjustment factor of 2.

If $LSTNRADJ_h$ is defined as the student nonresponse adjustment factor for the particular assessment and the h -th student nonresponse cell, then Equation 6.5.2 indicates how these quantities are computed.

$$LSTNRADJ_h = \frac{\sum_{ijk \in ST(h)} LW_{Bijk} \times SESNRF0_c}{\sum_{ijk \in STR(h)} LW_{Bijk} \times SESNRF0_c} \quad (\text{Equation 6.5.2})$$

The first factor in each term of each summation is the student-linked base weight, discussed in Section 6.3.3. The second term comprises the session nonresponse adjustment corresponding to student k within school j within PSU i , discussed in Section 6.4.4.

Table 6-11 presents percentiles for the student nonresponse adjustments $LSTNRADJ_h$ for the four assessments. There are varying numbers of adjustment cells for each of the assessments. The minimum and maximum values of these values is given for each assessment in the table. In addition, the p -th percentile is given for the 10th, 25th, 50th, 75th, and 90th percentiles. The weighted 10th percentile, for example, is that value of the nonresponse adjustment for which a subset of responding assessed or excluded students with a smaller or equal adjustment, correspond to 10 percent of the weights. The mean value is the average of the student nonresponse adjustment factors over all assessed or excluded students for the particular assessment.

Table 6-11. Distribution of student nonresponse adjustments by assessment

Percentile	Type of Assessment				
	25-Minute Writing	50-Minute Writing	Civics	Reading	Civics Trend
Minimum	1.02	1.00	1.08	1.00	1.05
10th	1.09	1.09	1.10	1.14	1.05
25th	1.15	1.15	1.15	1.14	1.09
50th (median)	1.22	1.19	1.24	1.19	1.13
75th	1.30	1.32	1.28	1.26	1.39
90th	1.35	1.35	1.35	1.33	1.50
Maximum	1.65	1.63	1.67	2.00	1.50
Mean	1.23	1.22	1.24	1.21	1.21

6.5.5 Trimming the Nonresponse Adjusted Student Weights

The students in some schools were assigned extremely large weights because the school was predicted (on the basis of the QED or PSS data) to have only a few eligible students, yet in fact had a large number. Other excessively large weights may result from differential response rates. To reduce the effect of large contributions to variance from a small number of schools, the weights of such schools were reduced or “trimmed.” The trimming procedure may introduce a small bias but is designed to reduce the mean square error of sample estimates.

The trimming algorithm is identical to the one that Westat has used for all recent NAEP survey weights (including the 1998 NAEP weights). The algorithm has the effect of trimming the overall weight of any school that contributes more than a specified proportion θ to the estimated variance of the estimated number of students eligible for the HSTS Survey.

The trimming algorithm described in this section defines the trimming adjustments for the HSTS weights. Let M be the number of responding HSTS schools in the sample. Define $SCHR(ij)$ as the set of students who were included in the HSTS survey in school ij . Define

$$x_{ij} = \sum_{ijk \in SCHR(ij)} W_{Bijk} \times SCNRF0_c \times MTADJ_h \quad (\text{Equation 6.5.3})$$

The quantity x_{ij} is the sum of the school and student nonresponse adjusted student base weights in the school. Define SR as the overall set of schools cooperating with the HSTS survey, and define

$$\bar{x} = \frac{1}{M} \sum_{ij \in SR} x_{ij} \quad (\text{Equation 6.5.4})$$

\bar{x} is the mean value of the x_{ij} 's over all participating HSTS schools. The following sum of squares will be used in our trimming procedure:

$$V = \sum_{ij \in SR} (x_{ij} - \bar{x})^2 \quad (\text{Equation 6.5.5})$$

If any school contributes too large a share to this sum of squares, then the school and student weights will be contributing significantly to the sampling variance of most estimators. We will impose as a constraint the following requirement: for each school $lm \in SR$ such that $x_{lm} > \bar{x}$ we require that

$$(x_{lm} - \bar{x})^2 \leq \theta \sum_{ij \in SR} (x_{ij} - \bar{x})^2 \quad (\text{Equation 6.5.6})$$

We selected the value of θ based on empirical experience in surveys such as NAEP. This value is $10/M$.

In order to impose this requirement, an iterative trimming procedure is carried out on the student weights. The first step is to compute

$$\theta_{ij}(1) = \frac{(x_{ij}(1) - \bar{x}(1))^2}{V(1)} \quad ij \in SR \quad (\text{Equation 6.5.7})$$

The argument "1" indicates that these are the values of these quantities preceding the first iteration of the trimming procedure. If no value of $\theta_{ij}(1)$ exceeds $10/M$, then trimming is unnecessary. If at least one value of $\theta_{ij}(1)$ exceeds $10/M$ (with $x_{ij}(1)$ also exceeding $\bar{x}(1)$), then choose $lm \in SR$ such that $\theta_{lm}(1)$ exceeds $\theta_{ij}(1)$ for all ij not equal to lm , and such that $x_{lm}(1)$ also exceeds $\bar{x}(1)$. For this school we will compute an adjusted school base weight $w_{lm}(2)$ which is equal to

$$w_{lm}(2) = w_{lm}(1) \left[\frac{\bar{x}(1)}{x_{lm}(1)} + \sqrt{\frac{10/M}{\theta_{lm}(1)}} \left| 1 - \frac{\bar{x}(1)}{x_{lm}(1)} \right| \right] \quad (\text{Equation 6.5.8})$$

$w_{lm}(1)$ is equal to the original base weight w_{lm} . After this computation, carry out the following steps:

1. Recompute x_{lm} as:

$$x_{lm}(2) = \sum_{lmk \in SCHR(lm)} w_{lm}(2) w_{k|lm} SCNRF0_c MTADJ_b \quad (\text{Equation 6.5.9})$$

2. Reassign $x_{ij}(2) = x_{ij}(1)$ for all $ij \in SR$ not equal to lm .
3. Recompute $\bar{x}(2)$ and $V(2)$.

At this point, the first iteration is completed. Suppose $t-1$ iterations have been completed ($t=2, \dots$). Then the t -th iteration will have the following steps:

1. Recompute the θ_{ij} :

$$\theta_{ij}(t) = \frac{(x_{ij}(t) - \bar{x}(t))^2}{V(t)} \quad ij \in SR \quad (\text{Equation 6.5.10})$$

2. If no value of $\theta_{ij}(t)$ exceeds $10/M$ then further trimming will be unnecessary (all schools now satisfy the constraint). The trimming algorithm is complete.
3. If at least one value of $\theta_{ij}(t)$ exceeds $10/M$ (with $x_{ij}(t)$ also exceeding $\bar{x}(t)$) then choose $lm \in S$ such that $\theta_{lm}(t)$ exceeds $\theta_{ij}(t)$ for all ij not equal to lm and such that $x_{lm}(t)$ also exceeds $\bar{x}(t)$. For this school we will compute an adjusted school base weight $w_{lm}(t+1)$ which will be equal to

$$w_{lm}(t+1) = w_{lm}(t) \left[\frac{\bar{x}(t)}{x_{lm}(t)} + \sqrt{\frac{10/M}{\theta_{lm}(t)}} \left(1 - \frac{\bar{x}(t)}{x_{lm}(t)} \right) \right] \quad (\text{Equation 6.5.11})$$

In general, $w_{lm}(t)$ will be equal to the original school base weight w_{lm} , unless the school's weight was trimmed in an earlier iteration. The final steps of the iteration are as follows:

1. Recompute x_{lm} as:

$$x_{lm}(t+1) = \sum_{lmk \in SCHR(lm)} w_{lm}(t+1) w_{k|lm} SCNRF0_c MTADJ_h \quad (\text{Equation 6.5.12})$$

2. Reassign $x_{ij}(t+1) = x_{ij}(t)$ for all $ij \in SR$ not equal to lm .
3. Recompute $\bar{x}(t+1)$ and $V(t+1)$.

This ends the t -th iteration. These iterations are continued until there is no further trimming to be done – that is, until all adjusted weights satisfy the criterion. Suppose T is the final iteration and $x_{ij}(T)$ the final school weight for each school ij . We compute a trimming factor $TRIMFCTR(ij)$ for each school equal to:

$$TRIMFCTR(ij) = \frac{x_{ij}(T)}{x_{ij}(1)} \quad (\text{Equation 6.5.13})$$

Trimming was necessary for only three of the schools in the HSTS sample. The final trimming factors for these schools were 0.864, 0.904, 0.987.

6.5.6 Trimming the Linked Base Weights

Trimming was also carried out on the school and student nonresponse adjusted link weights. The algorithm used was identical to that discussed in Section 6.5.5. Trimming factors were computed for each school ij for the school and student nonresponse adjusted linked base weights (for each assessment).

For the assessment weights the set of schools that are included in the trimming computations are designated $SCHR_a$. These include for each assessment all schools that responded in the NAEP assessment, were assigned to the particular assessment, and participated in the HSTS survey. For the HSTS weights, the inputs to the trimming algorithm were the summations of nonresponse adjusted base weights over all students for each school j in PSU i : the x_{ij} . Similarly, for the linked weights, for the each assessment, the corresponding inputs are as follows:

$$x_{ij} = \sum_{\substack{ijk \in SCHR(ij), \\ ijk \text{ assessed or excluded}}} LW_{ijk} \times SESSNRF_c \times LSTNRADJ_h \quad (\text{Equation 6.5.14})$$

Since the trimming algorithm is oriented toward detecting large weighted contributions from schools, there were a few student-level weights that needed further trimming. The median student weight, after applying the trimming algorithm as explained above, multiplied by five, became the cutoff point for the student weights. The student weights were then trimmed to the cutoff of five times the median student weight. The trimming factor, $LTRIMFACT(ij)$, was computed as the ratio of the resulting trimmed weight from the two trimming procedures and the nonresponse adjusted student weight.

For reading, the trimming procedure was done separately by sample type. The following notes the number of schools trimmed for each assessment using the algorithm explained in detail in Section 6.5.5: 25-minute writing (3), civics (4), 50-minute writing (3), civics trend (2), reading sample type 2 (1), reading sample type 3 (1). The following notes the number of student weights trimmed for each assessment using the median multiplied by five as a cutoff point: 25-minute writing (5), civics (1), 50-minute writing (2), civics trend (0), writing sample type 2 (63), reading sample type 3 (58). The following notes the lowest trimming factor after each procedure was applied: 25-minute writing (0.54),

civics (0.53), 50-minute writing (0.53), civics trend (0.79), reading sample type 2 (0.61), reading sample type 3 (0.60). Since many of the trimming factors for reading were close to 1, the number of trimmed cases is much higher than in any other subject. All trimmed cases came from the same session nonresponse adjustment cell, which had a relatively high adjustment factor (1.62 for sample type 2, and 1.61 for sample type 3).

6.5.7 Reporting Population Factors: Linked Weights

Each set of trimmed student linked weights for a given sample type in reading sums to the target population. Reporting factors were assigned to students in order to scale back the trimmed weights so that final student (reporting) weights within each reporting population (which may combine students from different sample types) sum to the target population. The reporting factors assigned to students are specific to the reporting populations defined in Table 6-12. Each assessed and excluded student in the reporting population for reading received a reporting factor, *RPTFCTR*, as shown in Table 6-13. Students that were assessed or excluded in 25-minute writing, 50-minute writing, civics, and civics trend, were assigned a reporting factor equal to 1.0, since all students are part of the reporting population.

Table 6-12. Reporting populations

Subject	Reporting population
Civics	All
Civics trend	All
Reading	A2+A3+B2
25-minute writing	All
50-minute writing	All

Note: *A* indicates assessed non SD/LEP students, *B* indicates assessed SD/LEP students, and 2 or 3 indicates the sample type.

Table 6-13. Reporting factors for assessed and excluded students, reading assessment

Sample Type	Non SD/LEP Students	SD/LEP Students
2	0.5	1
3	0.5	--

6.5.8 Poststratified Student Weights: HSTS Weights

In most sample surveys, the respondent weights are random variables that are subject to sampling variability. Even if there was a 100 percent response, the respondent weights would at best provide unbiased estimates of the various subgroup proportions. However, since unbiasedness refers to average performance over a conceptually infinite number of replications of the sampling, it is unlikely that any given estimate, based on the achieved sample, will exactly equal the population value. Furthermore, the respondent weights have been adjusted for nonresponse and a few extreme weights have been reduced in size.

To reduce the mean square error of estimates using the sampling weights, these weights will be further adjusted so that estimated population totals for a specified subgroup population, based on the sum of student weights for a specified type, will be the same as presumably better estimates based on composites of estimates from the Current Population Survey. This adjustment, called poststratification, is intended especially to reduce the mean squared error of estimates relating to student populations that span several subgroups of the population. The poststratification classes are defined in terms of race/ethnicity and census region (Northeast, Midwest, South, West).

For the HSTS weights, the post-stratification adjustment factor (PS_ADJ_g) for the g^{th} post-stratification adjustment cell will be:

$$PS_ADJ_g = \frac{C_g}{\sum_{ijk \in E(g)} W_{Bijk} \times SCNRF0_c \times MTADJ_h \times TRIMFCTR_{ijk}} \quad (\text{Equation 6.5.15})$$

The quantity C_g is the 12th grade enrollment control total of students whose 18th birthday was on or after October 1, 1997 for the g^{th} poststratification class. $E(g)$ is the collection of all students in the g^{th} poststratification class who were enrolled in 12th grade (including those who did not graduate in 1998) and whose 18th birthday was on or after October 1, 1997. The counts of 12th grade students age 18 and older are not reliable because they include adult education students, therefore they do not enter into the calculations of PS_ADJ . This procedure has been used since 1988. (See Rust, Bethel, Burke & Hansen 1990 for further details.) The quantity W_{Bijk} is the full sample student base weight for the k^{th} student in the j^{th} school in the i^{th} PSU, which was discussed in Section 6.3.1. The final three factors comprise the school nonresponse adjustment factor for the HSTS weights, discussed in Section 6.4, the

student nonresponse adjustment factor, discussed in Section 6.5.3, and the trimming factor, discussed in Section 6.5.5.

Table 6-14 presents the poststratification cells with the CPS control totals for each cell. Control totals are given in thousands.

Table 6-14. Student poststratification cells and control totals

Poststratification cell	Race/Ethnicity	Region	CPS control total (000)
1	Black, nonHispanic	All	334.9
2	Hispanic	All	285.6
3	Other race/ethnicity, nonHispanic	All	116.0
4	White, nonHispanic	Northeast	375.0
5	White, nonHispanic	Midwest	531.8
6	White, nonHispanic	South	567.4
7	White, nonHispanic	West	316.8

Table 6-15 presents the aggregated weights within each poststratification cell (the denominator of Equation 6.5.15), the control total C_g , and the poststratification factor $PSADJ_g$ for the poststratification cell.

Table 6-15. HSTS poststratification factors

Poststratification cell	Aggregated weight (000)	Control total (000)	Poststratification factor
1	256.5	334.9	1.31
2	220.5	285.6	1.29
3	190.9	116.0	0.61
4	298.8	375.0	1.26
5	452.0	531.8	1.18
6	398.3	567.4	1.42
7	364.6	316.8	0.87

In Table 6-15 and the remaining tables in Section 6.5, the poststratification factor as given is the unrounded control total divided by the unrounded aggregated weight. The control totals and aggregated weights given in the tables are the corresponding total rounded to one digit after the decimal point. The poststratification factor as given may not equal the ratio of the two rounded quantities as given in all cases.

Note that students at grade 12 who were age 18 or older received the poststratification factor according to their adjustment class and subject type even though they were not used in calculating the factor. Finally, the students that did not graduate were removed from the data file, since they are out-of-scope for HSTS.

6.5.9 Poststratified Student Weights: Linked Weights

The poststratification procedure is similar to the corresponding procedure for the HSTS weights as described in Section 6.5.8, in that the same poststratification categories and control totals are used. In this case, however, separate adjustments are made for each of the five assessments.

Furthermore, a special poststratification procedure was implemented for the 50-minute writing assessment. The accommodated SD/LEP students sampled in 50-minute writing were given a 25-minute writing booklet. Therefore, the set of assessed 50-minute writing students did not contain accommodated students. To allow for comparisons between nonaccommodated students assessed in 25-minute writing to students (all nonaccommodated) in 50-minute writing, for the weighting of students assessed in 50-minute writing, a special poststratification procedure was done. The poststratification adjustment factors for 50-minute writing were computed using the set of accommodated students in 25-minute writing, along with the set of students assessed in 50-minute writing.

For the five assessments each assessment sample represents the full population. For each assessment the poststratification factor corresponding to poststratification class g is as follows:

$$LPS_ADJ_g = \frac{C_g}{\sum_{\substack{ijk \in E(g), \\ ijk \text{ assessed or} \\ \text{excluded}}} LW_{Bijk} \times SESNRF0_c \times LSTNRADJ_h \times LTRIMFCT_{ijk} \times RPTFCTR_{ijk}}$$

(Equation 6.5.16)

The quantity C_g in the numerator of Equation 6.5.16 represents the 12th grade enrollment control total of students whose 18th birthday was on or after October 1, 1997 for the g^{th} poststratification class. $E(g)$ is the collection of all students in the g^{th} poststratification class who were enrolled in 12th grade (including those who did not graduate in 1998) and whose 18th birthday was on or after October 1, 1997. The quantity LW_{Bijk} is the student linked base weights for assessed and excluded students, discussed earlier in Section 6.3.3.

There are school nonresponse adjustment factors, discussed in Section 6.4.5, and student nonresponse adjustment factors, discussed in Section 6.5.4. The reporting factors are also included (described in Section 6.5.7), as well as the trimming factors for the weights, discussed in Section 6.5.6.

Table 6-16 presents the poststratification factors LPS_ADJ_g for each poststratification cell for the 25-minute writing, civics, reading, civics trend, and 50-minute writing assessments.

Table 6-16. Poststratification factors for the linked weights

Poststratification Cell	Poststratification Factors (000)				
	25-minute writing	Civics	Reading	Civics Trend	50-minute writing
1	1.40	1.42	1.41	1.24	1.43
2	1.26	1.14	1.19	1.29	1.15
3	0.71	0.80	0.82	0.65	0.76
4	1.45	1.53	1.54	0.88	1.47
5	1.15	1.15	1.13	1.43	1.14
6	1.49	1.47	1.37	1.34	1.57
7	0.88	0.98	0.93	0.83	0.89

As mentioned in 6.5.8, students at grade 12 who were age 18 or older received the poststratification factor according to their adjustment class and subject type even though they were not used in calculating the factor. After the poststratification procedure, the students who did not graduate were removed from the data file, since they are out of scope for HSTS.

6.5.10 Final Sampling Weights

Final HSTS sampling weights were assigned to eligible students in the HSTS study, of which those with usable transcripts were given nonzero weights. These sampling weights are computed as follows:

$$FINSTUWT_{ijk} = W_{Bijk} \times SCNRF0_c \times MTADJ_h \times TRIMFCTR_{ijk} \times PS_ADJ_g \quad (\text{Equation 6.5.17})$$

The first factor is the student base weight, discussed in Section 6.3.1. The second and third factors comprise the school and student nonresponse adjustments, discussed in Section 6.4.4 and Section 6.5.3, respectively. The fourth factor is the school's trimming factor, discussed in Section 6.5.5. The fifth factor comprises the student poststratification factors, discussed in Section 6.5.8.

Final linked sampling weights were assigned to all students in the HSTS study for whom usable transcripts were received and who were assessed (or excluded) using one of the NAEP assessments. These weights are computed for each assessment as follows:

$$FINLNKWT_{ijk} = LW_{Bijk} \times SESSNRF0_c \times LSTNRADJ_h \times LTRIMFCT_{ijk} \times RPTFCTR_{ijk} \times LPS_ADJ_g \quad (\text{Equation 6.5.18})$$

The first factor is the assessment student base weight, discussed in Section 6.3.3. The second and third factors comprise the session and student nonresponse adjustment factors for linked weights, discussed in Sections 6.4.5 and 6.5.4, respectively. The fourth factor is the linked weight school trimming factor, discussed in Section 6.6.3. The fifth and sixth factors comprise the reporting factor and the poststratification factor, discussed in Sections 6.5.7 and 6.5.9, respectively.

Table 6-17 presents the distributions of these final weights for the HSTS weights, and for the linked weights for 25-minute writing, civics, reading, civics trend, and 50-minute writing. The tables include the count of students who have nonzero values of these weights, the total sum over all students of the weights, the minimum and maximum nonzero weights, and the quartiles for these weights. The coefficient of variation, *CV*, computed as the standard deviation of the weights divided by the mean of the weights, is also included.

Table 6-17. Distributions of the final HSTS and linked weights

Sample Distribution	HSTS weights	25-minute writing linked weights	Civics linked weights	Reading linked weights	Civics Trend linked weights	50-minute writing linked weights
Students with nonzero weights	24,904	7,751	3,095	4,922	785	2,296
Total (in thousands)	2,922	2,917	2,982	2,917	2,868	2,892
Minimum	12.16	52.86	151.84	90.85	1,098.84	181.20
25th percentile	67.07	226.65	563.41	296.46	2,474.54	760.42
Median	88.57	306.60	786.24	470.76	3,210.83	1,026.16
75th percentile	156.90	476.32	1,215.71	746.35	4,499.22	1,564.43
Maximum	839.44	1,563.51	3,701.54	2,907.99	11,703.21	5,493.87
CV	68.54	55.69	57.15	69.47	51.46	57.03

Many types of statistics can be estimated with sampling weights. For instance, if there are n records in the file and the variable of interest is represented by y , the population total for y is estimated by the formula

$$\hat{Y} = \sum_{i=1}^n w_i y_i \quad (1)$$

where w_i is the full sample weight and y_i is the observed value of y for the i -th unit in the sample. With weighted data, the estimate of a population mean is usually found by estimating the population total and then dividing by the sum of the weights. If the mean of y in the population is represented by \bar{Y} , then the formula for the ratio estimate of this quantity is

$$\hat{\bar{Y}} = \frac{\sum_{i=1}^n w_i y_i}{\sum_{i=1}^n w_i} \quad (2)$$

If y_i is a variable with $y_i = 1$ or $y_i = 0$, then the resulting quantity is an estimate of a population proportion.

Regression facilitates fitting both linear and logistic regression models to data from surveys employing complex sample designs. The general linear model is as follows:

$$\mathbf{Y} = \mathbf{X}\boldsymbol{\beta} + \boldsymbol{\varepsilon}$$

where \mathbf{Y} is the vector of observations for the dependent variable

$$\mathbf{Y}' = [Y_1 Y_2 \dots Y_n]$$

$\boldsymbol{\beta}$ is the vector of regression parameters

$$\boldsymbol{\beta} = [\beta_0 \beta_1 \dots \beta_p]$$

\mathbf{X} is the $n \times (p+1)$ design matrix

$$\mathbf{X} = \begin{bmatrix} 1 & X_{11} & \dots & X_{p1} \\ 1 & X_{12} & \dots & X_{p2} \\ \vdots & \vdots & \ddots & \vdots \\ 1 & X_{1n} & \dots & X_{pn} \end{bmatrix},$$

and $\boldsymbol{\varepsilon}$ is the vector of random errors

$$\boldsymbol{\varepsilon}' = [\varepsilon_1 \varepsilon_2 \dots \varepsilon_n]$$

The weighted least squares estimate of $\boldsymbol{\beta}$ is given by

$$\mathbf{b} = (\mathbf{X}'\mathbf{W}\mathbf{X})^{-1}\mathbf{X}'\mathbf{W}\mathbf{Y}$$

where \mathbf{W} is the $n \times n$ diagonal matrix formed from the $n \times 1$ vector of full sample weights $\mathbf{w}' = [w_1 w_2 \dots w_n]$ associated with the n observations in the sample.

6.6 Variance Estimation

For variance estimation, both the 1998 NAEP survey and the 1998 HSTS survey used the stratified jackknife technique that, as its first step, draws carefully selected subsets of the data. For each respondent in each subset, a sampling weight is determined as if the chosen subset were, in fact, the responding sample. This process generates a set of “replicate” weights for each responding sample member. These replicate weights are used to compute a series of replicate estimators for each survey characteristic. The variability of these replicate estimators around the original estimator gives a reliable measure of the sampling variance of the original estimator.

A considerable amount of theoretical and empirical work justifies the jackknife technique as a variance estimation method for surveys such as the 1998 HSTS survey. In cases where the variance estimator is simple, the jackknife estimator is usually equal to this variance estimator. Thus, in this situation, the jackknife would be redundant. The jackknife is valuable because it is also reliable as a variance estimator when the “correct” variance cannot be computed at all, as is the case with the 1998 HSTS survey. There is a wide range of literature discussing the jackknife; good general overviews of the theory are provided in Wolter (1985), Chapter 4; Rust (1985); and Kish and Frankel (1974).

The jackknife procedure is generally used at Westat for surveys such as the 1998 HSTS survey. Westat has used this method for calculating sampling errors for a wide range of survey designs. Besides being known to be generally reliable, it is relatively straightforward for secondary analysts to calculate sampling errors appropriately. For any given survey characteristic, an analyst would need only to generate a series of estimators using the replicate weights and the original weights. The variance estimator would then be computed using these “replicate estimators.” In particular, the analyst does not need to have a complete understanding of the sample design and weighting procedures to calculate these variance estimators accurately.

The multi-stage sample design for HSTS was complex and involved stratification, unequal probabilities of selection, and systematic sampling. Because variance computation needs to incorporate the HSTS complex design in its calculations, standard routines in software packages such as SAS and SPSS should not be used for computing variances for HSTS.

The replicate weights for HSTS were designed to capture the features of the HSTS sample design (i.e., effects from implicit stratification resulting from systematic sampling from a sorted list,

effects of PPS sampling), as well as capturing the weighting effects on variance (i.e., nonresponse adjustment, trimming, poststratification). A discussion is provided in Section 6.6.2 on how to approximate the number of degrees of freedom associated with variance estimates. Attention should be given to degrees of freedom when analyzing subgroups in HSTS data.

With HSTS data, means and proportions can be computed, along with their variance estimates. Furthermore, using the replicate weights, one can compute variance estimates for complex functions of estimates, including ratios, differences of ratios, and log-odds ratios. For instance, one can compute standard errors, variances, and confidence intervals for the specified survey estimates and calculates chi-square tests of independence for two-way tables of weighted frequencies. One can also compute estimated coefficients for linear and logistic regression models and perform significance testing of a subset of linear combinations of variables. WesVar is a software package that can compute standard errors using the replicate weights on the HSTS files. For further documentation on using WesVar, please refer to the WesVar Complex Samples User's Guide.

The basic idea behind replication is to select subsamples repeatedly from the whole sample, calculate the statistic of interest for each subsample, and then use the variability among these subsample or replicate statistics to estimate the variance of the full sample statistic. Different ways of creating subsamples from the full sample result in different replication methods. The subsamples are called replicates and the statistics calculated from these replicates are called replicate estimates. The computations are explained in the next section.

Resulting variances are different depending on the software package being used. The magnitude of the differences between the results from the software packages depends on several factors, including type of analysis, impact of systematic sampling, and impact of weighting procedures. It is important for the user to explain how the standard errors were computed. Furthermore, data users are encouraged to consult the software developers of WesVar, SUDAAN, and STATA.

Broene and Rust (1998) prepared a Westat report to the National Center for Education Statistics (NCES) documenting their evaluation of statistical software packages for NCES data sets. At the time of the evaluation, both SUDAAN and STATA used a linearization approach to variance estimation; SUDAAN's latest version includes replication methods. Broene and Rust's paper mentions that SUDAAN is probably the most powerful of the three packages, but may be the most difficult to learn. They conclude that WesVar was both easy to learn and powerful but lacks some of the model fitting

capabilities that SUDAAN has. Furthermore, they mention that Stata is more limited in its survey data analysis capabilities and can be slower to run, but it does enable one to easily plot and examine predicted values and residuals when model-fitting. They mention that all three packages compute standard errors for proportions and for continuous statistics such as means, totals, ratios, and differences in these quantities. For categorical analysis, SUDAAN and WesVar were recommended.

Since the Broene and Rust report, several enhancements were made to each software package. Table 6-18 compares some current features of each package (WesVar 4.0 (due for release in the second half of 2000), SUDAAN 7.5, and Stata 6.0). Note that Stata is fully programmable, meaning that, if Stata does not already have a specific function, a program may be created to satisfy individual needs.

6.6.1 Computation of Replicate Base Weights

The 1998 HSTS sample was a subsample of the PSUs and schools selected into the 1998 NAEP sample. Replicate weights for the HSTS were created carefully by generating random samples of the original sample that was drawn for the HSTS. In all, there were 62 replicate weights to be consistent with other NAEP weighting products. However, the number of “active” replicates for the HSTS is less than 62. That is, we created 47 random subsamples (or replicates), and the remaining 15 replicates are copies of the original sample and do not contribute to the variance estimates. The following paragraphs provide information as to how to use the replicate weights to calculate variance estimates, and how the replicate weights were formed.

The estimated sampling variance of a parameter estimator t is the sum of M squared differences (where M is the number of replicate weights developed):

$$\hat{V}ar(t) = \sum_{i=1}^M (t_i - t)^2$$

where t_i denotes the estimator of the parameter of interest, obtained using the i th set of replicate weights in place of the original sample of full sample weights.

Of the 47 active replicate weights formed, 18 act to reflect the amount of sampling variance contributed by the noncertainty strata of PSUs, with the remaining 29 replicate weights reflecting the variance contribution of the certainty PSU samples.

Table 6-18. Analysis capabilities for WesVar, SUDAAN, and Stata

	WesVar	SUDAAN	Stata
Standard errors and design effects for means, totals, proportions, ratios	X	X	X
Standard errors for Quantiles	X	X	X
Finite population correction factor:			
1 st stage only, equal probabilities of selection	X	X	X
1 st stage only, unequal probabilities of selection		X	
Linear regression	X	X	X
Logistic regression:			
Dichotomous	X	X	X
Polychotomous	X	X	X
Probit models			X
Loglinear models		X	X
Tests of independence in tables	X	X	X
Linear contrasts, differences	X	X	X
Survival analysis		X	X
Graphics			X
Batch processing available	X	X	X
Output useful for importing into spreadsheets	X	X	X
Estimates and confidence Intervals for odds ratios in logistic regression	X	X	X
Tests in logistic regression models	X		X
Adjust replicate weights for nonresponse	X		
Correlation matrices (in addition to covariance matrices)	X		X
Design effects	X	X	X

The derivation of the 18 replicate weights reflecting the variance of the noncertainty PSUs involved first defining pairs of the 36 selected HSTS PSUs in a manner that models the design as one in which two PSUs are drawn with replacement per stratum. This definition of pairs (or variance strata) is undertaken in a manner closely reflective of the actual design, in that PSUs are pairs that are drawn from similar subuniverses. The 36 noncertainty HSTS selected PSUs, drawn from the set of 72 NAEP selected PSUs, which were drawn from 72 strata, were formed into 18 pairs of PSUs, where the pairs were composed of PSUs from adjacent subuniverses. Whereas the actual sample design was to select one PSU with probability proportional to size from each of 72 strata, and then select a subsample of 36 PSUs from the 72 NAEP selected PSUs, for variance estimation purposes the design is regarded as calling for the selection of two PSUs with probability proportional to size with replacement from each of 18 strata. This procedure likely gives a small positive bias to estimates of sampling error.

The procedure for obtaining the 29 active sets of replicate weights to estimate the sampling variance from the certainty PSUs is analogous. The first stage of sampling in this case is at the school level, and the derivation of replicate weights must reflect appropriately the sampling of schools within certainty PSUs.

Within the 22 certainty PSUs, a sample of schools was drawn systematically within each. Using the schools listed in order of sample selection within each of eight "combinations" of NAEP region and type of school (public, nonpublic), successive schools were grouped into variance strata (i.e., PAIR). The number of variance strata within a combination depended on the number of schools in the combination, or indirectly assigned in proportion to the relative size of the combination. Thus, generally speaking, the largest combination was assigned the largest numbers of replicates (or variance strata). When splitting the combinations, the schools were split into groups of (as close as possible) equal size, based on the ordering at the time of sample selection. One variance stratum was assigned to each replicate. Within each variance stratum in each combination, schools were alternately numbered 1 or 2 starting randomly to arrive at the variance groups.

The student replicate weight for the i^{th} pair of variance units, for the 47 pairs corresponding to values of i from 1 to 47, is computed as follows:

1. Let W_B generically represent (in the concept of linked or unlinked weights) the base weight of a school, as described in Section 6.4, which accounts for the various components of the selection probability for the school.

2. At random, one variance unit in each pair is denoted as unit number 1, while the other is denoted as unit number 2. The i^{th} replicate base weight W_{bi} is given by:

$$W_{bi} = \begin{cases} 0 & \text{if the school belongs to unit number 1 of pair } i \\ 2 \times W_B & \text{if the school belongs to unit number 2 of pair } i \\ W_B & \text{if the school is from neither unit in pair } i \end{cases}$$

The idea behind the jackknife method is to create random subsamples from the existing full sample, then compute the statistic of interest for each of the subsamples and compare each of them to the full sample estimate in order to measure the sampling variance. The above step is how the school base weights are reweighted for a random subsample that results from the exclusion of one school among a pair of schools. Basically, the random dropping of one school from the full sample creates a random reduced sample (or replicate sample) of schools.

3. The i^{th} student replicate weight is obtained by applying the various school and student nonresponse adjustments, the weight trimming, reporting factors (for linked weights only), and poststratification to the i^{th} set of replicate base weights, using procedures identical to those used to obtain the final student weights from the set of student base weights.

The computation of final replicate school base weights is discussed in step 2. It is only for this component that the replicate weights differ from the full sample school weights. The remaining weights and adjustments are computed as they were for the full sample weights. In principle, the replicate weights should repeat the entire process of computing the final weights using the new replicate base weights. This replication captures any components of variability introduced to the final weights by these processes. This was done for the HSTS and linked weights for all processes (school nonresponse, student nonresponse, poststratification), except for the trimming step preceding poststratification, and the two CHAID analyses which selected school and missing transcript nonresponse cells.

The same trimming factors and CHAID categories were used for calculating the replicate weights as for the main weights. The components of variability introduced by these processes should be relatively small, so the complexity of replicating these processes led us to forgo replication of these processes along with the basic nonresponse and poststratification steps. Note that the trimming process was also not replicated in the development of the 1998 NAEP replicate weights.

6.6.2 Degrees of Freedom of the Variance Estimate

It is important to have an indication of the number of degrees of freedom to attribute to the jackknife variance estimator $V\hat{a}r(t)$ of $Var(t)$. The degrees of freedom of a variance estimator provide information on the stability of that estimator: the higher the number of degrees of freedom, the lower the variability of the estimator. In practical terms, the number of degrees of freedom of the variance estimator corresponds to the number of residual degrees of freedom that can be assumed for inferential procedures.

Since the jackknife procedure estimates the sampling variability of the statistic by assessing the effect of change in the sample at the paired first-stage sampling unit (FSSU) level, the number of degrees of freedom of the variance estimator $v(t)$ is at most equal to M , the number of FSSU pairs. The maximum number of degrees of freedom equals the number of independent pieces of information used to generate the variance. In the case of data from the HSTS, the pieces of information are 47 squared differences $(t_i - t)^2$, each supplying at most one degree of freedom (regardless of how many individuals were sampled within any FSSU). Again, there are 62 replicates to be consistent with other NAEP weighting products, however, only 47 are "active" replicates.

The number of degrees of freedom of the sample variance estimator can be strictly less than the number of FSSU pairs. For example, suppose that the statistic t is a mean for some subgroup, and no members of that subgroup can come from either FSSU in the i^{th} FSSU pair. (Examples of such subgroups are any PSU-level partitioning of the population, such as region.) In this instance, neither member of the FSSU pair i directly contributes to the estimate of t , so that the pseudoreplicate t_i would nearly equal the statistic t . If the replicate weights used to generate t_i had not received poststratification adjustments, the resulting pseudoreplicate t_i would be identical to the overall estimate t so that $(t_i - t)^2 = 0$. In this case, such an FSSU pair would impart no information on the variability of the statistic t and thus contribute 0 degrees of freedom to the variance.

The approach for the 1998 HSTS survey is to err on the side of being overly conservative in assigning degrees of freedom. For any estimate of the full population, it is recommended that confidence intervals based on the t distribution with 25 degrees of freedom be used. This is probably conservative, but there is little practical difference between confidence bounds for t distributions with more than 25 degrees of freedom.

For estimates of subpopulations that are national (not concentrated in a single region), confidence intervals based on the t distribution with 10 degrees of freedom are recommended. Again this is likely to be conservative for most subpopulations based on gender, race/ethnic status, urban/rural status, and so forth, which are represented within most of the FSSU pairs in the study.

7. 1998 HIGH SCHOOL TRANSCRIPT STUDY DATA FILES

Data from the 1998 High School Transcript Study are organized into eight data files encompassing the different levels of information: (1) Master CSSC File; (2) Course Offerings File; (3) School File; (4) Student File; (5) Linked Weights File; (6) SD/LEP Questionnaire File; (7) Tests and Honors File; and (8) Transcript File. In addition there are four NAEP files that provide information of students' NAEP testing participation. Except for the Master CSSC File (which is not related to individual schools or students), all files can be linked by PSU and school identifiers. The Student, SD/LEP Questionnaire, Transcript, Linked Weights, and Tests and Honors Files can be linked by student identifiers; and the Master CSSC can be linked to the Course Offerings or Transcript File by CSSC number.

To identify a specific school, the PSU and school IDs must be used in combination. Each school has a unique PSU/School ID combination and all student IDs are unique. For students in the 232 schools that are fully linked to NAEP, student IDs are their 10-digit NAEP booklet numbers. All other students were assigned unique 10-digit IDs beginning with 990.

Weights, developed using the procedures described in Chapter 3, are contained in the Student File and the Linked Weights File. Westat has provided the final student weight (FINSTUWT) in the Student File and the final usable linked weight (FINLNKWT) in the Linked Weights File so that data analyses can be weighted up to national totals. The final student weight should be used in analyses involving only transcript data. The weights in the Linked Weights File should be used in analyses involving both transcript data and data obtained from NAEP data files.

There are two versions of the 1998 High School Transcript Study data files: the restricted use data files and the public use data files. All values in this report are based on the restricted use data files. To ensure the confidentiality of students, data in the School File, Course Offering File, and Transcript File that would identify the state in which a school is located have either been set to missing (as in the FIPS State Code in the School File) or set to generic values (e.g., a course title of "Mississippi History" was set to "State History"). In addition, the number of teachers and enrollment values in the School File and some race/ethnicity values in the Student File have been set to missing. The data in the remaining files are identical in both the restricted use and public use versions.

Because of confidentiality legislation, secondary users who wish to obtain a copy of the restricted-use data files must apply for an NCES restricted data license. If your organization does not already have a restricted data license, you need to obtain a copy of the "NCES Field Restricted Use Data Procedures Manual." There is a four-page checklist in this document that details the steps involved in obtaining a license. You may request a copy from the following contact person or you may view and download the manual from the NCES web site at <http://nces.ed.gov/statprog/rudman>.

Cynthia Barton (202) 502-7307
cynthia_barton@ed.gov

If your organization already has a restricted data license, you may only need to have it amended to add any additional datasets or to add additional names as authorized users of the data. Note that, in a college or university setting, only faculty can serve as the primary project officer. Graduate students may be listed as authorized users only.

To obtain a restricted data license (or to amend an existing license), a secondary user generally must send a letter addressed to the Data Security Office, formally requesting the data. The mailing address of the Data Security Office is:

Data Security Office
Department of Education/NCES
1990 K Street NW
Room 9061
Washington, DC 20006

Please include the following information in your request:

- The name of the data set(s) you wish to use;
- The purpose for the loan of the data;
- The length of time you will need the data;
- An affidavit of nondisclosure for each person who will have access to the data, promising to keep the data completely confidential.

7.1 Master CSSC File

The Master CSSC File contains all codes in the modified version of the Classification of Secondary School Courses (CSSC) used in this study. This file is included as part of the Tabulations Report. There are 2,271 records, sorted by CSSC number. In addition to the original 6-digit CSSC codes created in 1982, the file contains the codes added for the 1987, 1990 and 1994 studies and 83 additional codes added or revised during the current study.

The new codes are documented in the Tabulations Report. These codes were added when courses were encountered on the transcripts that were clearly different from codes already contained in the CSSC. No new 2-digit or 4-digit categories were added during the 1998 transcript study.

A special education flag (SPEDFLAG), an expansion to the CSSC initiated during the 1987 transcript study, was retained as part of the current version of the CSSC. When a course on a transcript was limited in enrollment to special education students, it was coded using the regular CSSC code with a special education indicator of "0" or "2."¹ Any course not so limited has the special education flag set to "1."

As in the 1990 and 1994 transcript studies, all CSSC entries have been coded with a sequence flag. A "0" value for the sequence flag indicates that the course is not part of an instructional sequence. A "1" indicates that the course is the first course in an instructional sequence, and a "2" indicates that the course is an advanced course in an instructional sequence (i.e., not the initial course in the sequence). The CSSC Master File is organized by the CSSC code and contains four variables: the CSSC course code, the special education flag, the sequence flag, and the standard course title.

7.2 Course Offerings File

The Course Offerings File is organized by school and contains one record for each course listed in the school's course catalog or appearing on a student's transcript as a non-transfer course taken at that school. Each of the 38,359 records contains the PSU, school ID, course title, course CSSC code,

¹ The values of the SPEDFLAG variable are as follows: 0 = a functional level course limited in enrollment to special education students; 1 = a regular course not limited in enrollment to special education students; 2 = a special education course not at the functional level, but limited in enrollment to special education students.

special education flag, the source of the catalog (e.g., generated from transcripts or from a school-provided catalog) and six additional pieces of information about the course: (1) the location of the course (including various off-campus locations); (2) the language of instruction; (3) whether or not it was remedial or below-grade-level course; (4) whether or not it was an honors-level course; (5) if it was a combination course (i.e., composed of more than one part, requiring more than one CSSC code for accurate description); (6) if it was part of an instructional sequence. The file is sorted by the PSU and school IDs.

The Course Offerings File is a complete listing of courses offered in all participating schools that provided us with school-level course catalogs. It contains all courses listed in the school-level course catalogs received and any non-transfer courses listed on the transcripts not otherwise appearing in the catalogs. For example, in a school with grades 10 through 12 whose students all take 9th grade in a junior high, the 9th-grade courses are not treated as transfer courses, but appear as if they were offered by the high school. This treatment provides a more balanced picture of the courses available to American students in 4 years of high school than would be provided by treating such courses as transfer courses. For the 18 schools from which we did not receive a catalog, the list of unique course titles appearing on the sampled transcripts is the only available source of course-offering entries. A complete listing of all courses included on the transcripts can be extracted only from the Transcript File, since transfer courses do not appear in the Course Offerings File.

7.3 School File

The School File is sorted by PSU and school ID and contains one record for each of the 264 participating schools. School variables gathered during the Transcript Study are included as well as the school's responses to the NAEP School Questionnaire (for these schools that participated in NAEP). A copy of the School Questionnaire is in Appendix A.

7.4 Student File

The Student File contains one record for each of the 25,422 graduates who were identified. Since 518 transcripts were not received, full transcript information is included for 24,904 graduated students for whom transcripts were obtained and coded.

Students are identified by PSU, School, and Student ID variables, and the file is sorted by this group of variables. The file contains the demographic information gathered for each student, sampling information, weights to be used in analysis, and replicate weights for variance estimation. The final student weight for each student is the variable FINSTUWT. The component weights used to derive the final student weight are also included. In addition, the file contains a flag indicating whether or not the student is disabled and a condition variable indicating the specific nature of the disability when applicable.² The file also contains a series of derived variables including one designating the student's academic track as academic, vocational, both, or neither, and summaries of the student's course-taking record by major educational topic.

Note that 518 students for whom no transcripts were obtained had final student weights (FINSTUWT) of zero. There are 337 students receiving regular or honors diplomas (EXSTAT=1 or 2) whose transcripts do not have enough codable courses to account for at least 75 percent of the Carnegie Units required by their schools to graduate (i.e., GRREQFLG=4) who were given final weights of zero. In other words, only transcripts fully documenting at least 3 years of high school received positive weights. There are 46 students with a GRREQFLG value of 4 who were given positive weights. Thirty-three of these received special education diplomas and 13 received certificates of attendance. Their transcripts fully documented at least 3 years of high school even though the total number of credits is less than 75 percent of the total required for a regular diploma.

The weights included on the Student File are for all students in the study, both those that can be linked to the NAEP assessment and those that cannot. Analyses of just the linked students must take into account a different set of nonresponse adjustments than the unlinked weights (see Chapter 6). The appropriate weights to be used in such a linked analysis are contained in the Linked Weights File.

² The values of the disabling condition code are 00-not disabled, 01-multiple disabilities, 02-mentally retarded, 03-hard of hearing, 04-deaf, 05-speech-impaired, 06-visually impaired/blind, 07-deaf/blind, 08-emotionally disturbed, 09-orthopedically impaired, 10-learning disabled, 11-other disability, and 99-not ascertained.

7.5 Linked Weights Files (NAEP Civics, NAEP Reading, NAEP 25-minute Writing, and NAEP 50-minute Writing)

The Linked Weights Files contains the set of weights needed to perform analyses on the subset of schools and students fully linked to the NAEP assessment. Because different sets of schools were eligible to participate in the NAEP and the HSTS studies, and because different sets of schools chose to participate in each, different school-level nonresponse adjustments need to be used when constructing student weights. For similar reasons, different student-level nonresponse adjustments need to be used when constructing student weights. Furthermore, since the main 1998 NAEP study consisted of four parallel sets of assessments (Civics, Reading, 25- and 50-minute Writing), separate sets of weights need to be used for each assessment. A separate set of weights is provided for students who were excluded from the NAEP assessments on the basis of a disability or limited English proficiency.

The Linked Weights File contains one record for each of the 18,064 graduates for whom we have NAEP booklet numbers. As in the Student File, students are identified by the combination of PSU, School, and Student ID variables. The file is sorted by these identifier variables. The first three digits of the student ID identify the assessment in which the student participated. Values between 001-022 indicate Reading; 201-243, Writing; and 301-332, Civics.³ For ease of use, this file also contains the demographic variables included on the Student File. The final usable linked weight variable is FINLNKWT.

7.6 SD/LEP Questionnaire File

School special education staff members were asked to fill out an SD/LEP Questionnaire for each disabled student and each student with Limited English Proficiency sampled for NAEP. The SD/LEP Questionnaire File contains one record for each of 1,237 students, with data from these completed questionnaires. The file is sorted by PSU, School, and Student ID.

³ One other set of student ID prefixes appears on the Student File, but not on the Linked Weights File. The prefix "990" is used for all non-linked students -- that is, students in schools for whom a sample was drawn in the field for the transcript study.

7.7 Test and Honors File

The Test and Honors File contains information on standardized test scores and honors that appear on high school transcripts. Of the transcripts collected, 8,278 (32.6 percent) contained either standardized test scores or notations regarding honors and awards that students received. The Tests and Honors File lists this information. Because of the relatively small percentage of transcripts represented, the data in this file should be used with caution.

As in the Student File, students are identified by the combination of PSU, School, and Student ID variables. The file is sorted by these identifier variables. Each entry on a transcript is identified with a unique sequence number. The course sequence number is a course ID given to each course, and is assigned individually to each student. The combination of PSU, school, Student ID, and course sequence number allows for a unique ID for every single course within the Transcript File. Entries are sorted by sequence number within student. Each entry also contains an indicator of the record type ("T" = test, "H" = honor), the month and year of the test or honor (if available), the semester (Fall or Spring, if available), and a 40 character description of the honor or the test.

For most tests, Westat has provided the test score. Although it was not always possible to provide meaningful entries for some test scores (e.g., some schools reported SRA tests with percentiles and some with scaled scores) and the subtests which are reported varied tremendously, we provide complete scores for the PSAT math and verbal subtests, the SAT math and verbal subtests, and ACT composite subtests. The remaining test information is of interest in so far as it can be used to determine the distribution of test data being reported on high school transcripts. The file contains 21,594 records.

7.8 Transcript File

The Transcript File contains one record for each course appearing on the sampled students' transcripts. This is an extremely large file, containing 1,126,661 records. Courses are identified by PSU, School, Student ID, and course sequence number (within students). The records in the file are sorted by PSU, school, student ID, and course sequence number. Variables for each course record include grade level when taken, school year when taken, course title, grade received (original and standardized), credit received (original and standardized), course CSSC code, if taught off campus, if taught in a language other than English, if it is a remedial or below-grade-level course, and if it is an honors course.

7.9 NAEP Data Files

There are three NAEP data files containing proficiency scores for each student who completed the assessment. These files are the 1998 NAEP Civics Data File, the 1998 NAEP Reading Data File, and the 1998 NAEP Writing Data File.

These files contain the NAEP scores for 1998 graduates who participated in a NAEP assessment in a school that is fully linked to the High School Transcript Study. In the case of the Civics and Writing scores, these files contain scores for all graduates who participated in NAEP. In the case of the Reading scores, these files contain scores for all graduates who participated in the NAEP Reading assessment, but do not contain scores for a large number of graduates who were part of a special psychometric study that did not provide comparable scores.

Because NAEP scores are designed to provide accurate group estimates rather than student-level information, they are “conditioned” on other variables (e.g., Parents’ Education Level and NAEP region) in the NAEP datasets to provide more unbiased estimates when NAEP data are analyzed in conjunction with the conditioning variables.⁴ The conditioning process has the effect of increasing the bias when analyses are made between NAEP scores and variables not in the conditioning set. In order to make the transcript data as usable as possible, Westat asked the Educational Testing Service to add transcript study variables to the conditioning process. The following variables were included in this analysis:

- | | |
|-----------------|------------------------------------|
| ■ ACAD_TRK | Student Program |
| ■ CLRANK/CLSIZE | Class Rank divided by Class Size |
| ■ EXSTAT | Student Exit Status |
| ■ GPA_C | Calculated GPA |
| ■ GRREQFLG | Graduation Requirements Level Flag |
| ■ HCFLAG | Student Disability Status |

⁴ See Chapter 6 for a detailed discussion of conditioning.

Table 7-1. Naming conventions

Transcript Study Record Identifier		NAEP Record Identifier (other than those distributed with the transcript files)	
Variable Name	Field Length	Variable Name	Field Length
PSU	3	PSU	3
SCHOOL	3	SCH	3
STUDENT	10	BOOK	3
		BKSER	6
		CHKDIG	1

The student identifier, STUDENT, in the transcript study is created by concatenating the NAEP book number (BOOK, which identifies the form of the assessment which was administered), the book serial number (BKSER), and the check digit (CHKDIG). The values of STUDENT are sufficient to uniquely identify a student in either the 1998 HSTS files or the 1998 NAEP files.⁵

Table 7-2 summarizes the number of records in each NAEP data file and the corresponding number of nonzero weights in the Linked Weights File.

Table 7-2. Comparison of records and nonzero weights in the Linked Weights File

NAEP Data File	Number of Records	Number of Nonzero Weights
Civics	3,032	3,095
Reading	4,826	4,922
Writing	7,558	10,047

The 4,826 nonzero weights in the reading file are associated with the 4,922 students whose reading assessments were conditioned and whose transcript data appear in the files.

⁵ For students not linked to NAEP, the first 3 digits of the variable STUDENT are "990." The next 4 digits are a unique school identifier generated solely to ensure that the student identifiers are unique. The last 3 digits were sequentially assigned, starting with 001, to students within a school.

8. REFERENCES

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Appendix A

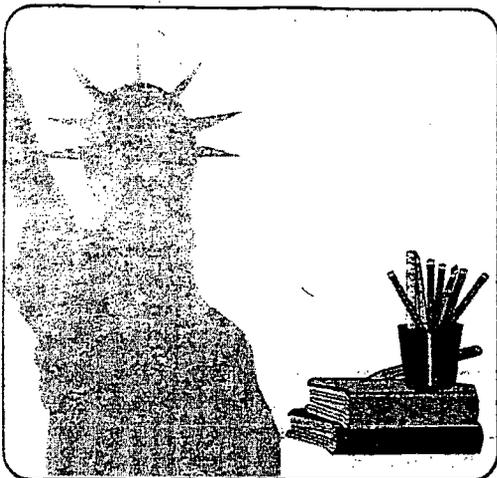
1998 Grade 8 School Questionnaire

1998
Grade 8

School Questionnaire

(School Characteristics and Policies)

Q-072



 Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the
NAEP School Coordinator by _____

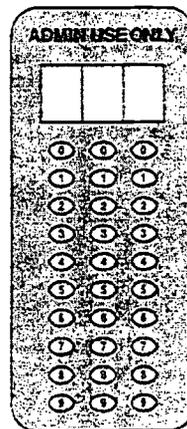
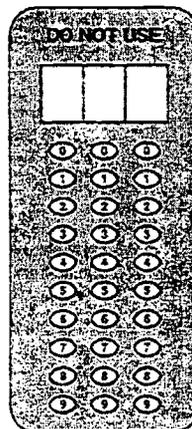
SCHOOL #

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THE NATION'S
REPORT
CARD



072 040014 1



Public reporting burden for this collection of information is estimated to average about 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4631; and to the Office of Management and Budget, Paperwork Reduction Project (1850-0622), Washington, DC 20503.

A project of the Office of Educational Research and Improvement.

This report is authorized by law (P.L. 103-382, 20 U.S.C. 9510). While you are not required to respond, your cooperation is necessary to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1850-0622 • Approval Expires 6/99

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During the 1997-98 school year, a sample of students across the country, including some students from your school, will be given a series of questions as part of the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading, writing, and civics. As part of the assessment, NAEP will investigate the relationship between students' achievement and various school, teacher, and home factors that may influence this achievement. We are asking your school to complete this questionnaire about school factors. **This questionnaire should be completed by the principal or other head administrator.**

We realize that you are very busy; however we urge you to complete the questionnaire as carefully as possible. The information that you provide will be kept confidential.

NAEP is authorized under Public Law 103-382. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Please answer directly on the questionnaire by filling in the appropriate ovals or boxes as directed.

When you are finished, please return the questionnaire to your school's NAEP coordinator.

Thank you very much for your help.

School Characteristics and Policies Questionnaire

This questionnaire should be completed by the principal or the head of the school.

Questions 1-2. Are eighth-grade students typically assigned to classes by ability and/or achievement levels (so that some classes are higher in average ability or achievement levels than other) in any of the following subjects? Fill in **one** oval on each line.

- | | Yes | No |
|---------------------------|-------------------------|-------------------------|
| 1. English | <input type="radio"/> A | <input type="radio"/> B |
| 2. History/social studies | <input type="radio"/> A | <input type="radio"/> B |

3. Does your school use block scheduling? (Block scheduling may involve the scheduling of fewer subjects on a given day in order to extend the time devoted to each subject.)

- A Yes, for all subjects
- B Yes, for some subjects
- C No

Questions 4-6. Are computers available to students in your eighth-grade classes in any of the following ways? Fill in **one** oval on each line.

- | | Yes | No |
|---|-------------------------|-------------------------|
| 4. Available in all classrooms | <input type="radio"/> A | <input type="radio"/> B |
| 5. Grouped in a separate computer laboratory available to classes | <input type="radio"/> A | <input type="radio"/> B |
| 6. Available to bring to classrooms when needed | <input type="radio"/> A | <input type="radio"/> B |

7. How many computers does your school have available to students?

ID100381s

- A None
- B 1-10
- C 11-25
- D 26-50
- E 51-75
- F 76-100
- G More than 100

8. Which of the following best describes the primary way in which your library is staffed?

LC000502

- A No library in school
- B Library in school, no staff or only volunteer staff available
- C Part-time staff
- D Full-time staff

Questions 9-16. Approximately what percentages of students in your school have parents or guardians who do each of the following? Fill in one oval on each line.

ID100068

	Not available at this school	0 - 10%	11-25%	26-50%	51-100%	
9. Participate in a parent-teacher organization	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100069
10. Participate in open houses or back-to-school nights	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100070
11. Participate in parent-teacher conferences	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100071
12. Are involved in making school curriculum decisions	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100072
13. Participate in volunteer programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100073
14. Participate in parenting-skills programs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100074
15. Serve on school advisory committees that assist in the governance of the school	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100075
16. Serve as assistants in classrooms	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	ID100077

39. About what percentage of your student body is absent on an average day? (Include excused and unexcused absences in calculating this rate.)

ID100082

- A 0-2%
- B 3-5%
- C 6-10%
- D 11-25%
- E 26-50%
- F More than 50%

40. About what percentage of your teaching staff is absent on an average day? (Include all types of absences in calculating this rate.)

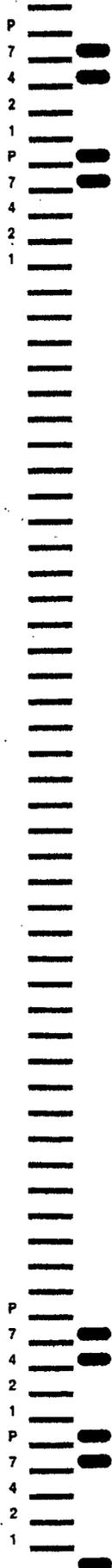
ID100389

- A 0-2%
- B 3-5%
- C 6-10%
- D 11-25%
- E 26-50%
- F More than 50%

41. Of students who were enrolled in your school last year, about what percentage was still enrolled at the end of the school year? (Exclude students who transferred into the school during the school year in figuring this rate.)

ID100390

- A 98-100%
- B 95-97%
- C 90-94%
- D 80-89%
- E 70-79%
- F Less than 70%



42. About what percentage of this year's eighth graders was held back and is repeating eighth grade?

HE002112

- A 0%
- B 1-2%
- C 3-5%
- D 6-10%
- E More than 10%

43. Of the teaching staff in your school last year, what percentage left before the end of the school year? (Include teachers who missed more than one month of school, whether or not they returned.)

ID100391

- A 0%
- B 1-2%
- C 3-5%
- D 6-10%
- E More than 10%

The following question asks you to fill in specific numbers. For this question, please print the number in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in all printing within the boxes. Do not make any stray marks. Use only a No. 2 pencil.

Example:
150 would be written as

0	0	,	1	5	0
---	---	---	---	---	---

Examples of numerals are:

1	2	3	4	5
6	7	8	9	0

44. What is the current enrollment in your school?

HE002092

		,			
--	--	---	--	--	--

45. Does your school participate in the National School Lunch Program?

HE002094

A Yes

B No

46. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?

ID100392

A 0%

B 1-5%

C 6-10%

D 11-25%

E 26-50%

F 51-75%

G 76-99%

H 100%

47. Does your school receive Chapter 1/Title 1 funding? (Chapter 1 is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

ID100393

A Yes

B No

Questions 49-51. Approximately what percentage of students in your school receives the following services? Fill in one oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receives each of the following services as of the day you respond to this questionnaire.

ID100394

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-99%	Over 90%	
48. Chapter 1/Title 1 funding	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	ID100395
49. Remedial reading instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	ID100396
50. Remedial writing instruction	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	ID100397
51. Gifted and talented program	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H	ID100398

Appendix B

School Information Form, 1998 High School Transcript Study

NAEP SCHOOL ID: _____

SUPERVISOR: _____

**SCHOOL INFORMATION FORM
1998 HIGH SCHOOL TRANSCRIPT STUDY**

A. SCHOOL INFORMATION

SCHOOL NAME: _____	FAX: _____
CITY, STATE: _____	E-MAIL: _____
PRINCIPAL: _____	TELEPHONE: () _____

1. WHO WILL BE THE SCHOOL COORDINATOR FOR THE HSTS? Name: _____

RECORD NAME AND PHONE NUMBER:

NAME: _____
TELEPHONE: _____

DOES THE COORDINATOR WORK IN THE SUMMER?

CIRCLE EITHER 1 OR 2

YES..... 1
NO..... 2

IF YES, AVAILABLE WHEN? DATES: _____

HOURS: _____

2. SCHOOL YEAR OFFICE HOURS: _____

3. SUMMER OFFICE HOURS:

DATES: _____

HOURS: _____

4. LAST DAY OF SCHOOL IN 1998: _____
Date

5. 1998 GRADUATION DATE: _____
Date

6a. WHEN WILL THE TRANSCRIPTS FOR THE 1998 GRADUATES
BE AVAILABLE? _____
Date

6b. WHEN WOULD BE THE MOST CONVENIENT TIME FOR SOMEONE TO RETURN TO GET
COPIES OF TRANSCRIPTS? _____
Date

7. 1998-99 SCHOOL YEAR BEGINS: _____
Date

IF DISTRICT/SCHOOL REFUSES TO PARTICIPATE, EXPLAIN:

8. WHERE AND WITH WHOM WILL THE SCHOOL'S COPY OF THE 1998 NAEP ADMINISTRATION
SCHEDULE(S) BE KEPT?

9. EXPLAIN TO COORDINATOR THE SYSTEM FOR INSERTING DISCLOSURE NOTICES IN STUDENT FILES AND OBTAINING TRANSCRIPTS AFTER GRADUATION. BE SURE TO DISCUSS THAT NO STUDENT TIME IS INVOLVED, CONFIDENTIALITY IS MAINTAINED, AND TRANSCRIPT REIMBURSEMENT IS PROVIDED.

COMMENTS ABOUT OBTAINING TRANSCRIPTS:

10. WHO FILLED OUT THE SD/LEP QUESTIONNAIRE?

CHECK ALL THAT ARE APPLICABLE:

FOR STUDENTS WITH DISABILITIES:

- SPECIAL EDUCATION TEACHER/COORDINATOR
- REGULAR EDUCATION TEACHER
- GUIDANCE COUNSELOR
- OTHER (SPECIFY) _____

FOR STUDENTS WITH LEP:

- ESL TEACHER/COORDINATOR
- REGULAR CLASSROOM TEACHER
- GUIDANCE COUNSELOR
- FOREIGN STUDENT COORDINATOR
- OTHER (SPECIFY) _____

11. EXPLAIN TO COORDINATOR THAT YOU WANT COURSE CATALOGS FOR YEARS 94-95, 95-96, 96-97, AND 97-98. CATALOGS SHOULD CONTAIN ALL COURSES, INCLUDING VOCATIONAL HONORS, REMEDIAL, SPECIAL ED., AND OFF-CAMPUS. EXPLAIN THE TYPES OF CATALOGS NEEDED IN ORDER OF PREFERENCE AS FOLLOWS:

- School-level catalogs that provide course names and content descriptions;
- District-level catalogs that provide course names and descriptions with the course offerings for this particular school clearly indicated;
- A course list by department that includes general descriptions of course offerings by department;
- Course lists without descriptions;
- District-level catalogs without school-level indication.

WHEN ARE THESE AVAILABLE?

NOW _____ LATER _____
Date

COMMENTS ABOUT OBTAINING COURSE CATALOGS:

12. EXPLAIN THAT YOU WOULD LIKE TO HAVE A SAMPLE OF AT LEAST THREE TRANSCRIPTS FOR STUDENTS WHO HAVE ALREADY GRADUATED (WITHOUT NAMES OR IDENTIFYING INFORMATION). THE SAMPLE TRANSCRIPTS SHOULD REFLECT REGULAR COURSES, HONORS COURSES, AND SPECIAL EDUCATION COURSES, OR SPECIAL PROGRAMS OFFERED IN THE SCHOOL (IB, PERFORMING ARTS, ETC).

13. IF COORDINATOR MENTIONS NEED FOR PARENTAL CONSENT, SHOW FERPA, NCES LETTERS AND, IF NECESSARY, PARENTAL CONSENT LETTERS. RECORD COORDINATOR'S REACTIONS.

14. ESTABLISH APPOINTMENT TO GET CATALOGS AND TRANSCRIPTS, AS APPROPRIATE.

B. OBTAINING COURSE CATALOGS

1. CHECK WHICH TYPE(S) OF CATALOGS OBTAINED

- School-level catalogs that provide course names and content descriptions.
- District-level catalogs that provide course names and descriptions with the course offerings for this particular school clearly indicated.
- A course list by department that includes general descriptions of course offerings by department
- Course lists without descriptions.
- District-level catalogs without school-level indication

ON THE LINES BELOW, INDICATE WHETHER YOU RECEIVED EACH CATALOG. RECORD THE SCHOOL ID AND CATALOG # ON THE COVER OF THE DOCUMENT.

CATALOG RECEIVED FOR THE FOLLOWING YEARS

	YES	NO
1997-98	_____	_____
1996-97	_____	_____
1995-96	_____	_____
1994-95	_____	_____

2. COMPLETE THE HSTS COURSE CATALOG CHECKLIST

3. THE CATALOGS YOU OBTAIN SHOULD COVER ALL COURSES AVAILABLE TO THE CLASS OF 1998 DURING ALL THEIR YEARS AT THIS SCHOOL (INCLUDING 9TH GRADE COURSES IF TAKEN AT A JUNIOR HIGH/MIDDLE SCHOOL).

A. DO THEY INCLUDE VOCATIONAL COURSES?

YES 1
NO 2

IF YES, HOW ARE VOCATIONAL COURSES IDENTIFIED IN THE CATALOG(S)?

B. DO THEY INCLUDE REMEDIAL COURSES?

YES 1
NO 2

IF YES, HOW ARE REMEDIAL COURSES IDENTIFIED IN THE CATALOG(S)?

C. DO THEY INCLUDE "HONORS" COURSES?

YES 1
NO 2

IF YES, HOW ARE HONORS COURSES IDENTIFIED IN THE CATALOG(S)?

D. DO THEY INCLUDE SPECIAL ED. COURSES?

YES 1
NO 2

IF YES, ARE DIFFERENT LEVELS OF SPECIAL ED. IDENTIFIED
(I.E., RESOURCE AND SELF-CONTAINED CLASSES)?

YES 1
NO 2

IF YES, HOW ARE SPECIAL EDUCATION COURSES IDENTIFIED? _____

E. DO THEY INCLUDE OFF-CAMPUS COURSES?

YES 1
NO 2

IF YES, HOW ARE CAMPUS COURSES IDENTIFIED IN THE CATALOG(S)?

F. DO THEY INCLUDE ESL OR BILINGUAL COURSES? (COURSES TAUGHT IN A LANGUAGE OTHER THAN ENGLISH)

YES 1
NO 2

IF YES, HOW ARE ESL OR BILINGUAL COURSES IDENTIFIED IN THE CATALOG(S)? _____

4. COURSE CATALOG CHECKLIST COMPLETED.

5. IF WESTAT STAFF HAVE QUESTIONS ABOUT THE COURSE CATALOGS, WHO IS THE BEST PERSON TO CONTACT?

SCHOOL COORDINATOR

OTHER (NAMES)

TITLE

PHONE

OTHER (NAMES)	TITLE	PHONE
_____	_____	_____
_____	_____	_____

C. OBTAINING OTHER SCHOOL INFORMATION

1. FOR 1997-98, HOW MANY CREDITS DOES A STUDENT IN THIS SCHOOL EARN FOR A COURSE TAKEN FOR A SINGLE CLASS PERIOD, THAT LASTS FOR THE WHOLE SCHOOL YEAR?

_____ **# OF CREDITS**

- 1a. HAS THIS CHANGED DURING THE LAST FOUR SCHOOL YEARS?

CIRCLE EITHER 1 OR 2

YES..... 1 (Q1b)
NO..... 2

- 1b. IF YES, HOW MANY CREDITS WERE GIVEN FOR A YEAR-LONG COURSE IN EACH OF THESE YEARS?

1994-95 _____
CREDITS

1995-96 _____
CREDITS

1996-97 _____
CREDITS

2. HOW MANY CLASS PERIODS DOES A TYPICAL STUDENT HAVE PER DAY, NOT COUNTING LUNCH?

_____ **# OF CLASS PERIODS**

3. WHAT IS THE MAXIMUM NUMBER OF CLASS PERIODS A STUDENT IN THIS SCHOOL MAY TAKE EACH DAY?

_____ **MAX. # OF CLASS PERIODS**

4. WHAT IS THE MINIMUM NUMBER OF CLASS PERIODS ALL STUDENTS IN THIS SCHOOL MAY TAKE EACH DAY?

_____ **MIN. # OF CLASS PERIODS**

5. IS THE MINIMUM NUMBER OF COURSES DIFFERENT FOR SENIORS?

YES..... 1
NO..... 2

6. HOW LONG DOES THE TYPICAL CLASS PERIOD LAST?

_____ MINUTES

7. ARE CREDITS FOR HONORS/AP COURSES DEFINED THE SAME AS ABOVE?

CIRCLE EITHER 1 OR 2

YES..... 1
NO..... 2

IF NO, DESCRIBE ANY DIFFERENCES: _____

8. ARE CREDITS FOR SPECIAL EDUCATION STUDENTS DEFINED THE SAME AS ABOVE?

CIRCLE EITHER 1 OR 2

YES 1
NO 2

IF NO, EXPLAIN THE DIFFERENCE: _____

9. DOES THIS SCHOOL INCLUDE 9TH GRADE?

CIRCLE EITHER 1 OR 2

YES 1 (Q. 10)
NO 2 (Q. 9a)

9a. IF NO, WHERE DO MOST STUDENTS ATTEND 9TH GRADE?

- A SINGLE FEEDER JUNIOR HIGH/MIDDLE SCHOOL
- SEVERAL JUNIOR HIGH/MIDDLE SCHOOLS IN THE DISTRICT
- OTHER SCHOOLS NOT IN THIS DISTRICT OR AFFILIATED WITH THIS SCHOOL

10. WHAT TYPES OF DIPLOMAS ARE OFFERED? (CHECK ALL THAT APPLY)

- Standard
- Regents (NY State only)
- Honors
- Certificate of Merit
- Vocational
- Special Education
- Certificate of Attendance
- International Baccalaureate
- Other (PLEASE DESCRIBE)

11. WE NEED TO KNOW THE GRADUATION REQUIREMENTS FOR ALL HIGH SCHOOL DIPLOMA PROGRAMS OFFERED AT THIS SCHOOL. IF THIS IS DOCUMENTED IN THE COURSE CATALOG(S), CHECK THE BOX BELOW AND INDICATE WHERE. PLACE A PAPER CLIP ON THE 1998 CATALOG PAGES WHERE GRADUATION REQUIREMENTS ARE DESCRIBED. OTHERWISE, CONTINUE WITH Q12.

GRADUATION REQUIREMENTS RECORDED ON PAGE(S): _____

(SKIP TO Q13)

12. WHAT ARE THE GRADUATION REQUIREMENTS FOR (DIPLOMA TYPE) IN THE FOLLOWING SUBJECT AREAS? (CHECK BOX IF NOT OFFERED.)

TOTAL CREDITS REQUIRED FOR GRADUATION*	STANDARD	HONORS	VOCATIONAL	OTHER ()
	Credits	Credits N/A <input type="checkbox"/>	Credits N/A <input type="checkbox"/>	Credits N/A <input type="checkbox"/>
<u>SUBJECT AREAS</u>				
a. English/Language Arts				
b. Mathematics				
c. Computer Science				
d. Social Studies/History				
e. Science				
f. Foreign Language				
g. Physical Education/Health				
h. Fine Arts				
i. OTHER ()				
j. OTHER ()				

*This number may be larger or smaller than the credits specified for A-I above because of electives and/or overlapping areas.

13. ARE THERE ANY COURSES REQUIRED FOR GRADUATION THAT DO NOT RECEIVE CREDITS? IF YES, SPECIFY

14. DO THESE GRADUATION REQUIREMENTS ASSUME FOUR YEARS OF HIGH SCHOOL?

CIRCLE EITHER 1 OR 2

YES 1
NO 2

IF NO, EXPLAIN: _____

15. ARE THERE GPA REQUIREMENTS FOR GRADUATION?

CIRCLE EITHER 1 OR 2

YES 1
NO 2

IF YES, EXPLAIN: _____

16. ARE THERE STATE OR DISTRICT COMPETENCY TESTS OR PERFORMANCE ASSESSMENTS THAT ARE REQUIRED FOR GRADUATION?

CIRCLE EITHER 1 OR 2

YES 1
NO 2

IF YES, IN WHAT AREAS (EX. READING, CITIZENSHIP, FUNCTIONAL MATH): _____

17. DOES THIS SCHOOL OFFER ANY SPECIAL PROGRAMS OR SERVE AS A "MAGNET SCHOOL?"

YES 1 (17a)
NO 2 (18)

17a. WHAT TYPE OF SPECIAL PROGRAMS ARE OFFERED? (CHECK ALL THAT APPLY)

- IB
- Performing Arts
- Science/Technology
- Continuing Education
- Other, Specify _____

17b. WHEN (WAS THIS/WERE THESE) PROGRAMS ESTABLISHED AT THIS SCHOOL?

YEAR _____

18. DOES THE SCHOOL HAVE THE FOLLOWING:

1 OR MORE COMPUTER LABS	YES	NO
LOCAL AREA NETWORK	YES	NO
MANY CLASSROOMS WITH COMPUTERS	YES	NO
INTERNET CONNECTION - IN LIBRARY/MEDIA CENTER	YES	NO
INTERNET CONNECTION - IN COMPUTER LABS	YES	NO
INTERNET CONNECTION - IN CLASSROOM COMPUTERS	YES	NO

19. IF WESTAT STAFF HAVE QUESTIONS ABOUT CREDITS, GRADUATION REQUIREMENTS, ETC., WHO IS THE BEST PERSON TO CONTACT?

SCHOOL COORDINATOR

OTHER (NAMES)

TITLE

PHONE

D. REVIEWING THE TRANSCRIPTS

COMPLETE THIS SECTION WHILE YOU ARE AT THE SCHOOL AND AFTER YOU HAVE RECEIVED COPIES OF THE SAMPLE TRANSCRIPTS.

SAMPLE TRANSCRIPTS OBTAINED INCLUDE:

CHECK ALL THAT APPLY:

- Regular courses
- Honors courses
- Special education courses.

1. COMPLETE TRANSCRIPT FORMAT CHECKLIST, CHECK HERE WHEN COMPLETE:
2. IS THE TYPICAL "A, B, C" GRADING SYSTEM USED?

CIRCLE EITHER 1 OR 2

YES 1
NO 2

IF NO, EXPLAIN THE GRADING SYSTEM: _____

3. IS THE GRADING SYSTEM THE SAME FOR ALL STUDENTS (I.E., SPECIAL EDUCATION, HONORS, ETC.?)

CIRCLE EITHER 1 OR 2

YES 1
NO 2

IF NO, EXPLAIN: _____

4. DO COURSE TITLES OR COURSE NUMBERS ON THE TRANSCRIPTS MATCH THOSE IN THE COURSE CATALOG?

CIRCLE EITHER 1 OR 2

YES 1
NO 2

COMMENTS: _____

5. IF THERE ARE ABBREVIATIONS OR SYMBOLS ON THE TRANSCRIPTS WHICH ARE NOT SELF-EVIDENT, FIND OUT WHAT THEY STAND FOR AND RECORD ON THE TRANSCRIPT FORMAT CHECKLIST.

6. FINAL SAMPLE TRANSCRIPT CHECKLIST:

- A. ALL CHECKED FOR LEGIBILITY AND COMPLETENESS
B. NAMES AND IDENTIFIERS HAVE BEEN REMOVED FROM EACH
C. TRANSCRIPT FORMAT CHECKLIST COMPLETED

7. IF WESTAT STAFF HAVE QUESTIONS ABOUT THE TRANSCRIPTS, WHO IS THE BEST PERSON TO CONTACT?

SCHOOL COORDINATOR

OTHER (NAMES)

TITLE

PHONE

Appendix C

1998 SD/LEP Questionnaire

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1998 SD/LEP Questionnaire

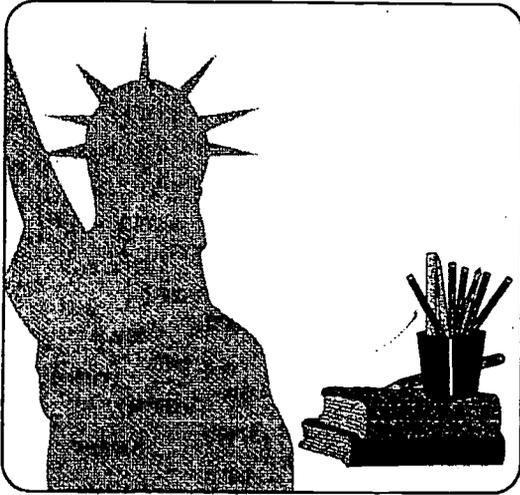
Q-095

 Use a #2 pencil to complete this questionnaire.

To be completed by the **staff member most knowledgeable** about a student identified as SD and/or LEP.

	<u>PAGES</u>
If Student with a Disability (SD):	2, 3-7
If Limited English Proficient (LEP):	2, 8-12

Return to NAEP School Coordinator by _____



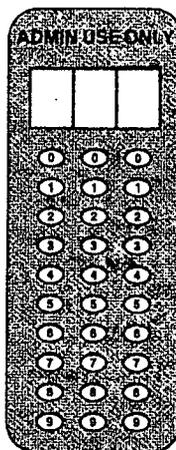
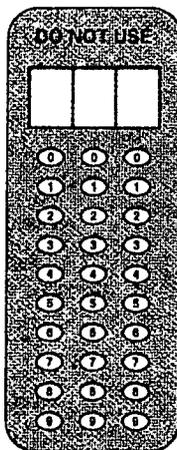
THE NATION'S
REPORT
CARD





095 152197 4

SCHOOL #			Grade		Birth Date		Sex	R/E	SD	LEP
					Month	Year	1 = Male 2 = Female			
					0	0	7	0	1	Y
					1	1	8	1	2	N
					2	2	9	2	3	
					3	3	4	3	4	
					4	4	5	4	5	
					5	5	6	5	6	
					6	6	7	6		
					7	7	8	7		
					8	8	9	8		
					9	9		9		



Student Booklet ID

(from column K or L on Administration Schedule)

--	--	--	--	--	--	--	--	--	--

Public reporting burden for this collection of information is estimated to average about three minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4851; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0628, Washington, DC 20503.

A project of the Office of Educational Research and Improvement. This report is authorized by law (P.L.103-382, 20 U.S.C. 9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. O.M.B. NO. 1850-0628 • Approval Expires 6/99
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SECTION A: STUDENTS WITH DISABILITIES

Complete this section for all students with a disability who have an IEP or equivalent classification.

3. Which of the following best describes this student's disability? (Grid in all that apply.)
- | | | | |
|--|----------|--|----------|
| <input type="radio"/> A Learning disability | ID100250 | <input type="radio"/> F Emotional disturbance | ID100249 |
| <input type="radio"/> B Hearing impairment | ID100251 | <input type="radio"/> G Orthopedic impairment | ID100255 |
| <input type="radio"/> C Visual impairment/blindness | ID100252 | <input type="radio"/> H Traumatic brain injury | ID100256 |
| <input type="radio"/> D Speech impairment | ID100253 | <input type="radio"/> I Other (specify) _____ | ID100257 |
| <input type="radio"/> E Mental or cognitive impairment | ID100254 | | ID100258 |

4. What is the degree of this student's disability?

- A Profound
 B Severe
 C Moderate
 D Mild

LD001619

5. Does this student have an Individualized Education Plan (IEP) or equivalent classification?

- A Yes, IEP
 B Yes, equivalent classification (define) _____
 C No

ID100306

6. Has the IEP team or an equivalent group determined that the student cannot participate in assessments such as NAEP?

- A No
 B Yes

LD001616

7. Is this student's cognitive functioning so severely impaired that he/she cannot participate in this assessment?

- A No
 B Yes

LD001617

U123ACC

3

8. What percentage of time is this student mainstreamed (i.e., with his/her nondisabled peers) in academic subjects (e.g., mathematics, reading/language arts, science)?

- A 0%
- B 1-24%
- C 25-49%
- D 50-74%
- E 75-99%
- F 100%
- G I don't know.

ID100347

9. What percentage of time in the total school day is this student served by a special education program (both in a class with his/her nondisabled peers and outside such a class)?

- A 0%
- B 1-24%
- C 25-49%
- D 50-74%
- E 75-99%
- F 100%
- G I don't know.

ID100348

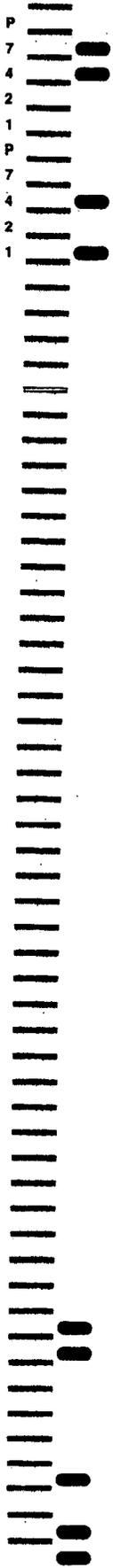
10. In which areas is this student currently receiving instruction as part of a special education program? (Grid in all that apply.)

ID100354

- | | | | |
|--|----------|---|----------|
| <input type="checkbox"/> A Language development | ID100260 | <input type="checkbox"/> F Personal care and basic life skills | ID100265 |
| <input type="checkbox"/> B Reading | ID100261 | <input type="checkbox"/> G Vocational education | ID100266 |
| <input type="checkbox"/> C Mathematics | ID100262 | <input type="checkbox"/> H Other (specify) _____ | ID100267 |
| <input type="checkbox"/> D Speech (e.g., articulation, voice, speech flow) | ID100263 | <input type="checkbox"/> I This student does not receive special education instruction in any area. | ID100355 |
| <input type="checkbox"/> E Self-control and deportment | ID100264 | | |

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11. What grade level of instruction is this student currently receiving in reading/language arts?

- A Lower than Kindergarten
- B Kindergarten
- C Grade 1
- D Grade 2
- E Grade 3
- F Grade 4
- G Grade 5
- H Grade 6
- I Grade 7
- J Grade 8
- K Grade 9
- L Grade 10
- M Grade 11
- N Grade 12
- O Student not taking reading/language arts
- P I don't know.

ID100160

12. What grade level of instruction is this student currently receiving in mathematics?

- A Lower than Kindergarten
- B Kindergarten
- C Grade 1
- D Grade 2
- E Grade 3
- F Grade 4
- G Grade 5
- H Grade 6
- I Grade 7
- J Grade 8
- K Grade 9
- L Grade 10
- M Grade 11
- N Grade 12
- O Student not taking mathematics
- P I don't know.

ID100161

13. Are any accommodations or adaptations used for achievement testing for this student?

- A IEP states that student cannot be tested. [GO TO QUESTION 18.]
- B No [GO TO QUESTION 18.]
- C Yes

LD001648

U123ACC

5

Questions 14-17. If your answer to question 13 is "Yes," which accommodations or adaptations are used for achievement testing with this student?

ID100268

14. Presentation Accommodations (Grid in all that apply.)

- | | | | |
|--|----------|--|----------|
| <input type="checkbox"/> A Read directions aloud | ID100269 | <input type="checkbox"/> F Braille edition of test | ID100274 |
| <input type="checkbox"/> B Read problems aloud (except on reading tests) | ID100270 | <input type="checkbox"/> G Large-print edition of test | ID100275 |
| <input type="checkbox"/> C Signing of directions | ID100271 | <input type="checkbox"/> H Use of magnifying equipment | ID100276 |
| <input type="checkbox"/> D Use of taped version of test | ID100272 | <input type="checkbox"/> I Other (specify) _____ | ID100277 |
| <input type="checkbox"/> E Assistance with interpretation of directions | ID100273 | | |

15. Response Accommodations (Grid in all that apply.)

- | | | | |
|---|----------|--|----------|
| <input type="checkbox"/> A Response in Braille | ID100278 | <input type="checkbox"/> G Use of typewriter to respond | ID100284 |
| <input type="checkbox"/> B Response in sign language | ID100279 | <input type="checkbox"/> H Use of calculator including talking or Braille calculators | ID100285 |
| <input type="checkbox"/> C Oral responses | ID100280 | <input type="checkbox"/> I Use of template to respond | ID100286 |
| <input type="checkbox"/> D Pointing to answers | ID100281 | <input type="checkbox"/> J Use of large marking pen or specially designed writing tool | ID100287 |
| <input type="checkbox"/> E Tape recording of answers | ID100282 | <input type="checkbox"/> K Other (specify) _____ | ID100288 |
| <input type="checkbox"/> F Use of computer to respond | ID100283 | | |

16. Setting Accommodations (Grid in all that apply.)

- | | |
|--|----------|
| <input type="checkbox"/> A Test in small group | ID100289 |
| <input type="checkbox"/> B Test individually | ID100290 |
| <input type="checkbox"/> C Other (specify) _____ | ID100291 |

17. Timing Accommodations (Grid in all that apply.)

- | | |
|--|----------|
| <input type="checkbox"/> A Extended time | ID100292 |
| <input type="checkbox"/> B More breaks during test | ID100293 |
| <input type="checkbox"/> C Test sessions over several days | ID100294 |
| <input type="checkbox"/> D Other (specify) _____ | ID100295 |





18. In your judgment, could this student meaningfully participate in the NAEP civics, reading, and writing assessments without accommodations or adaptations?

- A No
- B Yes

LD001650

19. If accommodations and/or adaptations were available, how would this student participate in the NAEP assessment?

- A Without accommodations or adaptations
- B With the accommodations or adaptations specified for achievement testing of this student
- C The IEP team or an equivalent group has determined that the student cannot participate in assessments such as NAEP.

LD001651



27. In which language could this student best demonstrate his/her reading ability?

- A English
- B Spanish
- C Other (specify) _____
- D I don't know.

ID100173

28. In which language could this student best demonstrate his/her writing ability?

- A English
- B Spanish
- C Other (specify) _____
- D I don't know.

ID100174

29. During this school year, what percentage of this student's academic instruction is provided in his/her native language?

- A 0%
- B 1-24%
- C 25-49%
- D 50-74%
- E 75-99%
- F 100%

ID100350

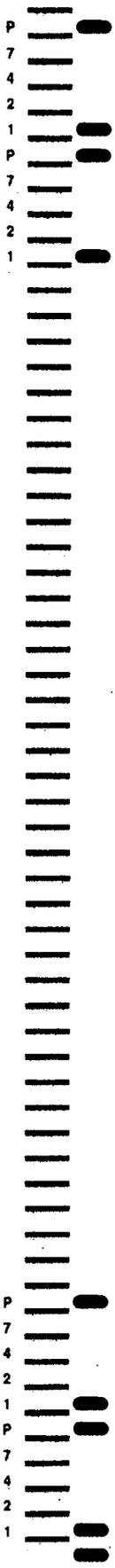
Questions 30-31. During this school year, has this student received any of the following types of instruction specially designed for LEP students? (Grid in one oval on each line.)

ID100351

	Specially designed instruction in English (such as ESL)	Native language instruction	Mainstreamed with no specially designed instruction	
30. Reading/language arts	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001666
31. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	LD001687

U123ACC

10



32. What grade level of instruction in the English language is this student receiving in reading/language arts?

- A Student is receiving instruction in his/her native language only.
- B Lower than Kindergarten
- C Kindergarten
- D Grade 1
- E Grade 2
- F Grade 3
- G Grade 4
- H Grade 5
- I Grade 6
- J Grade 7
- K Grade 8
- L Grade 9
- M Grade 10
- N Grade 11
- O Grade 12

ID100175

33. What grade level of instruction in the English language is this student receiving in mathematics?

- A Student is receiving instruction in his/her native language only.
- B Lower than Kindergarten
- C Kindergarten
- D Grade 1
- E Grade 2
- F Grade 3
- G Grade 4
- H Grade 5
- I Grade 6
- J Grade 7
- K Grade 8
- L Grade 9
- M Grade 10
- N Grade 11
- O Grade 12

ID100176

Questions 34-37. How would you characterize this student's English proficiency? (Grid in one oval on each line.)

LD001703

	Good (LEP advanced)	Fair (LEP intermediate)	Poor (LEP beginning)	No proficiency	I don't know.	
34. Understanding	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001704
35. Speaking	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001705
36. Reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001706
37. Writing	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	LD001707

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38. Are any accommodations or adaptations used for achievement testing for this student?

- A IEP states that student cannot be tested. [GO TO QUESTION 40.]
- B No [GO TO QUESTION 40.]
- C Yes

ID100352

39. If your answer to question 38 is "Yes," which accommodations or adaptations are used for achievement testing with this student? (Grid in all that apply.)

ID100297

- A Native language version of test
- B Word lists or glossaries
- C English/native language dictionary
- D Help from a native speaker in interpreting directions and questions
- E Directions read aloud in English
- F Questions read aloud in English
- G Extended time
- H Other (specify) _____

ID100298

ID100299

ID100300

ID100301

ID100305

ID100302

ID100303

ID100304

40. In your judgment, could this student participate meaningfully in the NAEP assessment without adaptations or accommodations?

- A No
- B Yes

ID100353

41. If accommodations and/or adaptations were available, how would this student participate in the NAEP assessment?

- A In English without accommodations or adaptations
- B In English with the accommodations or adaptations specified for achievement testing of this student
- C In his/her native language
- D In his/her native language with the accommodations or adaptations specified for achievement testing of this student
- E This student would not participate.

LD001714

THANK YOU FOR YOUR COOPERATION.

U123ACC

12



Appendix D

1998 High School Transcript Study Codebook
for Linked Weights File

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR LINKED WEIGHTS FILE
 January 1, 2000

Question Name Column Number(s)

PSU 0001-0003 Primary Sampling Unit

103-494 = PSU

SCHOOL 0004-0007 School ID (within PSU)

3011-3574 = School (within PSU)

NOTE : Both PSU and school ID must be combined to uniquely identify a school within the data file.

STUDENT 0008-0017 Student ID (within School)

0000000001 - 9899999999 = Linked
 9900000000 - 9909999999 = Unlinked

NOTE : Student IDs are unique. They correspond to NAEP booklet numbers. Only students in schools fully linked to NAEP are included in this file.

SUBJECT 0018 Session Flag

1 = 50 - minute writing
 2 = Reading
 3 = Civics
 4 = 25 - minute writing

EXSTAT 0019 Student Exit Status

1 = Standard Diploma
 2 = Honors Diploma
 3 = Diploma with Special Education Adjustments
 4 = Certificate of Attendance
 5 = Certificate of Completion

GRAD_IMP 0020 Imputation flag for variable EXSTAT

0 = No
 1 = Yes

[1]

Question Name Column Number(s)

DRVDRACE 0021

Student Race/ethnicity

1 = White (Not Hispanic)
2 = Black (Not Hispanic)
3 = Hispanic (Mexican,
 Mexican-American, Chicano,
 Puerto Rican, Cuban, other
 Spanish or Hispanic Descent)
4 = Asian or Pacific Islander
5 = American Indian or Alaskan
 Native
6 = Other

RACE_IMP 0022

Imputation flag for variable DRVDRACE

0 = No
1 = Yes

GRADE 0023-0024

Student Grade Level in 1997-98

12 = Twelfth Grade

NOTE : Grade the student was in during the
1997-98 school year.

SEX 0025

Student Gender

1 = Male
2 = Female
9 = Not Reported

BIRTHMO 0026-0027

Student Month Born

01-12 = Month Born

BIRTHYR 0028-0029

Student Year Born

1976-83 = Year Born

BIRT_IMP 0030

Imputation flag for variable BIRTHYR

0 =
1 = Yes

[2]

Question Name Column Number(s)

HCFLAG 0031 Student Disability Status

0 = Not Disabled
1 = Disabled
9 = Not Reported

NOTE : HCFLAG is based on a determination of whether the student is disabled and in a special education program, using the best information available.

HCTYPE 0032-0033 Description of student's disability

00 = Not disabled
01 = Multiple responses
02 = Learning disability
03 = Hearing impairment
04 = Visual impairment/blindness
05 = Speech impairment
06 = Mental or cognitive impairment
07 = Emotional disturbance
08 = Orthopedic impairment
09 = Traumatic brain injury
10 = Other
99 = Not response

NOTE : This variable was obtained from the SD/LEP Questionnaire which was completed by school personnel.

PSU_WGT 0034-0045 NAEP PSU weight

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

QSCHWT12 0046-0057 School weight, Conditional on PSU

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

[3]

Question Name	Column Number(s)	
SCH_WT12	0058-0069	<p>NAEP School Weight, Conditional on PSU</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
TRPSUWT	0070-0081	<p>PSU Weight, Conditional on PSU</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
TRSCHWT	0082-0093	<p>School Weight, Conditional on School, PSU</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
SA_WT	0094-0105	<p>School Weight, Conditional on School, PSU</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
SA_ADJ	0106-0117	<p>Poststratification Adjustment Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

[4]

Question Name	Column Number(s)	
SAMPTYWT	0118-0129	<p>Sample Type Weight, Conditional on School</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
YRRND_FC	0130-0141	<p>Year - round School Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
STUSA_WT	0142-0153	<p>Student Sampling (Within School) Weight</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
SESNRFO	0154-0165	<p>School/Session Nonresponse Adjustment Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
LSTUBWO	0166-0177	<p>Student Base Weight</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
LSTNRADJ	0178-0189	<p>Student Nonresponse Adjustment Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

[5]

Question Name	Column Number(s)	
LTRIMFCT	0190-0201	<p>Student Trimming Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
LRPTFCTR	0202-0213	<p>Student Reporting Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
LPS_ADJ	0214-0225	<p>Postratification Adjustment Factor</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
FINLNKWT	0226-0237	<p>Final Usable Linked Student Weight</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT1	0238-0249	<p>Jackknife Replicate Weight1</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT2	0250-0261	<p>Jackknife Replicate Weight2</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Column
Name Number(s)

REPWT3 0262-0273 Jackknife Replicate Weight3

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT4 0274-0285 Jackknife Replicate Weight4

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT5 0286-0297 Jackknife Replicate Weight5

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT6 0298-0309 Jackknife Replicate Weight6

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT7 0310-0321 Jackknife Replicate Weight7

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT8 0322-0333 Jackknife Replicate Weight8

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[7]

Question Name	Column Number(s)	
REPWT9	0334-0345	<p>Jackknife Replicate Weight9</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT10	0346-0357	<p>Jackknife Replicate Weight10</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT11	0358-0369	<p>Jackknife Replicate Weight11</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT12	0370-0381	<p>Jackknife Replicate Weight12</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT13	0382-0393	<p>Jackknife Replicate Weight13</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT14	0394-0405	<p>Jackknife Replicate Weight14</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Name	Column Number(s)	
REPWT15	0406-0417	<p>Jackknife Replicate Weight15</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT16	0418-0429	<p>Jackknife Replicate Weight16</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT17	0430-0441	<p>Jackknife Replicate Weight17</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT18	0442-0453	<p>Jackknife Replicate Weight18</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT19	0454-0465	<p>Jackknife Replicate Weight19</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT20	0466-0477	<p>Jackknife Replicate Weight20</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

[9]

Question Name	Column Number(s)	
REPWT21	0478-0489	<p>Jackknife Replicate Weight21</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT22	0490-0501	<p>Jackknife Replicate Weight22</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT23	0502-0513	<p>Jackknife Replicate Weight23</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT24	0514-0525	<p>Jackknife Replicate Weight24</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT25	0526-0537	<p>Jackknife Replicate Weight25</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT26	0538-0549	<p>Jackknife Replicate Weight26</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Name	Column Number(s)	
REPWT27	0550-0561	<p>Jackknife Replicate Weight27</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT28	0562-0573	<p>Jackknife Replicate Weight28</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT29	0574-0585	<p>Jackknife Replicate Weight29</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT30	0586-0597	<p>Jackknife Replicate Weight30</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT31	0598-0609	<p>Jackknife Replicate Weight31</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT32	0610-0621	<p>Jackknife Replicate Weight32</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

[11]

Question Name	Column Number(s)	
REPWT33	0622-0633	<p>Jackknife Replicate Weight33</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT34	0634-0645	<p>Jackknife Replicate Weight34</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT35	0646-0657	<p>Jackknife Replicate Weight35</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT36	0658-0669	<p>Jackknife Replicate Weight36</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT37	0670-0681	<p>Jackknife Replicate Weight37</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT38	0682-0693	<p>Jackknife Replicate Weight38</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Name	Column Number(s)	
REPWT39	0694-0705	<p>Jackknife Replicate Weight39</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT40	0706-0717	<p>Jackknife Replicate Weight40</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT41	0718-0729	<p>Jackknife Replicate Weight41</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT42	0730-0741	<p>Jackknife Replicate Weight42</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT43	0742-0753	<p>Jackknife Replicate Weight43</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT44	0754-0765	<p>Jackknife Replicate Weight44</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Name	Column Number(s)	
REPWT45	0766-0777	<p>Jackknife Replicate Weight45</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT46	0778-0789	<p>Jackknife Replicate Weight46</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT47	0790-0801	<p>Jackknife Replicate Weight47</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT48	0802-0813	<p>Jackknife Replicate Weight48</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT49	0814-0825	<p>Jackknife Replicate Weight49</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT50	0826-0837	<p>Jackknife Replicate Weight50</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Name	Column Number(s)	
REPWT51	0838-0849	<p>Jackknife Replicate Weight51</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT52	0850-0861	<p>Jackknife Replicate Weight52</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT53	0862-0873	<p>Jackknife Replicate Weight53</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT54	0874-0885	<p>Jackknife Replicate Weight54</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT55	0886-0897	<p>Jackknife Replicate Weight55</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT56	0898-0909	<p>Jackknife Replicate Weight56</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

[15]

Question Column
Name Number(s)

REPWT57 0910-0921 Jackknife Replicate Weight57

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT58 0922-0933 Jackknife Replicate Weight58

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT59 0934-0945 Jackknife Replicate Weight59

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT60 0946-0957 Jackknife Replicate Weight60

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT61 0958-0969 Jackknife Replicate Weight61

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT62 0970-0981 Jackknife Replicate Weight62

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[16]

Question Name	Column Number(s)	
REPGRP1	0982-0983	Jackknife Replicate Group Number 1
		1-47 = Jackknife Replicate Group Number 1
DROPGRP	0984	Jackknife Dropout Group Number 1
		1-2 = Jackknife Dropout Group Number
ACAD_TRK	0985	Academic Track
		1 = Academic
		2 = Vocational
		3 = Both
		4 = Neither
TYPLOC_R	0986	Community Type (Data available in Restricted Use Only file)
		1 = Large City
		2 = Mid-size City
		3 = Urban Fringe of Large City
		4 = Urban Fringe of Mid-size City
		5 = Large Town
		6 = Small Town
		7 = Other Rural
NAEPREGN	0987	NAEP Region
		1 = Northeast
		2 = Southeast
		3 = Central
		4 = West
PUBPRIV	0988	Public/Nonpublic School
		1 = Public
		2 = Private

[17]

1998 HIGH SCHOOL TRANSCRIPT STUDY
Linked Weights File

NAEP PSU Weight

PSU_WGT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 38.61	18064	100.00	18064	100.00

PSS Weight

QSCHWT12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00	18064	100.00	18064	100.00

School Weight, Conditional on PSU

SCH_WT12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 62.36	18064	100.00	18064	100.00

HSTS PSU Wt, Cond on NAEP PSU

TRPSUWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 2.00	18064	100.00	18064	100.00

HSTS Sch Wt, Cond on Sch, PSU

TRSCHWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 6.00	18064	100.00	18064	100.00

Linked Weights File

Session Allocation Wt, Cond on School

SA_WT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 3.77	18064	100.00	18064	100.00

Session Alloc Adj Fctr, Cond on Sess

SA_ADJ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00	18064	100.00	18064	100.00

Sample Type Weight, Cond on School

SAMPTYWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 2.00	18064	100.00	18064	100.00

Year-round School Factor

YRRND_FC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 1.50	18064	100.00	18064	100.00

Student Sampling (Within school) Wt

STUSA_WT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 53.72	18064	100.00	18064	100.00

Linked Weights File

School/Session Nonresponse Adj Factor

SESNRFO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 1.70	18064	100.00	18064	100.00

Student Base Weight

LSTUBWO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
46.12 - 5767.00	18064	100.00	18064	100.00

Student Nonresponse Adjustment Factor

LSTNRADJ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 2.00	18064	100.00	18064	100.00

Student Trimming Factor

LTRIMFCT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.52 - 1.00	18064	100.00	18064	100.00

Student Reporting Factor

LRPTFCTR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.50 - 1.00	18064	100.00	18064	100.00

Linked Weights File

Poststratification Adjustment Factor

LPS_ADJ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.70 - 1.57	18064	100.00	18064	100.00

Final Usable Linked Student Weight

FINLNKWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 1

LREPWT1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	84	0.47	84	0.47
53.11 - 6959.55	17980	99.53	18064	100.00

Jackknife Replicate Weight 2

LREPWT2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	140	0.78	140	0.78
53.01 - 6639.02	17924	99.22	18064	100.00

Linked Weights File

Jackknife Replicate Weight 3

LREPWT3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	509	2.82	509	2.82
52.79 - 5626.69	17555	97.18	18064	100.00

Jackknife Replicate Weight 4

LREPWT4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	503	2.78	503	2.78
52.90 - 9490.69	17561	97.22	18064	100.00

Jackknife Replicate Weight 5

LREPWT5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	108	0.60	108	0.60
52.86 - 5460.91	17956	99.40	18064	100.00

Jackknife Replicate Weight 6

LREPWT6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	383	2.12	383	2.12
52.76 - 5535.56	17681	97.88	18064	100.00

Linked Weights File

Jackknife Replicate Weight 7

LREPWT7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	332	1.84	332	1.84
52.86 - 5475.28	17732	98.16	18064	100.00

Jackknife Replicate Weight 8

LREPWT8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	157	0.87	157	0.87
52.86 - 5569.74	17907	99.13	18064	100.00

Jackknife Replicate Weight 9

LREPWT9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	456	2.52	456	2.52
52.82 - 5473.49	17608	97.48	18064	100.00

Jackknife Replicate Weight 10

LREPWT10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	288	1.59	288	1.59
52.96 - 6591.32	17776	98.41	18064	100.00

Linked Weights File

Jackknife Replicate Weight 11

LREPWT11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	120	0.66	120	0.66
52.86 - 5514.49	17944	99.34	18064	100.00

Jackknife Replicate Weight 12

LREPWT12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	192	1.06	192	1.06
52.86 - 6609.54	17872	98.94	18064	100.00

Jackknife Replicate Weight 13

LREPWT13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5520.60	18064	100.00	18064	100.00

Jackknife Replicate Weight 14

LREPWT14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	444	2.46	444	2.46
41.80 - 5573.35	17620	97.54	18064	100.00

Linked Weights File

Jackknife Replicate Weight 15

LREPWT15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	466	2.58	466	2.58
46.30 - 5743.19	17598	97.42	18064	100.00

Jackknife Replicate Weight 16

LREPWT16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	268	1.48	268	1.48
49.87 - 5514.28	17796	98.52	18064	100.00

Jackknife Replicate Weight 17

LREPWT17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	275	1.52	275	1.52
55.10 - 5345.94	17789	98.48	18064	100.00

Jackknife Replicate Weight 18

LREPWT18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	192	1.06	192	1.06
54.74 - 6341.75	17872	98.94	18064	100.00

Linked Weights File

Jackknife Replicate Weight 19

LREPWT19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.85 - 5494.41	18064	100.00	18064	100.00

Jackknife Replicate Weight 20

LREPWT20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19	0.11	19	0.11
53.13 - 5345.77	18045	99.89	18064	100.00

Jackknife Replicate Weight 21

LREPWT21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	169	0.94	169	0.94
52.68 - 5495.25	17895	99.06	18064	100.00

Jackknife Replicate Weight 22

LREPWT22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5685.54	18064	100.00	18064	100.00

Jackknife Replicate Weight 23

LREPWT23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	192	1.06	192	1.06
52.71 - 5916.48	17872	98.94	18064	100.00

Linked Weights File

Jackknife Replicate Weight 24

LREPWT24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	165	0.91	165	0.91
52.86 - 5399.35	17899	99.09	18064	100.00

Jackknife Replicate Weight 25

LREPWT25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	183	1.01	183	1.01
52.87 - 6015.81	17881	98.99	18064	100.00

Jackknife Replicate Weight 26

LREPWT26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	197	1.09	197	1.09
52.86 - 5310.19	17867	98.91	18064	100.00

Jackknife Replicate Weight 27

LREPWT27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	188	1.04	188	1.04
52.86 - 5644.68	17876	98.96	18064	100.00

Linked Weights File

Jackknife Replicate Weight 28

LREPWT28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	99	0.55	99	0.55
52.86 - 5493.88	17965	99.45	18064	100.00

Jackknife Replicate Weight 29

LREPWT29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	182	1.01	182	1.01
52.86 - 5503.26	17882	98.99	18064	100.00

Jackknife Replicate Weight 30

LREPWT30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	174	0.96	174	0.96
52.86 - 5480.80	17890	99.04	18064	100.00

Jackknife Replicate Weight 31

LREPWT31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	225	1.25	225	1.25
52.86 - 5493.58	17839	98.75	18064	100.00

Linked Weights File

Jackknife Replicate Weight 32

LREPWT32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	100	0.55	100	0.55
51.51 - 5488.34	17964	99.45	18064	100.00

Jackknife Replicate Weight 33

LREPWT33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	133	0.74	133	0.74
56.08 - 5631.76	17931	99.26	18064	100.00

Jackknife Replicate Weight 34

LREPWT34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	213	1.18	213	1.18
53.75 - 5678.32	17851	98.82	18064	100.00

Jackknife Replicate Weight 35

LREPWT35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	214	1.18	214	1.18
53.74 - 5513.29	17850	98.82	18064	100.00

Linked Weights File

Jackknife Replicate Weight 36

LREPWT36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	76	0.42	76	0.42
47.39 - 5299.78	17988	99.58	18064	100.00

Jackknife Replicate Weight 37

LREPWT37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	189	1.05	189	1.05
55.23 - 5439.74	17875	98.95	18064	100.00

Jackknife Replicate Weight 38

LREPWT38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	161	0.89	161	0.89
52.91 - 5467.29	17903	99.11	18064	100.00

Jackknife Replicate Weight 39

LREPWT39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	160	0.89	160	0.89
52.54 - 5489.96	17904	99.11	18064	100.00

Linked Weights File

Jackknife Replicate Weight 40

LREPWT40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	286	1.58	286	1.58
53.51 - 5664.48	17778	98.42	18064	100.00

Jackknife Replicate Weight 41

LREPWT41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	176	0.97	176	0.97
54.28 - 5272.77	17888	99.03	18064	100.00

Jackknife Replicate Weight 42

LREPWT42	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	25	0.14	25	0.14
52.65 - 5603.22	18039	99.86	18064	100.00

Jackknife Replicate Weight 43

LREPWT43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	18	0.10	18	0.10
52.92 - 5529.04	18046	99.90	18064	100.00

Linked Weights File

Jackknife Replicate Weight 44

LREPWT44	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.71 - 5571.30	18064	100.00	18064	100.00

Jackknife Replicate Weight 45

LREPWT45	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	83	0.46	83	0.46
52.81 - 7571.27	17981	99.54	18064	100.00

Jackknife Replicate Weight 46

LREPWT46	Frequency	Percent	Cumulative Frequency	Cumulative Percent
50.28 - 10615.23	18064	100.00	18064	100.00

Jackknife Replicate Weight 47

LREPWT47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	145	0.80	145	0.80
53.26 - 6035.17	17919	99.20	18064	100.00

Jackknife Replicate Weight 48

LREPWT48	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Linked Weights File

Jackknife Replicate Weight 49

LREPWT49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 50

LREPWT50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 51

LREPWT51	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 52

LREPWT52	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 53

LREPWT53	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Linked Weights File

Jackknife Replicate Weight 54

LREPWT54	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 55

LREPWT55	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 56

LREPWT56	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 57

LREPWT57	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 58

LREPWT58	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Linked Weights File

Jackknife Replicate Weight 59

LREPWT59	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 60

LREPWT60	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 61

LREPWT61	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Jackknife Replicate Weight 62

LREPWT62	Frequency	Percent	Cumulative Frequency	Cumulative Percent
52.86 - 5493.88	18064	100.00	18064	100.00

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	18064	100.00	18064	100.00

Linked Weights File

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	18064	100.00	18064	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	18064	100.00	18064	100.00

NAEP Subject

SUBJECT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-50-minute writing	2296	12.71	2296	12.71
2-Reading	4922	27.25	7218	39.96
3-Civics	3095	17.13	10313	57.09
4-25-minute writing	7751	42.91	18064	100.00

Student Exit Status

EXSTAT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Standard Diploma	16638	92.11	16638	92.11
2-Honors Diploma	999	5.53	17637	97.64
3-Spec Ed Diploma	158	0.87	17795	98.51
4-Cert of Attendance	147	0.81	17942	99.32
5-Cert of Completion	122	0.68	18064	100.00

Linked Weights File

Imputation flag for Grad Stat

GRAD_IMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	18064	100.00	18064	100.00

Student Race/ethnicity

DRVDRACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-White	10787	59.72	10787	59.72
2-Black	3361	18.61	14148	78.32
3-Hispanic	2589	14.33	16737	92.65
4-Asian/Pacific Isl	1143	6.33	17880	98.98
5-American Indian	171	0.95	18051	99.93
6-Other	13	0.07	18064	100.00

Imputation flag for Der_Race

RACE_IMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	18057	99.96	18057	99.96
Yes	7	0.04	18064	100.00

Student Grade Level in 1997-98

GRADE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Twelfth Grade	18064	100.00	18064	100.00

Linked Weights File

Student Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Male	8523	47.18	8523	47.18
2-Female	9539	52.81	18062	99.99
Not reported	2	0.01	18064	100.00

Student Month Born

BIRTHMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
January	1458	8.07	1458	8.07
February	1372	7.60	2830	15.67
March	1421	7.87	4251	23.53
April	1455	8.05	5706	31.59
May	1454	8.05	7160	39.64
June	1495	8.28	8655	47.91
July	1566	8.67	10221	56.58
August	1656	9.17	11877	65.75
September	1674	9.27	13551	75.02
October	1607	8.90	15158	83.91
November	1395	7.72	16553	91.64
December	1511	8.36	18064	100.00

Student Year Born

BIRTHYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1976	17	0.09	17	0.09
1977	77	0.43	94	0.52
1978	555	3.07	649	3.59
1979	5873	32.51	6522	36.10
1980	11347	62.82	17869	98.92
1981	188	1.04	18057	99.96
1982	5	0.03	18062	99.99
1983	2	0.01	18064	100.00

Linked Weights File

Imputation flag for birthdate

BIRT_IMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	18043	99.88	18043	99.88
Yes	21	0.12	18064	100.00

Student Disability Status

HCFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Not Disabled	461	2.55	461	2.55
1-Disabled	776	4.30	1237	6.85
9-Not Reported	16827	93.15	18064	100.00

Disabling Condition

HCTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Not disabled	461	2.55	461	2.55
01-Multidisabled	74	0.41	535	2.96
02-Learning disabled	502	2.78	1037	5.74
03-Hearing impaired	9	0.05	1046	5.79
04-Visual impaired	6	0.03	1052	5.82
05-Speech impaired	4	0.02	1056	5.85
06-Mental impaired	119	0.66	1175	6.50
07-Emotional disturb	23	0.13	1198	6.63
08-Orthopedic impair	8	0.04	1206	6.68
09-Traumatic brain I	4	0.02	1210	6.70
10-Other	27	0.15	1237	6.85
99-Not Reported	16827	93.15	18064	100.00

Jackknife Replicate Group Number 1

REPGRP1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 - 47	18064	100.00	18064	100.00

Linked Weights File

Jackknife Dropout Group Number 1

DROPGRP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 - 2	18064	100.00	18064	100.00

Academic Track

ACAD_TRK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Academic	12677	70.18	12677	70.18
2-Vocational	606	3.35	13283	73.53
3-Both	3769	20.86	17052	94.40
4-Neither	1012	5.60	18064	100.00

Community Type

TYPLOC_R	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Large city	2578	14.27	2578	14.27
2-Mid-size city	3360	18.60	5938	32.87
3-Urban fringe of large	4765	26.38	10703	59.25
4-Urban fringe of mid	2304	12.75	13007	72.01
5-Large town	106	0.59	13113	72.59
6-Small town	2622	14.52	15735	87.11
7-Other rural	2329	12.89	18064	100.00

NAEP Region

NAEPREGN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Northeast	2834	15.69	2834	15.69
2-Southeast	5202	28.80	8036	44.49
3-Central	3700	20.48	11736	64.97
4-West	6328	35.03	18064	100.00

Linked Weights File

Public/Nonpublic School

PUBPRIV	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Public	17302	95.78	17302	95.78
2-Nonpublic	762	4.22	18064	100.00

Appendix E

1998 High School Transcript Study Codebook
for SD/LEP Questionnaire

Question Column
Name Number(s)

DRVDRACE 0019 Student Race/ethnicity

- 1 = White (Not Hispanic)
- 2 = Black (Not Hispanic)
- 3 = Hispanic (Mexican,
 Mexican-American, Chicano,
 Puerto Rican, Cuban, Other
 Spanish or Hispanic Descent)
- 4 = Asian or Pacific Islander
- 5 = American Indian or Alaskan
 Native
- 6 = Other

NOTE : For students who participated in NAEP,
this variable comes from NAEP files. For
other students, this variable was recorded
during the transcript study. The NAEP data
were reviewed during transcript collection and
updated as necessary.

SEX 0020 Student Gender

- 1 = Male
- 2 = Female
- 9 = Missing

NOTE : For students who participated in NAEP,
this variable comes from NAEP files. For
other students, this variable was recorded
during the transcript study. The NAEP data
were reviewed during transcript collection and
updated as necessary.

BIRTHMO 0021-0022 Student Month Born

- 01-12 = Month Born
- 99 = Missing

NOTE : For students who participated in NAEP,
this variable comes from NAEP files. For
other students, this variable was recorded
during the transcript study. The NAEP data
were reviewed during transcript collection and
updated as necessary.

Question Column
Name Number(s)

BIRTHYR 0023-0024 Student Year Born

76-83 = Year Born
99 = Missing

NOTE : For students who participated in NAEP, this variable comes from NAEP files. For other students, this variable was recorded during the transcript study. The NAEP data were reviewed during transcript collection and updated as necessary.

HCFLAG 0025 Student Disability Status

0 = Not Disabled
1 = Disabled'
3 = Unknown

NOTE : HCFLAG is based on a determination of whether the student is disabled. If at least one item in the "Student with Disability" section was checked, then the HCFLAG was set to 1 (disabled).

Q00 0026 Person Who Completed Questionnaire

0 = Multiple persons
1 = Principal
2 = Special Education Teacher
3 = Bilingual Education Teacher
4 = Classroom Teacher
5 = Other person
8 = Not reported

Q01 0027 Student Has a Physical/Mental Disability (SD)

0 = Multiple responses
1 = No
2 = Yes
8 = Not reported
9 = Unknown

Q02 0028 Student Has Limited English Proficiency

0 = Multiple responses
1 = No
2 = Yes
8 = Not reported
9 = Unknown

[3]

Question Name	Column Number(s)
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Q03	0029-0030	Description of Student's Disability
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01	= Multidisabled
02	= Learning disabled
03	= Hearing impaired
04	= Visual impaired
05	= Speech impaired
06	= Mental impaired
07	= Emotionally disturbed
08	= Orthopedically impaired
09	= Traumatic brain injury
10	= Other Disability
99	= Not reported

Q04	0031	Degree of Student's Disability
-----	------	--------------------------------

1	= Profound
2	= Severe
3	= Moderate
4	= Mild
8	= Missing
9	= Unknown

Q05	0032	Does student have an individual education plan (IEP)?
-----	------	---

0	= Multiple response
1	= Yes, student has IEP
2	= Yes, student has IEP equivalent
3	= No
8	= Not reported
9	= Unknown

Q06	0033	Does IEP team determine student NAEP participation?
-----	------	---

0	= Multiple responses
1	= No
2	= Yes
8	= Not reported
9	= Unknown

Q07	0034	Does student's cognitive function prevent NAEP participation?
-----	------	---

0	= Multiple responses
1	= No
2	= Yes
8	= Not reported
9	= Unknown

[4]

Question Name	Column Number(s)	
Q08	0035-0036	Percentage of Time Student Mainstreamed In Academic Subjects?
		<hr/> 0 = Multiple responses 1 = 0% 2 = 1 - 24% 3 = 25 - 49% 4 = 50 - 74% 5 = 75 - 99% 6 = 100% 77 = Don't Know 88 = Not reported 99 = Unknown
Q09	0037-0038	Percentage of Total School Day Student Spends In Special Education Program?
		<hr/> 0 = Multiple responses 1 = 0% 2 = 1 - 24% 3 = 25 - 49% 4 = 50 - 74% 5 = 75 - 99% 6 = 100% 77 = Don't Know 88 = Not reported 99 = Unknown
Q10	0039-0040	In Which Areas Student Receiving Special Instruction?
		<hr/> 00 = Multiple responses 01 = Language development 02 = Reading 03 = Mathematics 04 = Speech 05 = Self-control and deportment 06 = Personal care and basic life skills 07 = Vocational education 08 = Other 09 = No special education instruction 88 = Not reported
Q11	0041-0042	Grade Level Receiving Reading/Language Arts?
		<hr/> 00 = Multiple response 01 = Lower-Kindergarten 02 = Kindergarten 03 = Grade 1 04 = Grade 2 05 = Grade 3 06 = Grade 4 07 = Grade 5 08 = Grade 6 09 = Grade 7 10 = Grade 8 11 = Grade 9 12 = Grade 10 13 = Grade 11 14 = Grade 12 15 = Not taking subject 77 = Don't know 88 = Not reported 99 = Unknown

[5]

Question Name	Column Number(s)
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Q12	0043-0044	Grade Level Receiving Mathematics?
-----	-----------	------------------------------------

00	= Multiple response
01	= Lower-Kindergarten
02	= Kindergarten
03	= Grade 1
04	= Grade 2
05	= Grade 3
06	= Grade 4
07	= Grade 5
08	= Grade 6
09	= Grade 7
10	= Grade 8
11	= Grade 9
12	= Grade 10
13	= Grade 11
14	= Grade 12
15	= Not taking subject
77	= Don't know
88	= Not reported
99	= Unknown

Q13	0045	Any Accommodations/Adaptations Used For Achievement Testing for this Student?
-----	------	---

0	= Cannot be tested
1	= No
2	= Yes
8	= Not reported
9	= Unknown

Q14	0046-0047	Presentation Accommodations Used?
-----	-----------	-----------------------------------

00	= Multiple response
01	= Read directions aloud
02	= Read problems aloud
03	= Signing of directions
04	= Use of taped version of test
05	= Assistance with interpretation of directions
06	= Braille edition of test
07	= Large-print edition of test
08	= Use of magnifying equipment
09	= Other presentation accommodation
88	= Not reported

Q15	0048-0049	Response Accommodations Used?
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00	= Multiple response
01	= Response in Braille
02	= Response in sign language
03	= Oral responses
04	= Pointing to answers
05	= Tape recording of answers
06	= Use of computer to respond
07	= Use of typewriter to respond
08	= Use of calculator to respond
09	= Use of template to respond
10	= Use of specially designed writing tool
11	= Other response accommodation
88	= Not reported

{6}

Question Name	Column Number(s)	
Q16	0050	Setting Accommodation Used? <hr/>
		0 = Multiple response
		1 = Tested in small group
		2 = Tested individually
		3 = Other setting accommodation
		8 = Not reported
Q17	0051	Timing Accommodation Used? <hr/>
		0 = Multiple response
		1 = Extended time
		2 = More breaks during test
		3 = Test sessions over several days
		4 = Other timing accommodations
		8 = Not reported
Q18	0052	Could Student Participate in NAEP Assessments Without Accommodations or Adaptations? <hr/>
		0 = Multiple response
		1 = No
		2 = Yes
		8 = Not reported
		9 = Unknown
Q19	0053	If Accommodations or Adaptations Available, Would Student Participate in NAEP Assessments? <hr/>
		0 = Multiple response
		1 = Without accommodations or adaptations
		2 = With accommodations or adaptations
		3 = Student can not participate in NAEP assessments
		8 = Not reported
		9 = Unknown
Q20	0054	How Long Has Student Lived in United States? <hr/>
		0 = Multiple response
		1 = All his/her life
		2 = More than five years but not all his/her life
		3 = 3 - 5 years
		4 = Less than 3 years
		7 = Don't know
		8 = Not reported
		9 = Unknown

Question Name	Column Number(s)	
Q21	0055	<p>What is Student's First or Native Language?</p> <hr/> <p>1 = Spanish 2 = Another language 8 = Not reported 9 = Unknown</p>
Q22	0056	<p>Since Reaching School Age, How Regularly Student Attended School in United States or Another Country?</p> <hr/> <p>1 = Continuously 2 = Intermittently 3 = Little or not at all 7 = Don't know 8 = Not reported 9 = Unknown</p>
Q23	0057	<p>How Many Years Student Enrolled in School Where English Primary Language of Instruction?</p> <hr/> <p>1 = Not applicable; Current school's primary language of instruction not English 2 = 1 year 3 = 2 years 4 = 3 years 5 = 4 or more years 7 = Don't know 8 = Not reported 9 = Unknown</p>
Q24	0058	<p>Complete School Years Student Receiving Academic Instruction in English?</p> <hr/> <p>1 = Not applicable; Student does not receive academic instruction primarily in English 2 = 1 year 3 = 2 years 4 = 3 years 5 = 4 or more years 7 = Don't know 8 = Not reported 9 = Unknown</p>
Q25	0059	<p>How Many Years Student Received Academic Instruction Designed for Students With LEP?</p> <hr/> <p>1 = Not applicable; Student does not receive academic instruction designed for LEP students 2 = 1 year 3 = 2 years 4 = 3 years 5 = 4 or more years 7 = Don't know 8 = Not reported 9 = Unknown</p>

Question Name	Column Number (s)	
Q26	0060	<p>In What Language Has Student Received LEP Instruction?</p> <hr/> <p>1 = English only 2 = Primarily English, with some instruction in first language 3 = About equally in English and in first language 4 = Primarily in first language, with some instruction in English 5 = First language only 7 = Don't know 8 = Not reported 9 = Unknown</p>
Q27	0061	<p>In What Language Student Best Demonstrates Reading Ability?</p> <hr/> <p>0 = Multiple response 1 = English 2 = Spanish 3 = Another language 7 = Don't know 8 = Not reported 9 = Unknown</p>
Q28	0062	<p>In What Language Student Best Demonstrates Writing Ability?</p> <hr/> <p>0 = Multiple response 1 = English 2 = Spanish 3 = Another language 7 = Don't know 8 = Not reported 9 = Unknown</p>
Q29	0063	<p>Percentage of Student's Academic Instruction Provided in Native Language This School Year?</p> <hr/> <p>1 = 0% 2 = 1 - 24% 3 = 25 - 49% 4 = 50 - 74% 5 = 75 - 99% 6 = 100% 8 = Not reported 9 = Unknown</p>
Q30	0064	<p>Student Received Any Reading/Language Arts Instruction During School Year?</p> <hr/> <p>0 = Multiple response 1 = Special designed instruction in English 2 = Native language instruction 3 = Mainstreamed with no special designed instruction 8 = Not reported 9 = Unknown</p>

[9]

Question Name Column Number(s)

Q31 0065 Student Received Any Mathematics Instruction During School Year?

- 1 = Multiple response
- 2 = Special designed instruction in English
- 3 = Native language instruction
- 4 = Mainstreamed with no special designed instruction
- 8 = Not reported
- 9 = Unknown

Q32 0066-0067 What Grade Level of Instruction Student Receiving Reading/Language Arts?

- 00 = Multiple response
- 01 = Native language only
- 02 = Lower-Kindergarten
- 03 = Kindergarten
- 04 = Grade 1
- 05 = Grade 2
- 06 = Grade 3
- 07 = Grade 4
- 08 = Grade 5
- 09 = Grade 6
- 10 = Grade 7
- 11 = Grade 8
- 12 = Grade 9
- 13 = Grade 10
- 14 = Grade 11
- 15 = Grade 12
- 88 = Not reported
- 99 = Unknown

Q33 0068-0069 What Grade Level of Instruction Student Receiving Mathematics?

- 00 = Multiple response
- 01 = Native language only
- 02 = Lower-Kindergarten
- 03 = Kindergarten
- 04 = Grade 1
- 05 = Grade 2
- 06 = Grade 3
- 07 = Grade 4
- 08 = Grade 5
- 09 = Grade 6
- 10 = Grade 7
- 11 = Grade 8
- 12 = Grade 9
- 13 = Grade 10
- 14 = Grade 11
- 15 = Grade 12
- 88 = Not reported
- 99 = Unknown

Question Name Column Number(s)

Q34 0070 Proficiency in Understanding English

- 0 = Multiple response
- 1 = Good (LEP advanced)
- 2 = Fair (LEP intermediate)
- 3 = Poor (LEP beginning)
- 4 = No Proficiency
- 7 = Don't Know
- 8 = Missing
- 9 = Unknown

Q35 0071 Proficiency in Speaking English

- 0 = Multiple response
- 1 = Good (LEP advanced)
- 2 = Fair (LEP intermediate)
- 3 = Poor (LEP beginning)
- 4 = No Proficiency
- 7 = Don't Know
- 8 = Missing
- 9 = Unknown

Q36 0072 Proficiency in Reading English

- 0 = Multiple response
- 1 = Good (LEP advanced)
- 2 = Fair (LEP intermediate)
- 3 = Poor (LEP beginning)
- 4 = No Proficiency
- 7 = Don't Know
- 8 = Missing
- 9 = Unknown

Q37 0073 Proficiency in Writing English

- 0 = Multiple response
- 1 = Good (LEP advanced)
- 2 = Fair (LEP intermediate)
- 3 = Poor (LEP beginning)
- 4 = No Proficiency
- 7 = Don't Know
- 8 = Missing
- 9 = Unknown

Q38 0074 Any Accommodations or Adaptations Used For Achievement Testing For Student?

- 1 = Student can not be tested
- 2 = No
- 3 = Yes
- 8 = Not reported
- 9 = Unknown

Question Name	Column Number(s)
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Q39	0075	Which Accommodations or Adaptations Used For Achievement Testing For Student?
		<hr/> 0 = Multiple response 1 = Native language version of test 2 = Word lists or glossaries 3 = English / native language dictionary 4 = Help from a native speaker in interpreting directions and questions 5 = Directions read aloud in English 6 = Questions read aloud in English 7 = Extended time 8 = Other 9 = Not reported
Q40	0076	Could Student Participate Meaningfully in NAEP Assessment Without Adaptations or Accommodations?
		<hr/> 0 = Multiple response 1 = No 2 = Yes 8 = Not reported 9 = Unknown
Q41	0077	If Accommodations/Adaptations Available, How Would Student Participate in NAEP Assessment?
		<hr/> 0 = Multiple response 1 = In English without accommodations or adaptations 2 = In English with accommodations or adaptations 3 = In his/her native language 4 = In his/her native language with accommodations or adaptations 5 = Would not participate 8 = Not reported 9 = Unknown

1998 HIGH SCHOOL TRANSCRIPT STUDY
SD/LEP File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	1237	100.00	1237	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	1237	100.00	1237	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	1237	100.00	1237	100.00

Student Exit Status

EXSTAT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Standard Diploma	1034	83.59	1034	83.59
2-Honors Diploma	21	1.70	1055	85.29
3-Spec Ed Diploma	130	10.51	1185	95.80
4-Cert of Attendance	47	3.80	1232	99.60
5-Cert of Completion	5	0.40	1237	100.00

SD/LEP File

Student Race/Ethnicity

DRVDRACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-White	573	46.32	573	46.32
2-Black	216	17.46	789	63.78
3-Hispanic	331	26.76	1120	90.54
4-Asian/Pacific Isl	102	8.25	1222	98.79
5-American Indian	13	1.05	1235	99.84
6-Other	2	0.16	1237	100.00

Student Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Male	737	59.58	737	59.58
2-Female	499	40.34	1236	99.92
9-Missing	1	0.08	1237	100.00

Student Month Born

BIRTHMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
January	101	8.16	101	8.16
February	87	7.03	188	15.20
March	88	7.11	276	22.31
April	88	7.11	364	29.43
May	112	9.05	476	38.48
June	97	7.84	573	46.32
July	107	8.65	680	54.97
August	120	9.70	800	64.67
September	120	9.70	920	74.37
October	118	9.54	1038	83.91
November	103	8.33	1141	92.24
December	96	7.76	1237	100.00

SD/LEP File

Student Year Born

BIRTHYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1976	13	1.05	13	1.05
1977	40	3.23	53	4.28
1978	153	12.37	206	16.65
1979	592	47.86	798	64.51
1980	427	34.52	1225	99.03
1981	11	0.89	1236	99.92
1982	1	0.08	1237	100.00

Student Disability Status

HCFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Disabled	461	37.27	461	37.27
Disabled	776	62.73	1237	100.00

Person Who Completed Questionnaire

Q00	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Principal	34	2.75	34	2.75
2-Spec Ed Teacher	476	38.48	510	41.23
3-Bilingual Ed Teacher	49	3.96	559	45.19
4-Classroom Teacher	44	3.56	603	48.75
5-Other	227	18.35	830	67.10
8-Not reported	407	32.90	1237	100.00

SD/LEP File

STUDENT HAS PHYSICAL/MENTAL DISABILITY

Q01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No	304	24.58	304	24.58
2-Yes	727	58.77	1031	83.35
8-Not reported	164	13.26	1195	96.60
9-Unknown	42	3.40	1237	100.00

STUDENT HAS LIMITED ENGLISH PROFICIENCY

Q02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No	597	48.26	597	48.26
2-Yes	271	21.91	868	70.17
8-Not reported	327	26.43	1195	96.60
9-Unknown	42	3.40	1237	100.00

DESCRIPTION OF DISABILITY

Q03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01-Multidisabled	74	5.98	74	5.98
02-Learning disabled	502	40.58	576	46.56
03-Hearing impaired	9	0.73	585	47.29
04-Visual impaired	6	0.49	591	47.78
05-Speech impaired	4	0.32	595	48.10
06-Mental impaired	119	9.62	714	57.72
07-Emotional disturbed	23	1.86	737	59.58
08-Orthopedic impaired	8	0.65	745	60.23
09-Traumatic brain injury	4	0.32	749	60.55
10-Other	27	2.18	776	62.73
99-Not Reported	461	37.27	1237	100.00

SD/LEP File

DEGREE OF STUDENT'S DISABILITY

Q04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Profound	21	1.70	21	1.70
Severe	125	10.11	146	11.80
Moderate	251	20.29	397	32.09
Mild	373	30.15	770	62.25
Missing	423	34.20	1193	96.44
Unknown	44	3.56	1237	100.00

STUDENT HAS INDIVIDUAL EDUCATION PLAN

Q05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple resp	2	0.16	2	0.16
1-Yes, IEP	754	60.95	756	61.12
2-Yes, equivalent	10	0.81	766	61.92
3-No	17	1.37	783	63.30
8-Not reported	412	33.31	1195	96.60
Unknown	42	3.40	1237	100.00

IEP TEAM DETERMINES PARTICIPATION

Q06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No	536	43.33	536	43.33
2-Yes	237	19.16	773	62.49
8-Not reported	422	34.11	1195	96.60
9-Unknown	42	3.40	1237	100.00

SD/LEP File

COGNITIVE FUNCTION PREVENTS PARTICIPATE

Q07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No	575	46.48	575	46.48
2-Yes	205	16.57	780	63.06
8-Not reported	415	33.55	1195	96.60
9-Unknown	42	3.40	1237	100.00

PERCENT TIME MAINSTREAMED IN ACADEMICS

Q08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Multiple resp	2	0.16	2	0.16
0%	127	10.27	129	10.43
1-24%	87	7.03	216	17.46
25-49%	68	5.50	284	22.96
50-74%	109	8.81	393	31.77
75-99%	223	18.03	616	49.80
100%	161	13.02	777	62.81
Don't know	9	0.73	786	63.54
Not reported	409	33.06	1195	96.60
Unknown	42	3.40	1237	100.00

PERCENT SCHOOL DAY IN SPECIAL ED PROGRAM

Q09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Multiple resp	1	0.08	1	0.08
0%	98	7.92	99	8.00
1-24%	255	20.61	354	28.62
25-49%	134	10.83	488	39.45
50-74%	108	8.73	596	48.18
75-99%	92	7.44	688	55.62
100%	90	7.28	778	62.89
Don't know	11	0.89	789	63.78
Not reported	406	32.82	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

Instructed in Special Education Program

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Multiple resp	464	37.51	464	37.51
01-Language dev	32	2.59	496	40.10
02-Reading	47	3.80	543	43.90
03-Mathematics	29	2.34	572	46.24
04-Speech	5	0.40	577	46.65
05-Self-control	5	0.40	582	47.05
06-Personal care	1	0.08	583	47.13
07-Vocational Ed	26	2.10	609	49.23
08-Other	79	6.39	688	55.62
09-No special ed	89	7.19	777	62.81
88-Not reported	460	37.19	1237	100.00

GRADE LEVEL RECEIVING READING/LANGUAGE

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Multiple response	6	0.49	6	0.49
01-Lower-Kindergarten	5	0.40	11	0.89
02-Kindergarten	10	0.81	21	1.70
03-Grade 1	25	2.02	46	3.72
04-Grade 2	24	1.94	70	5.66
05-Grade 3	53	4.28	123	9.94
06-Grade 4	48	3.88	171	13.82
07-Grade 5	45	3.64	216	17.46
08-Grade 6	50	4.04	266	21.50
09-Grade 7	31	2.51	297	24.01
10-Grade 8	26	2.10	323	26.11
11-Grade 9	42	3.40	365	29.51
12-Grade 10	29	2.34	394	31.85
13-Grade 11	25	2.02	419	33.87
14-Grade 12	262	21.18	681	55.05
15-Not taking subject	65	5.25	746	60.31
77-Don't know	40	3.23	786	63.54
88-Not reported	409	33.06	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

GRADE LEVEL RECEIVING MATHEMATICS

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01-Lower-Kindergarten	6	0.49	6	0.49
02-Kindergarten	11	0.89	17	1.37
03-Grade 1	15	1.21	32	2.59
04-Grade 2	21	1.70	53	4.28
05-Grade 3	46	3.72	99	8.00
06-Grade 4	32	2.59	131	10.59
07-Grade 5	27	2.18	158	12.77
08-Grade 6	29	2.34	187	15.12
09-Grade 7	16	1.29	203	16.41
10-Grade 8	23	1.86	226	18.27
11-Grade 9	31	2.51	257	20.78
12-Grade 10	35	2.83	292	23.61
13-Grade 11	49	3.96	341	27.57
14-Grade 12	124	10.02	465	37.59
15-Not taking subject	271	21.91	736	59.50
77-Don't know	48	3.88	784	63.38
88-Not reported	411	33.23	1195	96.60
Unknown	42	3.40	1237	100.00

ADAPTATIONS USED FOR ACHIEVEMENT TESTING

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Cannot be tested	191	15.44	191	15.44
2-No	240	19.40	431	34.84
3-Yes	353	28.54	784	63.38
8-Not reported	411	33.23	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

Presentation Accomodations

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Multiple response	136	10.99	136	10.99
01-Read directions	65	5.25	201	16.25
02-Read problems	11	0.89	212	17.14
03-Sign directions	2	0.16	214	17.30
04-Taped test	3	0.24	217	17.54
05-Interpret directions	28	2.26	245	19.81
07-Large-print test	4	0.32	249	20.13
08-Magnifying equipment	1	0.08	250	20.21
09-Other	29	2.34	279	22.55
88-Not reported	958	77.45	1237	100.00

Response Accomodations

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Multiple response	20	1.62	20	1.62
02-Sign language	2	0.16	22	1.78
03-Oral responses	10	0.81	32	2.59
06-Use computerer	7	0.57	39	3.15
08-Use calculator	44	3.56	83	6.71
10-Special writing tool	1	0.08	84	6.79
11-Other	45	3.64	129	10.43
88-Not reported	1108	89.57	1237	100.00

Setting Accomodations

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple response	49	3.96	49	3.96
1-Small group	220	17.78	269	21.75
2-Individually	28	2.26	297	24.01
3-Other	11	0.89	308	24.90
8-Not reported	929	75.10	1237	100.00

SD/LEP File

Timing Accomodations

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple response	106	8.57	106	8.57
1-Extend time	250	20.21	356	28.78
8-Not reported	881	71.22	1237	100.00

CAN PARTICIPATE IN NAEP WITHOUT ADAPT

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No	431	34.84	431	34.84
2-Yes	336	27.16	767	62.00
8-Not reported	428	34.60	1195	96.60
9-Unknown	42	3.40	1237	100.00

HOW PARTICIPATE IN NAEP WITH SD ADAPT

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Without adaptation	220	17.78	220	17.78
2-With adaptation	322	26.03	542	43.82
3-Cannot participate	225	18.19	767	62.00
8-Not reported	428	34.60	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

HOW LONG STUDENT LIVED IN U.S.

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-All his/her life	74	5.98	74	5.98
2-More than 5 yrs	78	6.31	152	12.29
3-3-5 years	95	7.68	247	19.97
4-Less than 3 yrs	60	4.85	307	24.82
7-Don't know	34	2.75	341	27.57
8-Not reported	854	69.04	1195	96.60
Unknown	42	3.40	1237	100.00

STUDENT'S FIRST OR NATIVE LANGUAGE

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Spanish	187	15.12	187	15.12
2-Another Language	127	10.27	314	25.38
8-Not reported	881	71.22	1195	96.60
Unknown	42	3.40	1237	100.00

SINCE SCHOOL AGE, HOW REGULAR ATTENDANCE

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Continuously	250	20.21	250	20.21
2-Intermittently	19	1.54	269	21.75
3-Little or none	6	0.49	275	22.23
7-Don't know	56	4.53	331	26.76
8-Not reported	864	69.85	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

YEARS ENROLLED WHERE ENGLISH IS PRIMARY

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not applicable	1	0.08	1	0.08
2-1 year	17	1.37	18	1.46
3-2 years	32	2.59	50	4.04
4-3 years	63	5.09	113	9.14
5-4 years or more	189	15.28	302	24.41
7-Don't know	24	1.94	326	26.35
8-Not reported	869	70.25	1195	96.60
Unknown	42	3.40	1237	100.00

YEARS RECEIVING INSTRUCTION IN ENGLISH

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not applicable	6	0.49	6	0.49
2-1 year	24	1.94	30	2.43
3-2 years	48	3.88	78	6.31
4-3 years	54	4.37	132	10.67
5-4 years or more	166	13.42	298	24.09
7-Don't know	28	2.26	326	26.35
8-Not reported	869	70.25	1195	96.60
Unknown	42	3.40	1237	100.00

YEARS RECEIVE INSTRUCT DESIGNED FOR LEP

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not applicable	73	5.90	73	5.90
2-1 year	26	2.10	99	8.00
3-2 years	43	3.48	142	11.48
4-3 years	54	4.37	196	15.84
5-4 years or more	92	7.44	288	23.28
7-Don't know	29	2.34	317	25.63
8-Not reported	878	70.98	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

SPEC INSTRUCTION PROVIDED IN WHAT LANG

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-English only	148	11.96	148	11.96
2-Most English	71	5.74	219	17.70
3-Half English	18	1.46	237	19.16
4-Some English	8	0.65	245	19.81
7-Don't know	20	1.62	265	21.42
8-Not reported	930	75.18	1195	96.60
Unknown	42	3.40	1237	100.00

LANGUAGE BEST DEMONSTRATE READING ABILITY

Q27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple response	2	0.16	2	0.16
1-English	124	10.02	126	10.19
2-Spanish	76	6.14	202	16.33
3-Another Language	50	4.04	252	20.37
7-Don't know	33	2.67	285	23.04
8-Not reported	910	73.57	1195	96.60
Unknown	42	3.40	1237	100.00

LANGUAGE BEST DEMONSTRATE WRITING ABILITY

Q28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-English	131	10.59	131	10.59
2-Spanish	74	5.98	205	16.57
3-Another Language	42	3.40	247	19.97
7-Don't know	37	2.99	284	22.96
8-Not reported	911	73.65	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

PERCENT INSTRUCTION NATIVE LANG

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-0%	193	15.60	193	15.60
2-1-24%	38	3.07	231	18.67
3-25-49%	16	1.29	247	19.97
4-50-74%	6	0.49	253	20.45
5-75-99%	9	0.73	262	21.18
6-100%	24	1.94	286	23.12
8-Not reported	909	73.48	1195	96.60
Unknown	42	3.40	1237	100.00

WHICH SPECIAL LEP READING INSTRUCTION

Q30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Special design	167	13.50	167	13.50
2-Native language	5	0.40	172	13.90
3-Mainstreamed	113	9.14	285	23.04
8-Not reported	910	73.57	1195	96.60
Unknown	42	3.40	1237	100.00

WHICH SPECIAL LEP MATH INSTRUCTION

Q31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Special design	82	6.63	82	6.63
2-Native language	10	0.81	92	7.44
3-Mainstreamed	177	14.31	269	21.75
8-Not reported	926	74.86	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

ENGLISH GRADE LEVEL RECEIVING READING

Q32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Multiple response	3	0.24	3	0.24
02-Lower-Kindergarten	1	0.08	4	0.32
03-Kindergarten	2	0.16	6	0.49
05-Grade 2	3	0.24	9	0.73
06-Grade 3	3	0.24	12	0.97
07-Grade 4	2	0.16	14	1.13
08-Grade 5	3	0.24	17	1.37
09-Grade 6	5	0.40	22	1.78
10-Grade 7	8	0.65	30	2.43
11-Grade 8	14	1.13	44	3.56
12-Grade 9	29	2.34	73	5.90
13-Grade 10	18	1.46	91	7.36
14-Grade 11	26	2.10	117	9.46
15-Grade 12	209	16.90	326	26.35
88-Not reported	869	70.25	1195	96.60
Unknown	42	3.40	1237	100.00

ENGLISH GRADE LEVEL RECEIVING MATH

Q33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Multiple response	1	0.08	1	0.08
02-Lower-Kindergarten	1	0.08	2	0.16
03-Kindergarten	1	0.08	3	0.24
04-Grade 1	1	0.08	4	0.32
05-Grade 2	3	0.24	7	0.57
06-Grade 3	2	0.16	9	0.73
08-Grade 5	1	0.08	10	0.81
09-Grade 6	4	0.32	14	1.13
10-Grade 7	1	0.08	15	1.21
11-Grade 8	6	0.49	21	1.70
12-Grade 9	19	1.54	40	3.23
13-Grade 10	39	3.15	79	6.39
14-Grade 11	43	3.48	122	9.86
15-Grade 12	174	14.07	296	23.93
88-Not reported	899	72.68	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

PROFICIENCY IN UNDERSTANDING ENGLISH

Q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Good (LEP adv)	211	17.06	211	17.06
2-Fair (LEP inter)	90	7.28	301	24.33
3-Poor (LEP begin)	16	1.29	317	25.63
7-Don't Know	5	0.40	322	26.03
8-Missing	873	70.57	1195	96.60
Unknown	42	3.40	1237	100.00

PROFICIENCY IN SPEAKING ENGLISH

Q35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple resp	1	0.08	1	0.08
1-Good (LEP adv)	191	15.44	192	15.52
2-Fair (LEP inter)	105	8.49	297	24.01
3-Poor (LEP begin)	18	1.46	315	25.46
4-No Proficiency	2	0.16	317	25.63
7-Don't Know	5	0.40	322	26.03
8-Missing	873	70.57	1195	96.60
Unknown	42	3.40	1237	100.00

PROFICIENCY IN READING ENGLISH

Q36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Good (LEP adv)	171	13.82	171	13.82
2-Fair (LEP inter)	111	8.97	282	22.80
3-Poor (LEP begin)	29	2.34	311	25.14
4-No Proficiency	3	0.24	314	25.38
7-Don't Know	9	0.73	323	26.11
8-Missing	872	70.49	1195	96.60
Unknown	42	3.40	1237	100.00

SD/LEP File

PROFICIENCY IN WRITING ENGLISH

Q37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Good (LEP adv)	149	12.05	149	12.05
2-Fair (LEP inter)	123	9.94	272	21.99
3-Poor (LEP begin)	37	2.99	309	24.98
4-No Proficiency	3	0.24	312	25.22
7-Don't Know	8	0.65	320	25.87
8-Missing	875	70.74	1195	96.60
Unknown	42	3.40	1237	100.00

ACCOMM FOR ACHIEVEMENT TESTING EXISTS

Q38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Cannot be tested	7	0.57	7	0.57
2-No	250	20.21	257	20.78
3-Yes	69	5.58	326	26.35
8-Not reported	869	70.25	1195	96.60
Unknown	42	3.40	1237	100.00

ACCOMMODATIONS FOR ACHIEVEMENT TESTING

Q39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple response	44	3.56	44	3.56
1-Native language	5	0.40	49	3.96
2-Word lists	1	0.08	50	4.04
3-Dictionary	4	0.32	54	4.37
4-Interpreter	3	0.24	57	4.61
5-Directions read	8	0.65	65	5.25
6-Questions read	1	0.08	66	5.34
7-Extended time	6	0.49	72	5.82
9-Not reported	1165	94.18	1237	100.00

SD/LEP File

PARTICIPATE IN NAEP W/O ACCOMMODATIONS

Q40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No	86	6.95	86	6.95
2-Yes	235	19.00	321	25.95
8-Not reported	874	70.65	1195	96.60
9-Unknown	42	3.40	1237	100.00

HOW PARTICIPATE IN NAEP WITH LEP ADAPTS

Q41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Multiple response	2	0.16	2	0.16
1-English-no adapt	159	12.85	161	13.02
2-English-adapt	90	7.28	251	20.29
3-Native language	20	1.62	271	21.91
4-Native-adapt	10	0.81	281	22.72
5-Not participate	23	1.86	304	24.58
8-Not reported	891	72.03	1195	96.60
Unknown	42	3.40	1237	100.00

Appendix F

**1998 High School Transcript Study Codebook
for Test and Honors File**

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR TEST AND HONORS FILE
 January 1, 2000

Question Name Column Number(s)

PSU 0001-0003 Primary Sampling Unit

103-494 = PSU

SCHOOL 0004-0007 School ID (within PSU)

3011-3574 = School ID

NOTE : Both PSU and school ID must be combined to uniquely identify a school within the data file.

STUDENT 0008-0017 Student ID (within school)

0000000001-
9899999999 = Student ID (NAEP booklet number)

9900000000-
9909999999 = Student ID (Student not linked to NAEP)

TH_SEQ 0018-0019 Test and Honors File Sequence Number

01-17 = Sequence Number

NOTE : STUDENT and TH_SEQ must be combined to uniquely identify a test and honors record within the data file. The TH_SEQ numbers do not necessarily reflect the order in which tests were taken or honors received.

TH_DESCR 0020-0059 Description of Test or Honor

Alphanumeric = Description of the test or honor

NOTE : This description was recorded directly from the transcript. Some standardization of spellings and abbreviations has been performed in order to reduce the number of distinct entries.

[1]

Question Name Column Number(s)

TH_YEAR 0060-0061 Year of Test or Honor

93-98 = Year of Test or Honor
99 = Missing

TH_MONTH 0062-0063 Month of Test or Honor

01-12 = Month of Test or Honor
99 = Missing

TH_TYPE 0064 Record Type (Test or Honor)

T = Test
H = Honor

TH_SCORE 0065-0066 Standardized Test Score

Alphanumeric = Test Score
? = Missing

NOTE : As reported on transcript (reported only for TH_TYPE = T)

[2]

1998 HIGH SCHOOL TRANSCRIPT STUDY
Test and Honors File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103 - 494	21594	100.00	21594	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011 - 3574	21594	100.00	21594	100.00

Student ID (Within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	20603	95.41	20603	95.41
Unlinked	991	4.59	21594	100.00

Record Seq Num (Within Student)

TH_SEQ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-17	21594	100.00	21594	100.00

T/H Description

TH_DESCR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Alphanumeric Description	21594	100.00	21594	100.00

Test and Honors File

Year of Test or Honor

TH_YEAR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1993	2	0.01	2	0.01
1994	39	0.18	41	0.19
1995	679	3.14	720	3.33
1996	5790	26.81	6510	30.15
1997	11800	54.64	18310	84.79
1998	2587	11.98	20897	96.77
Missing	697	3.23	21594	100.00

Month of Test or Honor

TH_MONTH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
January	878	4.07	878	4.07
February	289	1.34	1167	5.40
March	810	3.75	1977	9.16
April	906	4.20	2883	13.35
May	1284	5.95	4167	19.30
June	2059	9.54	6226	28.83
July	19	0.09	6245	28.92
August	5	0.02	6250	28.94
September	171	0.79	6421	29.74
October	4102	19.00	10523	48.73
November	2085	9.66	12608	58.39
December	2408	11.15	15016	69.54
Missing	6578	30.46	21594	100.00

Record Type (T=Test H=Honor)

TH_TYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Honor	1738	8.05	1738	8.05
Test	19856	91.95	21594	100.00

Test and Honors File

Standardized Test Score

TH_SCORE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Numeric	19700	91.23	19700	91.23
Missing	1894	8.77	21594	100.00

Appendix G

1998 High School Transcript Study Codebook for Transcript File

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR TRANSCRIPT FILE
 January 1, 2000

Question Name Column Number(s)

PSU 0001-0003 Primary Sampling Unit

103-494 = PSU

SCHOOL 0004-0007 School ID (within PSU)

3011-3574 = School ID

NOTE : Both PSU and school ID must be combined to uniquely identify a school within the data file.

STUDENT 0008-0017 Student ID (within School)

0000000001-
 9899999999 = Student ID (NAEP booklet number)

9900000000-
 9909999999 = Student ID (Student not linked to NAEP)

NOTE : Student IDs are unique within the data file.

SEQUENCE 0018-0020 Course Sequence Number (within Student)

010-990 = Sequence Number
 999 = Missing

NOTE : Student ID (STUDENT) and Course Sequence Number (SEQUENCE) must be combined to uniquely identify a course within the data file. The course sequence numbers do not necessarily reflect the order in which courses were taken. Courses are numbered in increments of 10 (010,020,030...) except for the components of combination courses (e.g., Health/Driver Ed) which were split during processing to accurately code course content. These courses are numbered in increments of 1 (010,011...).

GRADLEV 0021-0022 Grade Level in Which Course Taken

09 = Ninth Grade
 10 = Tenth Grade
 11 = Eleventh Grade
 12 = Twelfth Grade
 99 = Missing

[1]

Question Name Column Number(s)

YEARS PAN 0023-0027

School Year in Which Course Taken

87-88 = 1987 - 1988 School Year
88-89 = 1988 - 1989 School Year
89-90 = 1989 - 1990 School Year
90-91 = 1990 - 1991 School Year
91-92 = 1991 - 1992 School Year
92-93 = 1992 - 1993 School Year
93-94 = 1993 - 1994 School Year
94-95 = 1994 - 1995 School Year
95-96 = 1995 - 1996 School Year
96-97 = 1996 - 1997 School Year
97-98 = 1997 - 1998 School Year
99-99 = Missing
??-?? = Unknown

NOTE : Occasionally other year spans such as 75 - 76 appear on the transcripts. These have been entered on the data file as they appear on the transcripts.

CRSENAME 0028-0050

Course Title

Alphanumerics = Title of Course Appearing on Transcript

NOTE : Left justified

CRSEGRAD 0051-0053

Course Grade

A-F, I, NG, P, U, W, WF, WP = Grade Earned, if alpha
0-998 = Grade Earned, if numeric

NOTE : As reported on transcript, left justified

STDGRAD 0054-0055

Standardized Grade

01 = A
02 = B
03 = C
04 = D
05 = F
06 = Pass or Satisfactory
07 = Unsatisfactory
08 = Withdrew
09 = Incomplete
10 = Non Graded
11 = Blank
12 = Withdrew Failing
13 = Withdrew Passing

NOTE : Course grades reported by schools as numeric or as a set of different codes have been standardized onto the above scale.

[2]

Question Name	Column Number(s)	
RAWCRED	0056-0060	<p>Course Credits Earned (as on Transcript)</p> <hr/> <p>0-98999 = Numeric 99999 = Missing</p> <p>NOTE : Left justified. There is an implied decimal between positions 2 and 3.</p> <p>NOTE : When the credits reported on the transcript were not numeric, they were converted to numeric values. for example, "NC" was changed to "0".</p>
CRSECARN	0061-0065	<p>Course Carnegie Units</p> <hr/> <p>0-98999 = Numeric 99999 = Missing</p> <p>NOTE : Credits from each school were multiplied by a school-specific conversion factor. For each school, the reported credit value reflecting one class period for one school year of contact time was determined. The conversion factor is that value which, when multiplied by the credit value, yields a value of 1000.</p>
CSSC	0066-0071	<p>Course CSSC Code</p> <hr/> <p>010111-600000 = CSSC Code</p>
SPEDFLAG	0072	<p>Special Education Flag</p> <hr/> <p>0 = Functional Special Education 1 = Regular Course 2 = Resource Special Education</p>
OFFCAMP	0073	<p>Taught off Campus (Flag)</p> <hr/> <p>0 = No 1 = Yes, Vocational 2 = Yes, Special Ed Center 3 = Yes, Other 4 = Yes, Multiple Locations</p>
OTHLANG	0074	<p>Taught in Language Other than English/ESL (Flag)</p> <hr/> <p>0 = No 1 = Yes</p>

[3]

Question Column
Name Number(s)

REMED 0075 Remedial or Below Grade Level (Flag)

0 = No
1 = Yes

HONORS 0076 Honors or Gifted/talented Course (Flag)

0 = No
1 = Yes

COMBO 0077 Combination Course

1 = Not a Combination Course
 (i.e., Course Not Split)
2 = Course Split Into 2 Parts
3 = Course Split Into 3 Parts
4 = Course Split Into 4 Parts
5 = Course Split Into 5 Parts
9 = Not Reported

NOTE: A value of COMBO greater than 1 indicates that the course was part of a combination course that has been split into its component parts. Credits were allocated equally among the parts.

TRANSFER 0078 Course Transferred from Another School (Flag)

0 = No
1 = Yes

SEQFLAG 0079 Sequence Flag

0 = Not Part of a Course Sequence
1 = Introductory Course in a
 Course Sequence
2 = Advanced Course in a Course
 Sequence
9 = Unknown

[4]

1998 HIGH SCHOOL TRANSCRIPT STUDY
Transcripts File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	1126661	100.00	1126661	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	1126661	100.00	1126661	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	1062323	94.29	1062323	94.29
Unlinked	64338	5.71	1126661	100.00

Course Sequence Number (within Student)

SEQUENCE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
010-990	1126649	100.00	1126649	100.00
Missing	12	0.00	1126661	100.00

Transcripts File

Grade Level in Which Course Taken

GRADLEV	Frequency	Percent	Cumulative Frequency	Cumulative Percent
09-Ninth Grade	289523	25.70	289523	25.70
10-Tenth Grade	291087	25.84	580610	51.53
11-Eleventh Grade	280181	24.87	860791	76.40
12-Twelfth Grade	265756	23.59	1126547	99.99
99-Missing	114	0.01	1126661	100.00

School Year in Which Course Taken

YEARS PAN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1987 - 1988	8	0.00	8	0.00
1988 - 1989	5	0.00	13	0.00
1989 - 1990	4	0.00	17	0.00
1990 - 1991	8	0.00	25	0.00
1991 - 1992	200	0.02	225	0.02
1992 - 1993	1035	0.09	1260	0.11
1993 - 1994	7853	0.70	9113	0.81
1994 - 1995	283812	25.19	292925	26.00
1995 - 1996	287919	25.56	580844	51.55
1996 - 1997	282076	25.04	862920	76.59
1997 - 1998	263633	23.40	1126553	99.99
Missing	99	0.01	1126652	100.00
Unknown	9	0.00	1126661	100.00

Course Title

CRSENAME	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	17	0.00	17	0.00
Alphanumerics	1126644	100.00	1126661	100.00

Transcripts File

Course Grade

CRSEGRAD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Grade Earned, numeric	258119	22.91	258119	22.91
Grade Earned, alpha	868542	77.09	1126661	100.00

Standardization of Grade

STDGRAD	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	366577	32.54	366577	32.54
B	330837	29.36	697414	61.90
C	234864	20.85	932278	82.75
D	108420	9.62	1040698	92.37
F	45233	4.01	1085931	96.38
Pass/Satisfactory	29277	2.60	1115208	98.98
Unsatisfactory	1222	0.11	1116430	99.09
Withdrew	2217	0.20	1118647	99.29
Incomplete	418	0.04	1119065	99.33
Non Graded	7494	0.67	1126559	99.99
Withdrew Failing	9	0.00	1126568	99.99
Withdrew Passing	93	0.01	1126661	100.00

Course Credits Earned (as on Trans.)

RAWCRED	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Numeric	1126465	99.98	1126465	99.98
Missing	196	0.02	1126661	100.00

Course Carnegie Units

CRSECARN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Numeric	1126466	99.98	1126466	99.98
Missing	195	0.02	1126661	100.00

Transcripts File

Course CSSC Code

CSSC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
010000-099999	76239	6.77	76239	6.77
100000-199999	109599	9.73	185838	16.49
200000-299999	418717	37.16	604555	53.66
300000-399999	185757	16.49	790312	70.15
400000-499999	236152	20.96	1026464	91.11
500000-599999	99279	8.81	1125743	99.92
600000	918	0.08	1126661	100.00

Special Education (Flag)

SPEDFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Functional SpecEd	31910	2.83	31910	2.83
1-Regular Course	1085673	96.36	1117583	99.19
2-Resource SpecEd	9078	0.81	1126661	100.00

Taught off Campus (Flag)

OFFCAMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	1115120	98.98	1115120	98.98
1-Yes, Vocational	5135	0.46	1120255	99.43
2-Yes, Special Ed	36	0.00	1120291	99.43
3-Yes, Other	4797	0.43	1125088	99.86
4-Yes, Multiple Loc	1573	0.14	1126661	100.00

Taught in Lang Other than Eng/ESL (Flag)

OTHLANG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	1115995	99.05	1115995	99.05
1-Yes	10666	0.95	1126661	100.00

Transcripts File

Remedial or Below Grade Level (Flag)

REMED	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	1123113	99.69	1123113	99.69
1-Yes	3548	0.31	1126661	100.00

Honors or Gifted/Talented Course (Flag)

HONORS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	1035511	91.91	1035511	91.91
1-Yes	91150	8.09	1126661	100.00

Combination Course (Flag)

COMBO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not Combination	1079086	95.78	1079086	95.78
2-Split 2 parts	10453	0.93	1089539	96.71
3-Split 3 parts	152	0.01	1089691	96.72
5-Split 5 parts	190	0.02	1089881	96.74
Not reported	36780	3.26	1126661	100.00

Crse Transferred from Another Sch (Flag)

TRANSFER	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	1043926	92.66	1043926	92.66
1-Yes	82735	7.34	1126661	100.00

Transcripts File

Sequence Flag

SEQFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Not Part of a Co	689708	61.22	689708	61.22
1-Intro Course	265728	23.59	955436	84.80
2-Advanced Course	169390	15.03	1124826	99.84
Unknown	1835	0.16	1126661	100.00

Appendix H

1998 High School Transcript Study Codebook for School File

Question Name Column Number(s)

STATE 0011-0012

State Code

01-56 = FIPS State Code

NOTE : The STATE variable has been set to missing in the public use file.

STYPE 0013

School Type

1 = Public/State Run
2 = Religious/Nonpublic
3 = Catholic
4 = Bureau of Indian Affairs
5 = Department of Defense

TYPLOC_R 0014

Urbanicity (Data available in Restricted Use Only file)

1 = Large City
2 = Mid-size City
3 = Urban Fringe of Large City
4 = Urban Fringe of Mid-size City
5 = Large Town
6 = Small Town
7 = Other Rural

NUMTEACH 0015-0017

Number of Teachers

Blank = Missing
000-999 = Number of Teachers in School

NOTE : The number of teachers is from the 1997 Quality Education Data (QED).

NOTE : The NUMTEACH variable has been set to missing in the public use file.

ENROLL 0018-0021

School Enrollment

0 = Not Collected
1 - 9999 = Number of Students

NOTE : School enrollment is from the 1997 Quality Education Data (QED).

NOTE : The ENROLL variable has been set to missing in the public use file.

[2]

Question Name	Column Number(s)	
GRADREQ	0022-0025	<p>Total Number of Credits (Carnegie Units) Required for Graduation in This School for the Class of 1998</p> <hr/> <p>0000 = Not Reported 0001-9999 = Total Number of Credits</p> <p>NOTE : There is an implied decimal between positions 3 and 4.</p>
NONELCR	0026-0029	<p>Number of Specified Non-elective Credits Included in the Above (Total Number of Credits That Are Specified As Being in Specific Fields)</p> <hr/> <p>Blank = Missing 0000 = Not Reported 0001-9999 = Number of Specified Non-elective Credits (Carnegie Units)</p> <p>NOTE : There is an implied decimal between positions 3 and 4.</p>
REQ	0030	<p>Assume Four Year High School?</p> <hr/> <p>Y = Yes N = No ? = Not Collected</p>
COMPTEST	0031	<p>Is There a State or District Competency Test That Is Required for Graduation?</p> <hr/> <p>1 = Yes 2 = No 8 = No Response 9 = Not Collected</p>
CLASSFLG	0032	<p>When Graduation Requirements Are Met for the Class of 1998</p> <hr/> <p>1 = Requirements Are Met for the Class of 1998</p> <p>NOTE : All graduation requirements were for the class of 1998.</p>

[3]

Question Column
Name Number(s)

SGRSPAN 0033 Grade Span Code (from QED)

0 = Not Reported
1 = Preschool to Grade 12
2 = Kindergarten to Grade 12
3 = Grade 5 to Grade 12
4 = Grade 6 to Grade 12
5 = Grade 7 to Grade 12
6 = Grade 8 to Grade 12
7 = Grade 9 to Grade 12
8 = Grade 10 to Grade 12
9 = Grade 11 to Grade 12

URBAN 0034 Community Type

1 = Large / Midsize City
2 = Urban Fringe, Large Town
3 = Small Town, Rural

Q01 0035 Are twelfth-grade students typically assigned
to classes by ability and/or achievement
levels (so that some classes are higher in
average ability and/or achievement levels than
others) in English?

1 = Yes
2 = No
8 = No Response
9 = Not Collected

Q02 0036 Are twelfth-grade students typically assigned
to classes by ability and/or achievement
levels (so that some classes are higher in
average ability and/or achievement levels than
others) in History/civics/social studies?

1 = Yes
2 = No
8 = No Response
9 = Not Collected

Q03 0037 Does your school use block scheduling? (Block
scheduling may involve the scheduling of fewer
subject on a given day in order to extend the
time devoted to each subject.)

1 = Yes, for all subjects
2 = Yes, for some subjects
3 = No
8 = No Response
9 = Not Collected

[4]

Question Name	Column Number(s)	
Q04	0038	<p>Are computers available to students in your twelfth-grade classes—in all classrooms?</p> <hr/> <p>1 = Yes 2 = No 8 = No response 9 = Not Collected</p>
Q05	0039	<p>Are computers available to students in your twelfth-grade classes—grouped in a separate computer laboratory available to classes?</p> <hr/> <p>1 = Yes 2 = No 8 = No response 9 = Not Collected</p>
Q06	0040	<p>Are computers available to students in your twelfth-grade classes—available to bring to classrooms when needed?</p> <hr/> <p>1 = Yes 2 = No 8 = No response 9 = Not Collected</p>
Q07	0041	<p>How many computers does your school have available to students?</p> <hr/> <p>1 = None 2 = 1 - 10 3 = 11 - 25 4 = 26 - 50 5 = 51 - 75 6 = 76 - 100 7 = More than 100 8 = No Response 9 = Not Collected</p>
Q08	0042	<p>Which of the following best describes the primary way in which your library is staffed?</p> <hr/> <p>1 = No library 2 = Library in school, no staff or only volunteer staff available 3 = Part - time staff 4 = Full - time staff 8 = No Response 9 = Not Collected</p>

[5]

Question Name	Column Number(s)	
Q09	0043	<p>Approximately what percentages of students in your school have parents or guardians who participate in a parent-teacher organization?</p> <hr/> <p>1 = Not available at this school 2 = 0 - 10% 3 = 11 - 25% 4 = 26 - 50% 5 = 51 - 100% 8 = No Response 9 = Not Collected</p>
Q10	0044	<p>Approximately what percentages of students in your school have parents or guardians who participate in open houses or back-to-school nights?</p> <hr/> <p>1 = Not available at this school 2 = 0 - 10% 3 = 11 - 25% 4 = 26 - 50% 5 = 51 - 100% 8 = No Response 9 = Not Collected</p>
Q11	0045	<p>Approximately what percentages of students in your school have parents or guardians who participate in parent-teacher conferences?</p> <hr/> <p>1 = Not available at this school 2 = 0 - 10% 3 = 11 - 25% 4 = 26 - 50% 5 = 51 - 100% 8 = No Response 9 = Not Collected</p>
Q12	0046	<p>Approximately what percentages of students in your school have parents or guardians who are involved in making school curriculum decisions?</p> <hr/> <p>1 = Not available at this school 2 = 0 - 10% 3 = 11 - 25% 4 = 26 - 50% 5 = 51 - 100% 8 = No Response 9 = Not Collected</p>

[6]

Q13 0047 Approximately what percentages of students in your school have parents or guardians who participate in volunteer programs?

1 = Not available at this school
2 = 0 - 10%
3 = 11 - 25%
4 = 26 - 50%
5 = 51 - 100%
8 = No Response
9 = Not Collected

Q14 0048 Approximately what percentages of students in your school have parents or guardians who participate in parenting-skills programs?

1 = Not available at this school
2 = 0 - 10%
3 = 11 - 25%
4 = 26 - 50%
5 = 51 - 100%
8 = No Response
9 = Not Collected

Q15 0049 Approximately what percentages of students in your school have parents or guardians who serve on school advisory committees that assist in the governance of the school?

1 = Not available at this school
2 = 0 - 10%
3 = 11 - 25%
4 = 26 - 50%
5 = 51 - 100%
8 = No Response
9 = Not Collected

Q16 0050 Approximately what percentages of students in your school have parents or guardians who serve as assistants in classrooms?

1 = Not available at this school
2 = 0 - 10%
3 = 11 - 25%
4 = 26 - 50%
5 = 51 - 100%
8 = No Response
9 = Not Collected

Q17 0051 To what degree is student absenteeism a problem in your school?

1 = Serious
2 = Moderate
3 = Minor
4 = Not a problem
8 = No Response
9 = Not Collected

[7]

Question Name	Column Number(s)	
Q18	0052	To what degree is student tardiness a problem in your school? <hr/>
		1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q19	0053	To what degree are physical conflicts among students a problem in your school? <hr/>
		1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q20	0054	To what degree are racial or cultural conflicts a problem in your school? <hr/>
		1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q21	0055	To what degree are student health problems a problem in your school? <hr/>
		1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q22	0056	To what degree is lack of parent involvement a problem in your school? <hr/>
		1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected

[8]

Question Name	Column Number(s)	
Q23	0057	To what degree is student use of alcohol a problem in your school? <hr/> 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q24	0058	To what degree is student use of tobacco a problem in your school? <hr/> 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q25	0059	To what degree is student use of drugs a problem in your school? <hr/> 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q26	0060	To what degree are gang activities a problem in your school? <hr/> 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected
Q27	0061	To what degree is student misbehavior in class a problem in your school? <hr/> 1 = Serious 2 = Moderate 3 = Minor 4 = Not a problem 8 = No Response 9 = Not Collected

[9]

Question Name Column Number(s)

Q28 0062 To what degree is student cheating a problem in your school?

1 = Serious
2 = Moderate
3 = Minor
4 = Not a problem
8 = No Response
9 = Not Collected

Q29 0063 To what degree is teacher absenteeism a problem in your school?

1 = Serious
2 = Moderate
3 = Minor
4 = Not a problem
8 = No Response
9 = Not Collected

Q30 0064 To what degree are physical conflicts between students and teachers a problem in your school?

1 = Serious
2 = Moderate
3 = Minor
4 = Not a problem
8 = No Response
9 = Not Collected

Q31 0065 To what degree is vandalism a problem in your school?

1 = Serious
2 = Moderate
3 = Minor
4 = Not a problem
8 = No Response
9 = Not Collected

Q32 0066 To what degree are student dropouts a problem in your school?

1 = Serious
2 = Moderate
3 = Minor
4 = Not a problem
8 = No Response
9 = Not Collected

[10]

Question Name	Column Number(s)	
Q33	0067	To what degree is teen pregnancy a problem in your school? <hr/>
		1 = Serious
		2 = Moderate
		3 = Minor
		4 = Not a problem
		8 = No Response
		9 = Not Collected
Q34	0068	How would you characterize morale of teachers within your school? <hr/>
		1 = Very Positive
		2 = Somewhat Positive
		3 = Somewhat Negative
		4 = Very Negative
		8 = No Response
		9 = Not Collected
Q35	0069	How would you characterize students' attitudes toward academic achievement within your school? <hr/>
		1 = Very Positive
		2 = Somewhat Positive
		3 = Somewhat Negative
		4 = Very Negative
		8 = No Response
		9 = Not Collected
Q36	0070	How would you characterize parental support for student achievement within your school? <hr/>
		1 = Very Positive
		2 = Somewhat Positive
		3 = Somewhat Negative
		4 = Very Negative
		8 = No Response
		9 = Not Collected
Q37	0071	How would you characterize regard for school property within your school? <hr/>
		1 = Very Positive
		2 = Somewhat Positive
		3 = Somewhat Negative
		4 = Very Negative
		8 = No Response
		9 = Not Collected

[11]

Question Name	Column Number(s)	
Q38	0072	<p>How would you characterize teachers' expectations for student achievement within your school?</p> <hr/> <p>1 = Very Positive 2 = Somewhat Positive 3 = Somewhat Negative 4 = Very Negative 8 = No Response 9 = Not Collected</p>
Q39	0073	<p>About what percentage of your student body is absent on an average day? (Include excused and unexcused absences in calculating this rate.)</p> <hr/> <p>1 = 0 - 2% 2 = 3 - 5% 3 = 6 - 10% 4 = 11 - 25% 5 = 26 - 50% 6 = More than 50% 8 = No Response 9 = Not Collected</p>
Q40	0074	<p>About what percentage of your teaching staff is absent on an average day? (Include all types of absences in calculating this rate.)</p> <hr/> <p>1 = 0 - 2% 2 = 3 - 5% 3 = 6 - 10% 4 = 11 - 25% 5 = 26 - 50% 6 = More than 50% 8 = No Response 9 = Not Collected</p>
Q41	0075	<p>About what percentage of students who are enrolled at the beginning of the school year is still enrolled at the end of the school year? (Exclude students who transfer into the school during the school year in figuring this rate.)</p> <hr/> <p>1 = 98 - 100% 2 = 95 - 97% 3 = 90 - 94% 4 = 80 - 89% 5 = 70 - 79% 6 = Less than 70% 8 = No Response 9 = Not Collected</p>

[12]

Question Name	Column Number(s)
---------------	------------------

Q42	0076	About what percentage of this year's twelfth grade was held back and is repeating twelfth grade?
-----	------	--

0	= 0%
1	= 1 - 2%
2	= 3 - 5%
3	= 6 - 10%
4	= More than 10%
8	= No Response
9	= Not Collected

Q43	0077	Of the teaching staff in your school last year, what percentage left before the end of the school year? (Include teachers who missed more than one month of school, whether or not they returned.)
-----	------	--

0	= 0%
1	= 1 - 2%
2	= 3 - 5%
3	= 6 - 10%
4	= More than 10%
8	= No Response
9	= Not Collected

Q44	0078-0081	What is the current enrollment in your school?
-----	-----------	--

0	= Not Collected
0001-9999	= Current enrollment

Q45	0082	Does your school participate in the National School Lunch Program?
-----	------	--

1	= Yes
2	= No
8	= No Response
9	= Not Collected

Q46	0083	During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program?
-----	------	--

1	= 0%
2	= 1 - 5%
3	= 6 - 10%
4	= 11 - 25%
5	= 26 - 50%
6	= 51 - 75%
7	= 76 - 99%
8	= 100%
9	= No Response
0	= Not Collected

[13]

Question Column
Name Number(s)

Q47 0084 Does your school receive Title 1 funding?
(Title 1 is a federally funded program
which provides educational services, such
as remedial reading or remedial math, to
children who live in areas with high
concentration of low - income families.)

1 = Yes
2 = No
8 = No Response
9 = Not Collected

Q48 0085 Approximately what percentage of students in
your school receives Title 1 funding? Please
Please report the percentage of students who
receives the service as of the day you respond
to this questionnaire.

1 = None
2 = 1 - 5%
3 = 6 - 10%
4 = 11 - 25%
5 = 26 - 50%
6 = 51 - 75%
7 = 76 - 90%
8 = Over 90%
9 = No Response
0 = Not Collected

Q49 0086 Approximately what percentage of students in
your school receives remedial reading
instruction? Please report the percentage of
students who receives the service as of the
day you respond to this questionnaire.

1 = None
2 = 1 - 5%
3 = 6 - 10%
4 = 11 - 25%
5 = 26 - 50%
6 = 51 - 75%
7 = 76 - 90%
8 = Over 90%
9 = No Response
0 = Not Collected

[14]

Question Name Column Number(s)

Q50 0087

Approximately what percentage of students in your school receives remedial writing instruction? Please report the percentage of students who receives the service as of the day you respond to this questionnaire.

1 = None
2 = 1 - 5%
3 = 6 - 10%
4 = 11 - 25%
5 = 26 - 50%
6 = 51 - 75%
7 = 76 - 90%
8 = Over 90%
9 = No Response
0 = Not Collected

Q51 0088

Approximately what percentage of students in your school receives gifted and talented program? Please report the percentage of students who receives the service as of the day you respond to this questionnaire.

1 = None
2 = 1 - 5%
3 = 6 - 10%
4 = 11 - 25%
5 = 26 - 50%
6 = 51 - 75%
7 = 76 - 90%
8 = Over 90%
9 = No Response
0 = Not Collected

Q52 0089

About what percentage of last year's twelfth-grade class graduated from high school?

1 = 99 - 100%
2 = 95 - 98%
3 = 90 - 94%
4 = 75 - 89%
5 = Less than 75%
8 = No Response
9 = Not Collected

Q53 0090

Of students in last year's graduating class, approximately what percentage has gone on to attend two-year colleges?

1 = None
2 = 1 - 5%
3 = 6 - 10%
4 = 11 - 25%
5 = 26 - 50%
6 = 51 - 75%
7 = 76 - 90%
8 = Over 90%
9 = No Response
0 = Not Collected

[15]

Question Name	Column Number(s)
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Q54	0091
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Of students in last year's graduating class, approximately what percentage has gone on to attend four-year colleges or universities?

1	= None
2	= 1 - 5%
3	= 6 - 10%
4	= 11 - 25%
5	= 26 - 50%
6	= 51 - 75%
7	= 76 - 90%
8	= Over 90%
9	= No Response
0	= Not Collected

[16]

321 A

1998 HIGH SCHOOL TRANSCRIPT STUDY
School File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103 - 494	264	100.00	264	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011 - 3574	264	100.00	264	100.00

Source of Catalog Titles

CATSRCE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Transcript	17	6.44	17	6.44
1-School Provided	247	93.56	264	100.00

Type of Catalog Provided

CATTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No Materials	17	6.44	17	6.44
1-District Level	14	5.30	31	11.74
2-School List	19	7.20	50	18.94
3-School Catalog	196	74.24	246	93.18
Not collected	18	6.82	264	100.00

School File

Sample type

LINKED	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-NAEP Fully Linkd	232	87.88	232	87.88
2-HSTS Only	22	8.33	254	96.21
3-NAEP, Not Linked	10	3.79	264	100.00

FIPS State Code

STATE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Arizona	3	1.14	3	1.14
Arkansas	3	1.14	6	2.27
California	37	14.02	43	16.29
Colorado	1	0.38	44	16.67
Connecticut	5	1.89	49	18.56
Delaware	6	2.27	55	20.83
Florida	13	4.92	68	25.76
Georgia	17	6.44	85	32.20
Hawaii	4	1.52	89	33.71
Illinois	8	3.03	97	36.74
Indiana	1	0.38	98	37.12
Iowa	4	1.52	102	38.64
Kansas	6	2.27	108	40.91
Kentucky	3	1.14	111	42.05
Louisiana	10	3.79	121	45.83
Maryland	5	1.89	126	47.73
Massachusetts	2	0.76	128	48.48
Michigan	13	4.92	141	53.41
Minnesota	3	1.14	144	54.55
Missouri	2	0.76	146	55.30
Montana	4	1.52	150	56.82
New Jersey	7	2.65	157	59.47
New Mexico	3	1.14	160	60.61
New York	14	5.30	174	65.91
North Carolina	16	6.06	190	71.97
North Dakota	4	1.52	194	73.48
Ohio	7	2.65	201	76.14
Oregon	5	1.89	206	78.03
Pennsylvania	6	2.27	212	80.30
South Carolina	1	0.38	213	80.68
Texas	20	7.58	233	88.26
Utah	6	2.27	239	90.53
Virginia	9	3.41	248	93.94
Washington	8	3.03	256	96.97
Wisconsin	8	3.03	264	100.00

School File

School Type

STYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Public/State Run	240	90.91	240	90.91
2-Religious/Nonpublic	17	6.44	257	97.35
3-Catholic	7	2.65	264	100.00

Urbanicity

TYPLOC_R	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Large City	39	14.77	39	14.77
2-Mid-size City	46	17.42	85	32.20
3-Urban Fringe of Large City	64	24.24	149	56.44
4-Urban Fringe of Mid-size City	29	10.98	178	67.42
5-Large Town	1	0.38	179	67.80
6-Small Town	34	12.88	213	80.68
7-Other Rural	51	19.32	264	100.00

Number of Teachers

NUMTEACH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
001-100	207	78.41	207	78.41
101-200	56	21.21	263	99.62
201-300	1	0.38	264	100.00

Number of Students

ENROLL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0001-1000	118	44.70	118	44.70
1001-2000	98	37.12	216	81.82
2001-3000	40	15.15	256	96.97
3001-4000	5	1.89	261	98.86
4001-5000	3	1.14	264	100.00

School File

Carn Units Req to Graduate

GRADREQ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
15-18	9	3.41	9	3.41
19-25	240	90.91	249	94.32
26-28	15	5.68	264	100.00

Number of Non Elect Cred

NONELCR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not reported	20	7.58	20	7.58
6 - 10	5	1.89	25	9.47
11 - 15	193	73.11	218	82.58
16 - 20	46	17.42	264	100.00

Assume 4 year high school ?

REQ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	12	4.55	12	4.55
No	3	1.14	15	5.68
Yes	249	94.32	264	100.00

Competency Test Required

COMPTST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	157	59.47	157	59.47
2-No	107	40.53	264	100.00

School File

Requirements for 1998

CLASSFLG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Requirements Are Met	264	100.00	264	100.00

Grade Span Code (from QED)

SGRSPAN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Preschool to 12th	10	3.79	10	3.79
2-Kinder to 12th	16	6.06	26	9.85
3-5th to 12th	2	0.76	28	10.61
4-6th to 12th	4	1.52	32	12.12
5-7th to 12th	21	7.95	53	20.08
6-8th to 12th	1	0.38	54	20.45
7-9th to 12th	190	71.97	244	92.42
8-10th to 12th	19	7.20	263	99.62
9-11th to 12th	1	0.38	264	100.00

Urbanicity

URBAN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Large/Mid-size City	85	32.20	85	32.20
2-Urban Fringe, Large Town	94	35.61	179	67.80
3-Small Town, Rural	85	32.20	264	100.00

Q01-Assigned by Ability: English?

Q01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	153	57.95	153	57.95
2-No	71	26.89	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

School File

Q02-Assigned by Ability: History?

Q02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	109	41.29	109	41.29
2-No	112	42.42	221	83.71
8-No Response	7	2.65	228	86.36
Not collected	36	13.64	264	100.00

Q03-Block Scheduling?

Q03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes-All	63	23.86	63	23.86
2-Yes-Some	21	7.95	84	31.82
3-No	140	53.03	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q04-Computers: In Classroom?

Q04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	62	23.48	62	23.48
2-No	148	56.06	210	79.55
8-No Response	18	6.82	228	86.36
Not collected	36	13.64	264	100.00

School File

Q05-Computers: Lab Available

Q05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	201	76.14	201	76.14
2-No	15	5.68	216	81.82
8-No Response	12	4.55	228	86.36
Not collected	36	13.64	264	100.00

Q06-Computers: Bring to Classroom

Q06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	78	29.55	78	29.55
2-No	126	47.73	204	77.27
8-No Response	24	9.09	228	86.36
Not collected	36	13.64	264	100.00

Q07-Number of Computer

Q07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2- 1-10	5	1.89	5	1.89
3-11-25	14	5.30	19	7.20
4-26-50	40	15.15	59	22.35
5-51-75	24	9.09	83	31.44
6-76-100	34	12.88	117	44.32
7-More than 100	107	40.53	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

School File

Q08-Library Staffing

Q08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-No library	4	1.52	4	1.52
2-Vol Staff	1	0.38	5	1.89
3-Part-time	21	7.95	26	9.85
4-Full-time	199	75.38	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q09-Parents: In PTA

Q09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	55	20.83	55	20.83
2- 0-10%	76	28.79	131	49.62
3-11-25%	58	21.97	189	71.59
4-26-50%	23	8.71	212	80.30
5-51-100%	11	4.17	223	84.47
8-No Response	5	1.89	228	86.36
Not collected	36	13.64	264	100.00

Q10-Parents: Attend Open House

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	7	2.65	7	2.65
2- 0-10%	21	7.95	28	10.61
3-11-25%	58	21.97	86	32.58
4-26-50%	75	28.41	161	60.98
5-51-100%	64	24.24	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

School File

Q11-Parents: Attend Conference

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	6	2.27	6	2.27
2- 0-10%	17	6.44	23	8.71
3-11-25%	64	24.24	87	32.95
4-26-50%	76	28.79	163	61.74
5-51-100%	61	23.11	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q12-Parents: Make Curriculum Decisions

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	24	9.09	24	9.09
2- 0-10%	161	60.98	185	70.08
3-11-25%	30	11.36	215	81.44
4-26-50%	6	2.27	221	83.71
5-51-100%	3	1.14	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q13-Parents: Volunteer

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	13	4.92	13	4.92
2- 0-10%	111	42.05	124	46.97
3-11-25%	63	23.86	187	70.83
4-26-50%	29	10.98	216	81.82
5-51-100%	9	3.41	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

School File

Q14-Parents: In Parenting-Skills

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	108	40.91	108	40.91
2- 0-10%	98	37.12	206	78.03
3-11-25%	18	6.82	224	84.85
5-51-100%	1	0.38	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q15-Parents: Serve on Advisory Comm

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	27	10.23	27	10.23
2- 0-10%	170	64.39	197	74.62
3-11-25%	21	7.95	218	82.58
4-26-50%	5	1.89	223	84.47
5-51-100%	2	0.76	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q16-Parents: Assist in Classrooms

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not available	99	37.50	99	37.50
2- 0-10%	117	44.32	216	81.82
3-11-25%	5	1.89	221	83.71
4-26-50%	2	0.76	223	84.47
5-51-100%	1	0.38	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

School File

Q17-Problem: Student Absenteeism

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	26	9.85	26	9.85
2-Moderate	73	27.65	99	37.50
3-Minor	90	34.09	189	71.59
4-Not a problem	36	13.64	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q18-Student Tardiness

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	19	7.20	19	7.20
2-Moderate	86	32.58	105	39.77
3-Minor	104	39.39	209	79.17
4-Not a problem	16	6.06	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q19-Conflicts Among Students

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	1	0.38	1	0.38
2-Moderate	21	7.95	22	8.33
3-Minor	155	58.71	177	67.05
4-Not a problem	48	18.18	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

School File

Q20-Racial Conflicts

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	1	0.38	1	0.38
2-Moderate	10	3.79	11	4.17
3-Minor	116	43.94	127	48.11
4-Not a problem	98	37.12	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q21-Health Problems

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2-Moderate	9	3.41	9	3.41
3-Minor	131	49.62	140	53.03
4-Not a problem	83	31.44	223	84.47
8-No Response	5	1.89	228	86.36
Not collected	36	13.64	264	100.00

Q22-Lack Parent Involvement

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	32	12.12	32	12.12
2-Moderate	82	31.06	114	43.18
3-Minor	72	27.27	186	70.45
4-Not a problem	36	13.64	222	84.09
8-No Response	6	2.27	228	86.36
Not collected	36	13.64	264	100.00

School File

Q23-Student Use of Alcohol

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	16	6.06	16	6.06
2-Moderate	69	26.14	85	32.20
3-Minor	109	41.29	194	73.48
4-Not a problem	31	11.74	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q24-Student Use of Tobacco

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	7	2.65	7	2.65
2-Moderate	87	32.95	94	35.61
3-Minor	109	41.29	203	76.89
4-Not a problem	22	8.33	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q25-Student Use of Drugs

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	10	3.79	10	3.79
2-Moderate	65	24.62	75	28.41
3-Minor	119	45.08	194	73.48
4-Not a problem	31	11.74	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

School File

Q26-Gang Activities

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	2	0.76	2	0.76
2-Moderate	14	5.30	16	6.06
3-Minor	94	35.61	110	41.67
4-Not a problem	114	43.18	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q27-Student Misbehavior in Class

Q27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	6	2.27	6	2.27
2-Moderate	47	17.80	53	20.08
3-Minor	150	56.82	203	76.89
4-Not a problem	20	7.58	223	84.47
8-No Response	5	1.89	228	86.36
Not collected	36	13.64	264	100.00

Q28-Student Cheating

Q28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	5	1.89	5	1.89
2-Moderate	32	12.12	37	14.02
3-Minor	142	53.79	179	67.80
4-Not a problem	44	16.67	223	84.47
8-No Response	5	1.89	228	86.36
Not collected	36	13.64	264	100.00

School File

Q29-Teacher Absenteeism

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	3	1.14	3	1.14
2-Moderate	30	11.36	33	12.50
3-Minor	102	38.64	135	51.14
4-Not a problem	90	34.09	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q30-Conflicts With Teachers

Q30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2-Moderate	1	0.38	1	0.38
3-Minor	50	18.94	51	19.32
4-Not a problem	174	65.91	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q31-Vandalism

Q31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	2	0.76	2	0.76
2-Moderate	22	8.33	24	9.09
3-Minor	137	51.89	161	60.98
4-Not a problem	64	24.24	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

School File

Q32-Student Dropout

Q32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	6	2.27	6	2.27
2-Moderate	47	17.80	53	20.08
3-Minor	122	46.21	175	66.29
4-Not a problem	49	18.56	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q33-Teen Pregnancy

Q33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Serious	17	6.44	17	6.44
2-Moderate	41	15.53	58	21.97
3-Minor	125	47.35	183	69.32
4-Not a problem	41	15.53	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q34-Morale of Teachers

Q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Very Positive	77	29.17	77	29.17
2-Somewhat Pos	124	46.97	201	76.14
3-Somewhat Neg	23	8.71	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

School File

Q35-Students' Attitudes To Achiev

Q35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Very Positive	51	19.32	51	19.32
2-Somewhat Pos	147	55.68	198	75.00
3-Somewhat Neg	25	9.47	223	84.47
4-Very Negative	2	0.76	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q36-Parental Support

Q36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Very Positive	67	25.38	67	25.38
2-Somewhat Pos	142	53.79	209	79.17
3-Somewhat Neg	15	5.68	224	84.85
4-Very Negative	1	0.38	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q37-Regard for School Property

Q37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Very Positive	62	23.48	62	23.48
2-Somewhat Pos	134	50.76	196	74.24
3-Somewhat Neg	26	9.85	222	84.09
4-Very Negative	2	0.76	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

School File

Q38-Teachers' Expectations

Q38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Very Positive	113	42.80	113	42.80
2-Somewhat Pos	96	36.36	209	79.17
3-Somewhat Neg	15	5.68	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q39-Students Absent on Average Day

Q39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1- 0-2%	17	6.44	17	6.44
2- 3-5%	87	32.95	104	39.39
3- 6-10%	89	33.71	193	73.11
4-11-25%	29	10.98	222	84.09
5-26-50%	1	0.38	223	84.47
8-No Response	5	1.89	228	86.36
Not collected	36	13.64	264	100.00

Q40-Teachers Absent on Average Day

Q40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1- 0-2%	104	39.39	104	39.39
2- 3-5%	89	33.71	193	73.11
3- 6-10%	31	11.74	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

School File

Q41-Still Enrolled at End of Year

Q41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-98-100%	48	18.18	48	18.18
2-95-97%	72	27.27	120	45.45
3-90-94%	56	21.21	176	66.67
4-80-89%	29	10.98	205	77.65
5-70-79%	11	4.17	216	81.82
6-Less than 70%	6	2.27	222	84.09
8-No Response	6	2.27	228	86.36
Not collected	36	13.64	264	100.00

Q42-Repeating 12th Grade

Q42	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-0%	78	29.55	78	29.55
2-1-2%	109	41.29	187	70.83
3-3-5%	24	9.09	211	79.92
4-6-10%	7	2.65	218	82.58
5-More than 10%	4	1.52	222	84.09
8-No Response	6	2.27	228	86.36
Not collected	36	13.64	264	100.00

Q43-Teachers Left

Q43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-0%	124	46.97	124	46.97
2-1-2%	90	34.09	214	81.06
3-3-5%	9	3.41	223	84.47
4-6-10%	1	0.38	224	84.85
5-More than 10%	1	0.38	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

School File

Q44-Enrollment

Q44	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	48	18.18	48	18.18
0001-1000	98	37.12	146	55.30
1001-2000	85	32.20	231	87.50
2001-3000	30	11.36	261	98.86
3001-4000	2	0.76	263	99.62
4001-5000	1	0.38	264	100.00

Q45-School in National School Lunch

Q45	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	203	76.89	203	76.89
2-No	22	8.33	225	85.23
8-No Response	3	1.14	228	86.36
Not collected	36	13.64	264	100.00

Q46-Students Eligible for NSLP

Q46	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	36	13.64	36	13.64
1- 0%	13	4.92	49	18.56
2- 1-5%	23	8.71	72	27.27
3- 6-10%	27	10.23	99	37.50
4-11-25%	50	18.94	149	56.44
5-26-50%	70	26.52	219	82.95
6-51-75%	27	10.23	246	93.18
7-76-99%	10	3.79	256	96.97
8-100%	2	0.76	258	97.73
9-No Response	6	2.27	264	100.00

School File

Q47-School Receives Chapter 1 Fund

Q47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Yes	76	28.79	76	28.79
2-No	148	56.06	224	84.85
8-No Response	4	1.52	228	86.36
Not collected	36	13.64	264	100.00

Q48-Students Receive Chapter 1 Fund

Q48	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	36	13.64	36	13.64
1-None	141	53.41	177	67.05
2- 1-5%	19	7.20	196	74.24
3- 6-10%	13	4.92	209	79.17
4-11-25%	17	6.44	226	85.61
5-26-50%	9	3.41	235	89.02
6-51-75%	1	0.38	236	89.39
7-76-90%	5	1.89	241	91.29
8-Over 90%	11	4.17	252	95.45
9-No Response	12	4.55	264	100.00

Q49-Students In Remedial Reading

Q49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	37	14.02	37	14.02
1-None	48	18.18	85	32.20
2- 1-5%	79	29.92	164	62.12
3- 6-10%	45	17.05	209	79.17
4-11-25%	30	11.36	239	90.53
5-26-50%	11	4.17	250	94.70
6-51-75%	1	0.38	251	95.08
7-76-90%	1	0.38	252	95.45
9-No Response	12	4.55	264	100.00

School File

Q50-Students In Remedial Writing

Q50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	36	13.64	36	13.64
1-None	74	28.03	110	41.67
2- 1-5%	65	24.62	175	66.29
3- 6-10%	41	15.53	216	81.82
4-11-25%	24	9.09	240	90.91
5-26-50%	10	3.79	250	94.70
6-51-75%	1	0.38	251	95.08
7-76-90%	2	0.76	253	95.83
9-No Response	11	4.17	264	100.00

Q51-Students In Gifted and Talent

Q51	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	36	13.64	36	13.64
1-None	44	16.67	80	30.30
2- 1-5%	59	22.35	139	52.65
3- 6-10%	57	21.59	196	74.24
4-11-25%	43	16.29	239	90.53
5-26-50%	9	3.41	248	93.94
6-51-75%	1	0.38	249	94.32
7-76-90%	1	0.38	250	94.70
8-Over 90%	2	0.76	252	95.45
9-No Response	12	4.55	264	100.00

Q52-Percent Students Graduated

Q52	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-99-100%	67	25.38	67	25.38
2-95-98%	113	42.80	180	68.18
3-90-94%	26	9.85	206	78.03
4-75-89%	12	4.55	218	82.58
5-Less than 75%	5	1.89	223	84.47
8-No Response	5	1.89	228	86.36
Not collected	36	13.64	264	100.00

School File

Q53-Attend Two-year College

Q53	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	36	13.64	36	13.64
1-None	5	1.89	41	15.53
2- 1-5%	14	5.30	55	20.83
3- 6-10%	25	9.47	80	30.30
4-11-25%	76	28.79	156	59.09
5-26-50%	80	30.30	236	89.39
6-51-75%	14	5.30	250	94.70
7-76-90%	4	1.52	254	96.21
8-Over 90%	5	1.89	259	98.11
9-No Response	5	1.89	264	100.00

Q54-Attend Four-year College

Q54	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not collected	36	13.64	36	13.64
1-None	3	1.14	39	14.77
2- 1-5%	4	1.52	43	16.29
3- 6-10%	13	4.92	56	21.21
4-11-25%	47	17.80	103	39.02
5-26-50%	82	31.06	185	70.08
6-51-75%	55	20.83	240	90.91
7-76-90%	12	4.55	252	95.45
8-Over 90%	6	2.27	258	97.73
9-No Response	6	2.27	264	100.00

Appendix I

1998 High School Transcript Study Codebook for Student File

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR STUDENT FILE
 January 1, 2000

Question Name Column Number(s)

PSU 0001-0003 Primary Sampling Unit

103-494 = PSU

SCHOOL 0004-0007 School ID (Within PSU)

3011-3574 = School (Within PSU)

NOTE : Both PSU and School ID must be combined to uniquely identify a school within the data file.

STUDENT 0008-0017 Student ID (Within School)

0000000001-
 9899999999 = Student ID (NAEP Booklet Number)

9900000000-
 9909999999 = Student ID (Student Not Linked To NAEP)

NOTE : Student IDs are unique. ID's beginning with numbers less than 9, represent the NAEP booklet numbers used by these students. ID's beginning with 990 are students for whom no NAEP booklet number is available. Most of these students come from schools which did not participate in NAEP. The remainder are for students at NAEP schools for which a new sample was drawn for the transcript study.

EXSTAT 0018 Student Exit Status

1 = Standard Diploma
 2 = Honors Diploma
 3 = Diploma with Special Education Adjustments
 4 = Certificate of Attendance
 5 = Certificate of Completion
 9 = Missing

GRAD_IMP 0019 Imputation flag for variable EXSTAT

0 = Not imputed
 1 = Imputed

[1]

Question Name	Column Number(s)
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DRVDRACE	0020	Student Race/Ethnicity
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1	= White (Not Hispanic)
2	= Black (Not Hispanic)
3	= Hispanic (Mexican, Mexican-American, Chicano, Puerto Rican, Cuban, Other Spanish or Hispanic descent)
4	= Asian or Pacific Islander
5	= American Indian or Alaskan Native
6	= Other
9	= Missing

NOTE : For students who participated in NAEP, this variable comes from NAEP files. For other students, this variable was recorded during the transcript study.

NOTE : In the public use version of this file, some instances of this variable have been set to missing that are not missing in the restricted use version. Users of the public use file will not be able to replicate the frequency distribution for race that appears later in this appendix.

RACE_IMP	0021	Imputation flag for variable DRVDRACE
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0	= Not imputed
1	= Imputed

GRADE	0022-0023	Student Grade Level In 1997-98
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12	= Twelfth Grade
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NOTE : Grade the student was in during the 1997-98 school year. For students who participated in NAEP, this variable comes from NAEP files. For other students, this variable was recorded during the transcript study. This particular time frame is the period during which NAEP took place.

[2]

Question Name	Column Number(s)
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SEX	0024	Student Gender
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1	= Male
2	= Female
9	= Not Reported

NOTE : For students who participated in NAEP, this variable comes from NAEP files. For other students, this variable was recorded during the transcript study.

BIRTHMO	0025-0026	Student Month Born
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01-12	= Month Born
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NOTE : For students who participated in NAEP, this variable comes from NAEP files. For other students, this variable was recorded during the transcript study.

BIRTHYR	0027-0028	Student Year Born
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76-83	= Year Born
99	= Missing

NOTE : For students who participated in NAEP, this variable comes from NAEP files. For other students, this variable was recorded during the transcript study.

BIRT_IMP	0029	Imputation flag for variable BIRTHYR
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0	= Not imputed
1	= Imputed

HCFLAG	0030	Student Disability Status
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?	= Non-NAEP Students (no information)
0	= Not Disabled
1	= Disabled
9	= Not reported

NOTE : HCFLAG is based on a determination of whether the student is disabled. If at least one item in the "Student with Disability" section was checked, then the HCFLAG was set to 1 (disabled).

[3]

Question Name Column Number(s)

HCTYPE 0031-0032 Description of student's disability

00 = Not disabled
01 = Multiple responses
02 = Learning disability
03 = Hearing impairment
04 = Visual impairment/blindness
05 = Speech impairment
06 = Mental or cognitive impairment
07 = Emotional disturbance
08 = Orthopedic impairment
09 = Traumatic brain injury
10 = Other
99 = Not response

NOTE : This variable was obtained from the SD/LEP Questionnaire which was completed by school personnel.

PSU_WGT 0033-0044 NAEP PSU Weight

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

QSCHWT12 0045-0056 School Weight, Conditional on PSU

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

SCH_WT12 0057-0068 NAEP School Weight, Conditional on PSU

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

{4}

Question Name	Column Number(s)
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TRPSUWT	0069-0080	PSU Weight, Conditional on PSU
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

TRSCHWT	0081-0092	School Weight, Cond on School, PSU
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

SCHNRADJ	0093-0104	School Nonresponse Adjustment Factor
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

WTHNWT	0105-0116	Student Weight, Conditional on School
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

STUBWT	0117-0128	Student Base Weight
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

[5]

Question Name	Column Number(s)
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STUNRADJ	0129-0140	Student Nonresponse Adjustment Factor
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

TRIMFCTR	0141-0152	Student Trimming Factor
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

PS_ADJ	0153-0164	Poststratification Adjustment Factor
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

FINSTUWT	0165-0176	Final Usable Transcript Student Weight
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT1	0177-0188	Jackknife Replicate Weight 1
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

[6]

Question Column
Name Number(s)

REPWT2 0189-0200 Jackknife Replicate Weight 2

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT3 0201-0212 Jackknife Replicate Weight 3

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT4 0213-0224 Jackknife Replicate Weight 4

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT5 0225-0236 Jackknife Replicate Weight 5

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT6 0237-0248 Jackknife Replicate Weight 6

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[7]

Question Name	Column Number(s)
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REPWT7	0249-0260	Jackknife Replicate Weight 7
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT8	0261-0272	Jackknife Replicate Weight 8
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT9	0273-0284	Jackknife Replicate Weight 9
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT10	0285-0296	Jackknife Replicate Weight 10
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT11	0297-0308	Jackknife Replicate Weight 11
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

[8]

Question Column
Name Number(s)

REPWT12 0309-0320 Jackknife Replicate Weight 12

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT13 0321-0332 Jackknife Replicate Weight 13

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT14 0333-0344 Jackknife Replicate Weight 14

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT15 0345-0356 Jackknife Replicate Weight 15

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT16 0357-0368 Jackknife Replicate Weight 16

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[9]

Question
Name

Column
Number(s)

REPWT17 0369-0380 Jackknife Replicate Weight 17

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT18 0381-0392 Jackknife Replicate Weight 18

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT19 0393-0404 Jackknife Replicate Weight 19

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT20 0405-0416 Jackknife Replicate Weight 20

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT21 0417-0428 Jackknife Replicate Weight 21

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[10]

Question Column
Name Number(s)

REPWT22 0429-0440 Jackknife Replicate Weight 22

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT23 0441-0452 Jackknife Replicate Weight 23

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT24 0453-0464 Jackknife Replicate Weight 24

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT25 0465-0476 Jackknife Replicate Weight 25

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT26 0477-0488 Jackknife Replicate Weight 26

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[11]

Question Name	Column Number(s)
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REPWT27	0489-0500	Jackknife Replicate Weight 27
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT28	0501-0512	Jackknife Replicate Weight 28
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT29	0513-0524	Jackknife Replicate Weight 29
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT30	0525-0536	Jackknife Replicate Weight 30
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.

REPWT31	0537-0548	Jackknife Replicate Weight 31
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000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point between positions 6 and 7.



Question Name	Column Number(s)	
REPWT32	0549-0560	<p>Jackknife Replicate Weight 32</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT33	0561-0572	<p>Jackknife Replicate Weight 33</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT34	0573-0584	<p>Jackknife Replicate Weight 34</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT35	0585-0596	<p>Jackknife Replicate Weight 35</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT36	0597-0608	<p>Jackknife Replicate Weight 36</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

Question Name	Column Number(s)	
REPWT37	0609-0620	<p>Jackknife Replicate Weight 37</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT38	0621-0632	<p>Jackknife Replicate Weight 38</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT39	0633-0644	<p>Jackknife Replicate Weight 39</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT40	0645-0656	<p>Jackknife Replicate Weight 40</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>
REPWT41	0657-0668	<p>Jackknife Replicate Weight 41</p> <hr/> <p>000000000000- 999999999999 = Weight</p> <p>NOTE : There is an implied decimal point between positions 6 and 7.</p>

[14]

Question Column
Name Number(s)

REPWT42 0669-0680 Jackknife Replicate Weight 42

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT43 0681-0692 Jackknife Replicate Weight 43

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT44 0693-0704 Jackknife Replicate Weight 44

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT45 0705-0716 Jackknife Replicate Weight 45

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT46 0717-0728 Jackknife Replicate Weight 46

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[15]

Question Column
Name Number(s)

REPWT47 0729-0740 Jackknife Replicate Weight 47

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT48 0741-0752 Jackknife Replicate Weight 48

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT49 0753-0764 Jackknife Replicate Weight 49

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT50 0765-0776 Jackknife Replicate Weight 50

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT51 0777-0788 Jackknife Replicate Weight 51

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[16]

Question Column
Name Number(s)

REPWT52 0789-0800 Jackknife Replicate Weight 52

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT53 0801-0812 Jackknife Replicate Weight 53

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT54 0813-0824 Jackknife Replicate Weight 54

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT55 0825-0836 Jackknife Replicate Weight 55

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT56 0837-0848 Jackknife Replicate Weight 56

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[17]

Question
Name

Column
Number(s)

REPWT57 0849-0860 Jackknife Replicate Weight 57

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT58 0861-0872 Jackknife Replicate Weight 58

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT59 0873-0884 Jackknife Replicate Weight 59

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT60 0885-0896 Jackknife Replicate Weight 60

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

REPWT61 0897-0908 Jackknife Replicate Weight 61

000000000000-
999999999999 = Weight

NOTE : There is an implied decimal point
between positions 6 and 7.

[18]

Question Name	Column Number(s)	
REPWT62	0909-0920	Jackknife Replicate Weight 62
		000000000000- 999999999999 = Weight
		NOTE : There is an implied decimal point between positions 6 and 7.
REPGRP1	0921-0922	Jackknife Variance Stratum
		01-62 = Jackknife Variance Stratum Number
DROPGRP	0923	Jackknife Variance Unit
		1-3 = Jackknife Variance Unit Number
SUBJECT	0924	NAEP Assessment Completed by Student
		9 = Not linked to NAEP 1 = 50 - minute writing 2 = Reading 3 = Civics 4 = 25 - minute writing
TYPEPGM	0925	Type of High-school Program
		1 = Standard 2 = Vocational Education 3 = Other 9 = Not Reported
ENTRMO	0926-0927	Date Entered The School
		01-12 = Month 99 = Missing
ENTRYR	0928-0929	Date Entered The School
		92-98 = Year 99 = Missing
GRADMO	0930-0931	Graduation Date
		01-12 = Month 99 = Missing

[19]

Question Name	Column Number(s)	
GRADYR	0932-0933	Graduation Date <hr/> 98 = Year (1998) 99 = Missing
ABS09	0934-0936	Number of days absent in grade 9 <hr/> 000-998 = Days Absent 999 = Missing
ABS10	0937-0939	Number of days absent in grade 10 <hr/> 000-998 = Days Absent 999 = Missing
ABS11	0940-0942	Number of days absent in grade 11 <hr/> 000-998 = Days Absent 999 = Missing
ABS12	0943-0945	Number of days absent in grade 12 <hr/> 000-998 = Days Absent 999 = Missing
GPA_C	0946-0950	Calculated Grade Point Average <hr/> 0001-9998 = Grade Point Average 99999 = Missing

NOTE : There is an implied decimal point between positions 3 and 4.

NOTE : The grade point average was calculated from the values in the Transcript File by assigning a value of 4 to an A (STDGRAD = 01, 02, or 03), a value of 3 to a B (STDGRAD = 04, 05, or 06), a value of 2 to a C (STDGRAD = 07, 08, or 09), a value of 1 to a D (STDGRAD = 10, 11, or 12), and a value of 0 to an F (STDGRAD = 13). Courses for which a student received other grades (STDGRAD = 14, 15, 16, 17, 18, or 19) were not included in the GPA_C calculation. These other grades represent courses for which a student received grades such as "Pass," "Unsatisfactory," or withdrew. See the Transcript File codebook for a full list of valid STDGRAD values.

Question Name	Column Number(s)	
GPA_T	0951-0955	Grade Point Average as Reported on Transcript
		00001-99998 = Grade Point Average 99999 = Missing
		NOTE : There is an implied decimal point between positions 3 and 4.
		NOTE : The grade point average represented by the GPA_T variable is the last GPA value reported on the student's transcript. It is reported exactly as it appears on the transcript without conversion to a common scale.
CLRANK	0956-0959	Class Rank
		001-999 = Class Rank 9998 = Greater than 999 9999 = Missing
CLSIZE	0960-0963	Class Size
		0001-9998 = Class Size 9999 = Missing
ACAD_TRK	0964	Academic Track
		1 = Academic 2 = Vocational 3 = Both 4 = Neither 9 = No Transcript
TYPLOC_R	0965	Community Type
		1 = Large city 2 = Mid-size city 3 = Urban fringe of large city 4 = Urban fringe of mid-size city 5 = Large town 6 = Small town 7 = Other rural
CENSREGN	0966	Census Region
		1 = Northeast 2 = Midwest 3 = South 4 = West

[21]

Question Name	Column Number(s)
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NAEPREGN	0967	NAEP Region
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1	= Northeast
2	= Southeast
3	= Central
4	= West

PUBPRIV	0968	Public/Nonpublic School
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1	= Public
2	= Private

GRREQFLG	0969	Graduation Requirements Level Flag
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1	= Carnegie Units \geq school requirements
2	= Carnegie Units $>$ 75% of school requirements
3	= Carnegie Units = 75% of school requirements
4	= Carnegie Units $<$ 75% of school requirements

NOTE : This flag provides an indication of how the total credits on a student's transcript compare to the school's graduation requirements. To construct this variable, all course Carnegie Units for a student were totaled except those coded as unspecified transfer credits (CSSC code of 600000). This total was compared to the school's Carnegie Units required for graduation.

NOTE : Transcripts of graduates with GRREQFLG = 4 probably do not list a substantial number of course titles for which the student received credit. Such transcripts were treated as missing for purposes of determining the non-response adjustment factor. The final student weight (FINSTUWT) has been set to zero (0) for students with GRREQFLG = 4.

STUB0100	0970-0974	STUB0100. Mathematics
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00000-99998	= Carnegie Units
99999	= No Transcript

NOTE: There is an implied decimal point between positions 2 and 3.

STUB0110	0975-0979	STUB0110. Basic Math
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00000-99999	= Carnegie Units
99999	= No Transcript

NOTE: There is an implied decimal point between positions 2 and 3.

[22]

Question Name	Column Number(s)	
STUB0120	0980-0984	<p>STUB0120. General Math</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0130	0985-0989	<p>STUB0130. Applied Math</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0141	0990-0994	<p>STUB0141. Pre -Algebra</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0142	0995-0999	<p>STUB0142. Algebra 1</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0143	1000-1004	<p>STUB0143. Algebra 2</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0150	1005-1009	<p>STUB0150. Geometry</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Column
Name Number(s)

STUB0160 1010-1014 STUB0160. Calculus

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0161 1015-1019 STUB0161. AP Calculus

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0170 1020-1024 STUB0170. Advanced Math - Other

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0171 1025-1029 STUB0171. Trigonometry

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0172 1030-1034 STUB0172. Analysis/Precalculus

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

Question Name	Column Number(s)	
STUB0173	1035-1039	<p>STUB0173. Statistics/Probability</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0200	1040-1044	<p>STUB0200. Science</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0210	1045-1049	<p>STUB0210. Survey</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0220	1050-1054	<p>STUB0220. Biology</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0221	1055-1059	<p>STUB0221. AP/Honors Biology</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0230	1060-1064	<p>STUB0230. Chemistry</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB0231	1065-1069	<p>STUB0231. AP Chemistry</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0240	1070-1074	<p>STUB0240. Physics</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0241	1075-1079	<p>STUB0241. AP Physics</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0250	1080-1084	<p>STUB0250. Engineering</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0260	1085-1089	<p>STUB0260. Astronomy</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0270	1090-1094	<p>STUB0270. Geology/Earth Science</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB0281	1095	STUB0281. Biology + Chemistry

		0 = Failed threshold
		1 = Met threshold
		9 = No transcript
STUB0282	1096	STUB0282. Biology + Chemistry + Physics

		0 = Failed threshold
		1 = Met threshold
		9 = No transcript
STUB0300	1097-1101	STUB0300. English

		00000-99999 = Carnegie Units
		99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB0310	1102-1106	STUB0310. Survey English

		00000-99999 = Carnegie Units
		99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB0320	1107-1111	STUB0320. Literature

		00000-99999 = Carnegie Units
		99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB0330	1112-1116	STUB0330. Composition

		00000-99999 = Carnegie Units
		99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.

Question Name	Column Number(s)	
STUB0340	1117-1121	<p>STUB0340. Speech</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0350	1122-1126	<p>STUB0350. AP/Honors English</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0360	1127-1131	<p>STUB0360. Remedial/Below Grade English</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0370	1132-1136	<p>STUB0370. English as a Second Language</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0400	1137-1141	<p>STUB0400. Social Studies</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0410	1142-1146	<p>STUB0410. American History</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Column
Name Number(s)

STUB0411 1147-1151

STUB0411. AP American History

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0420 1152-1156

STUB0420. World History

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0421 1157-1161

STUB0421. AP Western Civ/European History

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0430 1162-1166

STUB0430. American Government & Politics

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0440 1167-1171

STUB0440. Humanities Other

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0441 1172-1176

STUB0441. Non -western History

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

[29]

Question Column
Name Number(s)

STUB0442 1177-1181 STUB0442. Western History/Civilization

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0443 1182-1186 STUB0443. Economics

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0444 1187-1191 STUB0444. Geography

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0445 1192-1196 STUB0445. Sociology/Psychology

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0446 1197-1201 STUB0446. International Politics

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0447 1202-1206 STUB0447. Remedial/Below Grade Soc Stud

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

{30}

Question Column
Name Number(s)

STUB0450 1207-1211 STUB0450. AP/Honors Social Studies

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0500 1212-1216 STUB0500. Fine Arts

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0510 1217-1221 STUB0510. Fine Arts & Crafts

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0520 1222-1226 STUB0520. Music

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0530 1227-1231 STUB0530. Drama

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

Question
Name

Column
Number(s)

STUB0540 1232-1236

STUB0540. Dance

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0550 1237-1241

STUB0550. Art/Music Appreciation/History

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0600 1242-1246

STUB0600. Foreign Languages

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0601 1247-1251

STUB0601. AP Foreign Language

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0610 1252-1256

STUB0610. Survey

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

STUB0620 1257-1261

STUB0620. French

00000-99999 = Carnegie Units
99999 = No Transcript

NOTE: There is an implied decimal point
between positions 2 and 3.

[32]

Question Name	Column Number(s)	
STUB0630	1262-1266	<p>STUB0630. Spanish</p> <hr/> <p>00000-99999 = Carnegie Units</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0640	1267-1271	<p>STUB0640. German</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0650	1272-1276	<p>STUB0650. Latin</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0660	1277-1281	<p>STUB0660. Japanese</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0670	1282-1286	<p>STUB0670. Mandarin/Cantonese</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0680	1287-1291	<p>STUB0680. Russian</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB0690	1292-1296	<p>STUB0690. Foreign Language - Other</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0700	1297-1301	<p>STUB0700. Computer -related Studies</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0710	1302-1306	<p>STUB0710. Clerical & Data Entry</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0720	1307-1311	<p>STUB0720. Computer Applications</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0730	1312-1316	<p>STUB0730. Computer Science</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0800	1317-1321	<p>STUB0800. Consumer & Homemaking Education</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB0900	1322-1326	<p>STUB0900. General Labor Market Preparation</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0910	1327-1331	<p>STUB0910. Typewriting 1</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0920	1332-1336	<p>STUB0920. Introductory Industrial</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0930	1337-1341	<p>STUB0930. Work Experience/Career Exploration</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB0940	1342-1346	<p>STUB0940. General Labor Market Skills</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1000	1347-1351	<p>STUB1000. Specific Labor Market Preparation</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB1010	1352-1356	<p>STUB1010. Agriculture/Renewable Resources</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1020	1357-1361	<p>STUB1020. Business</p> <hr/> <p>0000-99999 = Carnegie Units</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1030	1362-1366	<p>STUB1030. Marketing & Distribution</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1040	1367-1371	<p>STUB1040. Health</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1050	1372-1376	<p>STUB1050. Occupational Home Economics</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1060	1377-1381	<p>STUB1060. Trade & Industry</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB1070	1382-1386	<p>STUB1070. Technical & Communications</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1080	1387-1391	<p>STUB1080. Unidentified Subject</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1100	1392-1396	<p>STUB1100. General Skills</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1200	1397-1401	<p>STUB1200. Personal Health & Physical Education</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1210	1402-1406	<p>STUB1210. Physical Education</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>
STUB1220	1407-1411	<p>STUB1220. Health</p> <hr/> <p>00000-99999 = Carnegie Units 99999 = No Transcript</p> <p>NOTE: There is an implied decimal point between positions 2 and 3.</p>

Question Name	Column Number(s)	
STUB1230	1412	STUB1230. 3 Yrs Physical Education + Health (3.50)
		<hr/> 0 = Failed threshold 1 = Met threshold 9 = No Transcript
STUB1240	1413-1417	STUB1240. Driver Education
		<hr/> 00000-99999 = Carnegie Units 99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB1300	1418-1422	STUB1300. Religion
		<hr/> 00000-99999 = Carnegie Units 99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB1400	1423-1427	STUB1400. Military Science
		<hr/> 00000-99999 = Carnegie Units 99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB1500	1428-1432	STUB1500. Special Education
		<hr/> 00000-99999 = Carnegie Units 99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.
STUB1600	1433-1437	STUB1600. All Courses Other Than Above
		<hr/> 00000-99999 = Carnegie Units 99999 = No Transcript
		NOTE: There is an implied decimal point between positions 2 and 3.

Question Name	Column Number(s)	
STUB2001	1438	4E+3SS+3SCI+3MATH+1/2COMP+2FL
		0 = Student did not meet the following minimum requirements:
		1 = Student earned the following minimum number of credits in each of the New Basics core subject areas:
		4.0 credits in English
		3.0 credits in History/Social Studies
		3.0 credits in Science
		3.0 credits in Mathematics
		0.5 credits in Computer Science
		2.0 credits in Foreign Language
		9 = No Transcript
STUB2002	1439	4E+3SS+3SCI+3MATH+1/2COMP
		0 = Student did not meet the following minimum requirements:
		1 = Student earned the following minimum number of credits in each of the New Basics core subject areas:
		4.0 credits in English
		3.0 credits in History/Social Studies
		3.0 credits in Science
		3.0 credits in Mathematics
		0.5 credits in Computer Science
		9 = No Transcript

Question Name	Column Number(s)
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STUB2003	1440	4E+3SS+3SCI+3MATH+2FL
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0 = Student did not meet the following minimum requirements:

1 = Student earned the following minimum number of credits in each of the New Basics core subject areas:

4.0 credits in English

3.0 credits in History/Social Studies

3.0 credits in Science

3.0 credits in Mathematics

2.0 credits in Foreign Language

9 = No Transcript

STUB2004	1441	4E+3SS+3SCI+3MATH
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0 = Student did not meet the following minimum requirements:

1 = Student earned the following minimum number of credits in each of the New Basics core subject areas:

4.0 credits in English

3.0 credits in History/Social Studies

3.0 credits in Science

3.0 credits in Mathematics

9 = No Transcript

Question Column
Name Number(s)

STUB2005 1442

4E+3SS+2SCI+2MATH

0 = Student did not meet the
 following minimum
 requirements:

1 = Student earned the following
 minimum number of credits in
 each of the New Basics core
 subject areas:

4.0 credits in English

3.0 credits in History/Social Studies

2.0 credits in Science

2.0 credits in Mathematics

9 = No Transcript

1998 HIGH SCHOOL TRANSCRIPT STUDY
Student File

NAEP PSU Weight

PSU_WGT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 38.61	25422	100.00	25422	100.00

PSS Weight

QSCHWT12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00	25422	100.00	25422	100.00

NAEP School Wt, Conditional on PSU

SCH_WT12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 62.36	25422	100.00	25422	100.00

PSU Weight, Conditional on PSU

TRPSUWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 2.00	25422	100.00	25422	100.00

School Weight, Cond on School, PSU

TRSCHWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 6.00	25422	100.00	25422	100.00

Student File

School Nonresponse Adjustment Factor

SCHNRADJ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 1.76	25422	100.00	25422	100.00

Student Weight, Conditional on School

WTHNWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 15.44	25422	100.00	25422	100.00

Student Base Weight

STUBWT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
19.87 - 711.40	25422	100.00	25422	100.00

Student Nonresponse Adjustment Factor

STUNRADJ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
1.00 - 1.47	24904	97.96	25422	100.00

Student Trimming Factor

TRIMFCTR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.86 - 1.00	25422	100.00	25422	100.00

Student File

Poststratification Adjustment Factor

PS_ADJ	Fréquency	Percent	Cumulative Fréquency	Cumulative Percent
0.60 - 1.43	25422	100.00	25422	100.00

Final Usable Transcript Student Weight

FINSTUWT	Fréquency	Percent	Cumulative Fréquency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 1

REPWT1	Fréquency	Percent	Cumulative Fréquency	Cumulative Percent
0	662	2.60	662	2.60
12.16 - 839.06	24760	97.40	25422	100.00

Jackknife Replicate Weight 2

REPWT2	Fréquency	Percent	Cumulative Fréquency	Cumulative Percent
0	725	2.85	725	2.85
12.16 - 828.66	24697	97.15	25422	100.00

Student File

Jackknife Replicate Weight 3

REPWT3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1200	4.72	1200	4.72
12.16 - 842.43	24222	95.28	25422	100.00

Jackknife Replicate Weight 4

REPWT4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1104	4.34	1104	4.34
12.22 - 925.99	24318	95.66	25422	100.00

Jackknife Replicate Weight 5

REPWT5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	686	2.70	686	2.70
12.14 - 834.41	24736	97.30	25422	100.00

Jackknife Replicate Weight 6

REPWT6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1018	4.00	1018	4.00
12.12 - 831.29	24404	96.00	25422	100.00

Student File

Jackknife Replicate Weight 7

REPWT7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	898	3.53	898	3.53
12.15 - 831.40	24524	96.47	25422	100.00

Jackknife Replicate Weight 8

REPWT8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	684	2.69	684	2.69
12.15 - 1394.44	24738	97.31	25422	100.00

Jackknife Replicate Weight 9

REPWT9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1170	4.60	1170	4.60
12.03 - 862.46	24252	95.40	25422	100.00

Jackknife Replicate Weight 10

REPWT10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	860	3.38	860	3.38
12.26 - 820.04	24562	96.62	25422	100.00

Jackknife Replicate Weight 11

REPWT11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	6 84	2.69	684	2.69
12.14 - 838.77	24738	97.31	25422	100.00

Jackknife Replicate Weight 12

REPWT12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	726	2.86	726	2.86
12.03 - 838.15	24696	97.14	25422	100.00

Jackknife Replicate Weight 13

REPWT13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.18 - 840.39	24904	97.96	25422	100.00

Jackknife Replicate Weight 14

REPWT14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1133	4.46	1133	4.46
11.92 - 833.99	24289	95.54	25422	100.00

Jackknife Replicate Weight 15

REPWT15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1193	4.69	1193	4.69
9.44 - 1668.85	24229	95.31	25422	100.00

Jackknife Replicate Weight 16

REPWT16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	874	3.44	874	3.44
12.63 - 1156.26	24548	96.56	25422	100.00

Jackknife Replicate Weight 17

REPWT17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	843	3.32	843	3.32
12.18 - 841.72	24579	96.68	25422	100.00

Jackknife Replicate Weight 18

REPWT18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	788	3.10	788	3.10
12.07 - 933.72	24634	96.90	25422	100.00

Jackknife Replicate Weight 19

REPWT19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	617	2.43	617	2.43
12.14 - 829.89	24805	97.57	25422	100.00

Jackknife Replicate Weight 20

REPWT20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	590	2.32	590	2.32
12.16 - 846.60	24832	97.68	25422	100.00

Jackknife Replicate Weight 21

REPWT21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	717	2.82	717	2.82
12.12 - 831.84	24705	97.18	25422	100.00

Jackknife Replicate Weight 22

REPWT22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	567	2.23	567	2.23
12.36 - 1205.91	24855	97.77	25422	100.00

Jackknife Replicate Weight 23

REPWT23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	787	3.10	787	3.10
12.15 - 834.32	24635	96.90	25422	100.00

Jackknife Replicate Weight 24

REPWT24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	766	3.01	766	3.01
12.14 - 845.84	24656	96.99	25422	100.00

Jackknife Replicate Weight 25

REPWT25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	778	3.06	778	3.06
12.11 - 836.98	24644	96.94	25422	100.00

Jackknife Replicate Weight 26

REPWT26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	785	3.09	785	3.09
12.11 - 844.75	24637	96.91	25422	100.00

Jackknife Replicate Weight 27

REPWT27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	812	3.19	812	3.19
12.16 - 845.90	24610	96.81	25422	100.00

Jackknife Replicate Weight 28

REPWT28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	755	2.97	755	2.97
12.12 - 851.53	24667	97.03	25422	100.00

Jackknife Replicate Weight 29

REPWT29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	827	3.25	827	3.25
12.33 - 833.58	24595	96.75	25422	100.00

Jackknife Replicate Weight 30

REPWT30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	791	3.11	791	3.11
12.24 - 836.49	24631	96.89	25422	100.00

Jackknife Replicate Weight 31

REPWT31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	774	3.04	774	3.04
12.12 - 839.71	24648	96.96	25422	100.00

Jackknife Replicate Weight 32

REPWT32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	651	2.56	651	2.56
11.91 - 846.95	24771	97.44	25422	100.00

Jackknife Replicate Weight 33

REPWT33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	662	2.60	662	2.60
11.84 - 841.64	24760	97.40	25422	100.00

Jackknife Replicate Weight 34

REPWT34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	750	2.95	750	2.95
13.50 - 839.71	24672	97.05	25422	100.00

Jackknife Replicate Weight 35

REPWT35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	757	2.98	757	2.98
12.19 - 833.72	24665	97.02	25422	100.00

Jackknife Replicate Weight 36

REPWT36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	666	2.62	666	2.62
12.39 - 838.19	24756	97.38	25422	100.00

Jackknife Replicate Weight 37

REPWT37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	786	3.09	786	3.09
12.17 - 839.19	24636	96.91	25422	100.00

Jackknife Replicate Weight 38

REPWT38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	791	3.11	791	3.11
12.44 - 837.88	24631	96.89	25422	100.00

Jackknife Replicate Weight 39

REPWT39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	742	2.92	742	2.92
12.31 - 839.82	24680	97.08	25422	100.00

Jackknife Replicate Weight 40

REPWT40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	843	3.32	843	3.32
11.96 - 842.90	24579	96.68	25422	100.00

Jackknife Replicate Weight 41

REPWT41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	793	3.12	793	3.12
12.13 - 837.92	24629	96.88	25422	100.00

Jackknife Replicate Weight 42

REPWT42	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	546	2.15	546	2.15
12.12 - 836.91	24876	97.85	25422	100.00

Jackknife Replicate Weight 43

REPWT43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	586	2.31	586	2.31
12.27 - 846.46	24836	97.69	25422	100.00

Jackknife Replicate Weight 44

REPWT44	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.13 - 837.42	24904	97.96	25422	100.00

Jackknife Replicate Weight 45

REPWT45	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	605	2.38	605	2.38
12.16 - 837.84	24817	97.62	25422	100.00

Jackknife Replicate Weight 46

REPWT46	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.14 - 819.05	24904	97.96	25422	100.00

Jackknife Replicate Weight 47

REPWT47	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	712	2.80	712	2.80
12.02 - 931.55	24710	97.20	25422	100.00

Jackknife Replicate Weight 48

REPWT48	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 49

REPWT49	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 50

REPWT50	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 51

REPWT51	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 52

REPWT52	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 53

REPWT53	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 54

REPWT54	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 55

REPWT55	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 56

REPWT56	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 57

REPWT57	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 58

REPWT58	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 59

REPWT59	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 60

REPWT60	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 61

REPWT61	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Jackknife Replicate Weight 62

REPWT62	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	518	2.04	518	2.04
12.15 - 839.45	24904	97.96	25422	100.00

Mathematics

STUB0100	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	90	0.35	90	0.35
>0 thru 1	206	0.81	296	1.16
>1 thru 2	2199	8.65	2495	9.81
>2 thru 3	8732	34.35	11227	44.16
>3 thru 4	10056	39.56	21283	83.72
>4 thru 5	3123	12.28	24406	96.00
>5 thru 6	509	2.00	24915	98.01
Over 6.00	78	0.31	24993	98.31
No transcript	429	1.69	25422	100.00

Basic Math

STUB0110	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22927	90.19	22927	90.19
>0 thru 1	1666	6.55	24593	96.74
>1 thru 2	283	1.11	24876	97.85
>2 thru 3	83	0.33	24959	98.18
>3 thru 4	25	0.10	24984	98.28
>4 thru 5	5	0.02	24989	98.30
>5 thru 6	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

General Math

STUB0120	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20812	81.87	20812	81.87
>0 thru 1	2548	10.02	23360	91.89
>1 thru 2	1187	4.67	24547	96.56
>2 thru 3	299	1.18	24846	97.73
>3 thru 4	126	0.50	24972	98.23
>4 thru 5	13	0.05	24985	98.28
>5 thru 6	5	0.02	24990	98.30
Over 6.00	3	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Applied Math

STUB0130	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	18691	73.52	18691	73.52
>0 thru 1	5542	21.80	24233	95.32
>1 thru 2	680	2.67	24913	98.00
>2 thru 3	65	0.26	24978	98.25
>3 thru 4	10	0.04	24988	98.29
>4 thru 5	3	0.01	24991	98.30
>5 thru 6	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Pre-Algebra

STUB0141	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	18468	72.65	18468	72.65
>0 thru 1	4888	19.23	23356	91.87
>1 thru 2	1442	5.67	24798	97.55
>2 thru 3	184	0.72	24982	98.27
>3 thru 4	10	0.04	24992	98.31
Over 6.00	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Algebra 1

STUB0142	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8567	33.70	8567	33.70
>0 thru 1	14765	58.08	23332	91.78
>1 thru 2	1546	6.08	24878	97.86
>2 thru 3	112	0.44	24990	98.30
>3 thru 4	3	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Algebra 2

STUB0143	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	10170	40.00	10170	40.00
>0 thru 1	12227	48.10	22397	88.10
>1 thru 2	2530	9.95	24927	98.05
>2 thru 3	63	0.25	24990	98.30
>3 thru 4	1	0.00	24991	98.30
Over 6.00	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Geometry

STUB0150	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	5941	23.37	5941	23.37
>0 thru 1	18141	71.36	24082	94.73
>1 thru 2	895	3.52	24977	98.25
>2 thru 3	16	0.06	24993	98.31
No transcript	429	1.69	25422	100.00

Calculus

STUB0160	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22296	87.70	22296	87.70
>0 thru 1	2393	9.41	24689	97.12
>1 thru 2	291	1.14	24980	98.26
>2 thru 3	10	0.04	24990	98.30
>3 thru 4	2	0.01	24992	98.31
>4 thru 5	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

AP Calculus

STUB0161	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23196	91.24	23196	91.24
>0 thru 1	1587	6.24	24783	97.49
>1 thru 2	203	0.80	24986	98.28
>2 thru 3	6	0.02	24992	98.31
>3 thru 4	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Advanced Math - Other

STUB0170	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16247	63.91	16247	63.91
>0 thru 1	7036	27.68	23283	91.59
>1 thru 2	1542	6.07	24825	97.65
>2 thru 3	157	0.62	24982	98.27
>3 thru 4	11	0.04	24993	98.31
No transcript	429	1.69	25422	100.00

Trigonometry

STUB0171	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22982	90.40	22982	90.40
>0 thru 1	2007	7.89	24989	98.30
>1 thru 2	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Analysis/Precalculus

STUB0172	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19630	77.22	19630	77.22
>0 thru 1	5158	20.29	24788	97.51
>1 thru 2	201	0.79	24989	98.30
>2 thru 3	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Statistics/Probability

STUB0173	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24191	95.16	24191	95.16
>0 thru 1	797	3.14	24988	98.29
>1 thru 2	5	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Science

STUB0200	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	170	0.67	170	0.67
>0 thru 1	605	2.38	775	3.05
>1 thru 2	5688	22.37	6463	25.42
>2 thru 3	10073	39.62	16536	65.05
>3 thru 4	6297	24.77	22833	89.82
>4 thru 5	1646	6.47	24479	96.29
>5 thru 6	381	1.50	24860	97.79
Over 6.00	133	0.52	24993	98.31
No transcript	429	1.69	25422	100.00

Survey Science

STUB0210	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	7332	28.84	7332	28.84
>0 thru 1	14549	57.23	21881	86.07
>1 thru 2	2814	11.07	24695	97.14
>2 thru 3	258	1.01	24953	98.16
>3 thru 4	37	0.15	24990	98.30
>4 thru 5	3	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Biology

STUB0220	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1592	6.26	1592	6.26
>0 thru 1	15542	61.14	17134	67.40
>1 thru 2	6730	26.47	23864	93.87
>2 thru 3	1013	3.98	24877	97.86
>3 thru 4	99	0.39	24976	98.25
>4 thru 5	12	0.05	24988	98.29
>5 thru 6	3	0.01	24991	98.30
Over 6.00	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

AP/Honors Biology

STUB0221	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20345	80.03	20345	80.03
>0 thru 1	3802	14.96	24147	94.98
>1 thru 2	763	3.00	24910	97.99
>2 thru 3	82	0.32	24992	98.31
>5 thru 6	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Chemistry

STUB0230	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	10008	39.37	10008	39.37
>0 thru 1	13166	51.79	23174	91.16
>1 thru 2	1641	6.46	24815	97.61
>2 thru 3	164	0.65	24979	98.26
>3 thru 4	10	0.04	24989	98.30
>4 thru 5	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

AP Chemistry

STUB0231	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23537	92.59	23537	92.59
>0 thru 1	1273	5.01	24810	97.59
>1 thru 2	162	0.64	24972	98.23
>2 thru 3	21	0.08	24993	98.31
No transcript	429	1.69	25422	100.00

Physics

STUB0240	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	17651	69.43	17651	69.43
>0 thru 1	6484	25.51	24135	94.94
>1 thru 2	805	3.17	24940	98.10
>2 thru 3	42	0.17	24982	98.27
>3 thru 4	8	0.03	24990	98.30
>5 thru 6	3	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

AP Physics

STUB0241	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24116	94.86	24116	94.86
>0 thru 1	786	3.09	24902	97.95
>1 thru 2	82	0.32	24984	98.28
>2 thru 3	8	0.03	24992	98.31
>3 thru 4	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Engineering

STUB0250	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23160	91.10	23160	91.10
>0 thru 1	1654	6.51	24814	97.61
>1 thru 2	179	0.70	24993	98.31
No transcript	429	1.69	25422	100.00

Astronomy

STUB0260	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24562	96.62	24562	96.62
>0 thru 1	429	1.69	24991	98.30
>1 thru 2	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Geology/Earth Science

STUB0270	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19704	77.51	19704	77.51
>0 thru 1	5050	19.86	24754	97.37
>1 thru 2	237	0.93	24991	98.30
>2 thru 3	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

English

STUB0300	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	137	0.54	137	0.54
>0 thru 1	223	0.88	360	1.42
>1 thru 2	543	2.14	903	3.55
>2 thru 3	2009	7.90	2912	11.45
>3 thru 4	14351	56.45	17263	67.91
>4 thru 5	5822	22.90	23085	90.81
>5 thru 6	1341	5.27	24426	96.08
Over 6.00	567	2.23	24993	98.31
No transcript	429	1.69	25422	100.00

Survey English

STUB0310	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	883	3.47	883	3.47
>0 thru 1	1870	7.36	2753	10.83
>1 thru 2	4457	17.53	7210	28.36
>2 thru 3	5665	22.28	12875	50.65
>3 thru 4	11459	45.08	24334	95.72
>4 thru 5	594	2.34	24928	98.06
>5 thru 6	45	0.18	24973	98.23
Over 6.00	20	0.08	24993	98.31
No transcript	429	1.69	25422	100.00

Literature

STUB0320	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	15748	61.95	15748	61.95
>0 thru 1	5768	22.69	21516	84.64
>1 thru 2	2856	11.23	24372	95.87
>2 thru 3	570	2.24	24942	98.11
>3 thru 4	50	0.20	24992	98.31
>4 thru 5	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Composition

STUB0330	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16447	64.70	16447	64.70
>0 thru 1	6671	26.24	23118	90.94
>1 thru 2	1424	5.60	24542	96.54
>2 thru 3	328	1.29	24870	97.83
>3 thru 4	85	0.33	24955	98.16
>4 thru 5	33	0.13	24988	98.29
>5 thru 6	3	0.01	24991	98.30
Over 6.00	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Speech

STUB0340	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19953	78.49	19953	78.49
>0 thru 1	4734	18.62	24687	97.11
>1 thru 2	244	0.96	24931	98.07
>2 thru 3	48	0.19	24979	98.26
>3 thru 4	11	0.04	24990	98.30
>4 thru 5	2	0.01	24992	98.31
>5 thru 6	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

AP/Honors English

STUB0350	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20177	79.37	20177	79.37
>0 thru 1	3822	15.03	23999	94.40
>1 thru 2	792	3.12	24791	97.52
>2 thru 3	88	0.35	24879	97.86
>3 thru 4	113	0.44	24992	98.31
>4 thru 5	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Any Remedial/Below Grade English

STUB0360	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20609	81.07	20609	81.07
>0 thru 1	2277	8.96	22886	90.02
>1 thru 2	961	3.78	23847	93.80
>2 thru 3	481	1.89	24328	95.70
>3 thru 4	410	1.61	24738	97.31
>4 thru 5	145	0.57	24883	97.88
>5 thru 6	63	0.25	24946	98.13
Over 6.00	47	0.18	24993	98.31
No transcript	429	1.69	25422	100.00

English as a Second Language

STUB0370	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24049	94.60	24049	94.60
>0 thru 1	213	0.84	24262	95.44
>1 thru 2	191	0.75	24453	96.19
>2 thru 3	152	0.60	24605	96.79
>3 thru 4	122	0.48	24727	97.27
>4 thru 5	107	0.42	24834	97.69
>5 thru 6	79	0.31	24913	98.00
Over 6.00	80	0.31	24993	98.31
No transcript	429	1.69	25422	100.00

Social Studies

STUB0400	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	94	0.37	94	0.37
>0 thru 1	98	0.39	192	0.76
>1 thru 2	641	2.52	833	3.28
>2 thru 3	8679	34.14	9512	37.42
>3 thru 4	10171	40.01	19683	77.43
>4 thru 5	3877	15.25	23560	92.68
>5 thru 6	1044	4.11	24604	96.78
Over 6.00	389	1.53	24993	98.31
No transcript	429	1.69	25422	100.00

American History

STUB0410	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1604	6.31	1604	6.31
>0 thru 1	20784	81.76	22388	88.07
>1 thru 2	2474	9.73	24862	97.80
>2 thru 3	119	0.47	24981	98.27
>3 thru 4	9	0.04	24990	98.30
>4 thru 5	2	0.01	24992	98.31
>5 thru 6	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

AP American History

STUB0411	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	21082	82.93	21082	82.93
>0 thru 1	3675	14.46	24757	97.38
>1 thru 2	221	0.87	24978	98.25
>2 thru 3	15	0.06	24993	98.31
No transcript	429	1.69	25422	100.00

World History

STUB0420	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	8066	31.73	8066	31.73
>0 thru 1	15451	60.78	23517	92.51
>1 thru 2	1299	5.11	24816	97.62
>2 thru 3	100	0.39	24916	98.01
>3 thru 4	76	0.30	24992	98.31
>5 thru 6	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

AP Western Civ/European History

STUB0421	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23197	91.25	23197	91.25
>0 thru 1	1609	6.33	24806	97.58
>1 thru 2	116	0.46	24922	98.03
>2 thru 3	69	0.27	24991	98.30
>3 thru 4	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

American Government & Politics

STUB0430	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	4252	16.73	4252	16.73
>0 thru 1	18609	73.20	22861	89.93
>1 thru 2	1935	7.61	24796	97.54
>2 thru 3	161	0.63	24957	98.17
>3 thru 4	32	0.13	24989	98.30
>4 thru 5	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Humanities Other

STUB0440	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	2608	10.26	2608	10.26
>0 thru 1	9390	36.94	11998	47.20
>1 thru 2	8092	31.83	20090	79.03
>2 thru 3	3262	12.83	23352	91.86
>3 thru 4	1160	4.56	24512	96.42
>4 thru 5	331	1.30	24843	97.72
>5 thru 6	105	0.41	24948	98.14
Over 6.00	45	0.18	24993	98.31
No transcript	429	1.69	25422	100.00

Non-western History

STUB0441	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23629	92.95	23629	92.95
>0 thru 1	1327	5.22	24956	98.17
>1 thru 2	36	0.14	24992	98.31
>2 thru 3	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Western History/Civilization

STUB0442	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22949	90.27	22949	90.27
>0 thru 1	1866	7.34	24815	97.61
>1 thru 2	172	0.68	24987	98.29
>2 thru 3	6	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Economics

STUB0443	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	12546	49.35	12546	49.35
>0 thru 1	12359	48.62	24905	97.97
>1 thru 2	82	0.32	24987	98.29
>2 thru 3	4	0.02	24991	98.30
>3 thru 4	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Geography

STUB0444	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	17703	69.64	17703	69.64
>0 thru 1	7191	28.29	24894	97.92
>1 thru 2	93	0.37	24987	98.29
>2 thru 3	5	0.02	24992	98.31
>3 thru 4	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Sociology/Psychology

STUB0445	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	17957	70.64	17957	70.64
>0 thru 1	6577	25.87	24534	96.51
>1 thru 2	420	1.65	24954	98.16
>2 thru 3	28	0.11	24982	98.27
>3 thru 4	5	0.02	24987	98.29
>4 thru 5	2	0.01	24989	98.30
>5 thru 6	2	0.01	24991	98.30
Over 6.00	2	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

International Politics

STUB0446	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23629	92.95	23629	92.95
>0 thru 1	1344	5.29	24973	98.23
>1 thru 2	16	0.06	24989	98.30
>2 thru 3	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Remedial/Below Grade Social Studies

STUB0447	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24288	95.54	24288	95.54
>0 thru 1	668	2.63	24956	98.17
>1 thru 2	28	0.11	24984	98.28
>2 thru 3	5	0.02	24989	98.30
>3 thru 4	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

AP/Honors Social Studies

STUB0450	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19072	75.02	19072	75.02
>0 thru 1	3619	14.24	22691	89.26
>1 thru 2	1594	6.27	24285	95.53
>2 thru 3	515	2.03	24800	97.55
>3 thru 4	121	0.48	24921	98.03
>4 thru 5	46	0.18	24967	98.21
>5 thru 6	14	0.06	24981	98.27
Over 6.00	12	0.05	24993	98.31
No transcript	429	1.69	25422	100.00

Fine Arts

STUB0500	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	5275	20.75	5275	20.75
>0 thru 1	7780	30.60	13055	51.35
>1 thru 2	4948	19.46	18003	70.82
>2 thru 3	2556	10.05	20559	80.87
>3 thru 4	1877	7.38	22436	88.25
>4 thru 5	1073	4.22	23509	92.48
>5 thru 6	544	2.14	24053	94.61
Over 6.00	940	3.70	24993	98.31
No transcript	429	1.69	25422	100.00

Fine Arts & Crafts

STUB0510	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	11382	44.77	11382	44.77
>0 thru 1	8713	34.27	20095	79.05
>1 thru 2	3045	11.98	23140	91.02
>2 thru 3	1043	4.10	24183	95.13
>3 thru 4	488	1.92	24671	97.05
>4 thru 5	164	0.65	24835	97.69
>5 thru 6	61	0.24	24896	97.93
Over 6.00	97	0.38	24993	98.31
No transcript	429	1.69	25422	100.00

Music

STUB0520	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16575	65.20	16575	65.20
>0 thru 1	3619	14.24	20194	79.44
>1 thru 2	1463	5.75	21657	85.19
>2 thru 3	924	3.63	22581	88.82
>3 thru 4	1189	4.68	23770	93.50
>4 thru 5	497	1.95	24267	95.46
>5 thru 6	273	1.07	24540	96.53
Over 6.00	453	1.78	24993	98.31
No transcript	429	1.69	25422	100.00

Drama

STUB0530	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	21679	85.28	21679	85.28
>0 thru 1	2392	9.41	24071	94.69
>1 thru 2	512	2.01	24583	96.70
>2 thru 3	220	0.87	24803	97.57
>3 thru 4	97	0.38	24900	97.95
>4 thru 5	28	0.11	24928	98.06
>5 thru 6	15	0.06	24943	98.12
Over 6.00	50	0.20	24993	98.31
No transcript	429	1.69	25422	100.00

Dance

STUB0540	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23116	90.93	23116	90.93
>0 thru 1	1496	5.88	24612	96.81
>1 thru 2	211	0.83	24823	97.64
>2 thru 3	70	0.28	24893	97.92
>3 thru 4	40	0.16	24933	98.08
>4 thru 5	11	0.04	24944	98.12
>5 thru 6	11	0.04	24955	98.16
Over 6.00	38	0.15	24993	98.31
No transcript	429	1.69	25422	100.00

Art/Music Appreciation History

STUB0550	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23027	90.58	23027	90.58
>0 thru 1	1868	7.35	24895	97.93
>1 thru 2	87	0.34	24982	98.27
>2 thru 3	5	0.02	24987	98.29
>3 thru 4	3	0.01	24990	98.30
>4 thru 5	3	0.01	24993	98.31
No transcript	429	1.69	25422	100.00

Foreign Languages

STUB0600	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	4841	19.04	4841	19.04
>0 thru 1	3631	14.28	8472	33.33
>1 thru 2	8456	33.26	16928	66.59
>2 thru 3	4718	18.56	21646	85.15
>3 thru 4	2377	9.35	24023	94.50
>4 thru 5	499	1.96	24522	96.46
>5 thru 6	187	0.74	24709	97.20
Over 6.00	284	1.12	24993	98.31
No transcript	429	1.69	25422	100.00

Any AP Foreign Language

STUB0601	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23652	93.04	23652	93.04
>0 thru 1	1110	4.37	24762	97.40
>1 thru 2	217	0.85	24979	98.26
>2 thru 3	13	0.05	24992	98.31
>3 thru 4	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Survey Foreign Language

STUB0610	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24052	94.61	24052	94.61
>0 thru 1	229	0.90	24281	95.51
>1 thru 2	182	0.72	24463	96.23
>2 thru 3	152	0.60	24615	96.83
>3 thru 4	135	0.53	24750	97.36
>4 thru 5	104	0.41	24854	97.77
>5 thru 6	69	0.27	24923	98.04
Over 6.00	70	0.28	24993	98.31
No transcript	429	1.69	25422	100.00

French

STUB0620	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	21013	82.66	21013	82.66
>0 thru 1	1111	4.37	22124	87.03
>1 thru 2	1554	6.11	23678	93.14
>2 thru 3	825	3.25	24503	96.39
>3 thru 4	461	1.81	24964	98.20
>4 thru 5	29	0.11	24993	98.31
No transcript	429	1.69	25422	100.00

Spanish

STUB0630	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	10684	42.03	10684	42.03
>0 thru 1	3458	13.60	14142	55.63
>1 thru 2	6580	25.88	20722	81.51
>2 thru 3	2986	11.75	23708	93.26
>3 thru 4	1163	4.57	24871	97.83
>4 thru 5	118	0.46	24989	98.30
>5 thru 6	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

German

STUB0640	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23921	94.10	23921	94.10
>0 thru 1	276	1.09	24197	95.18
>1 thru 2	410	1.61	24607	96.79
>2 thru 3	203	0.80	24810	97.59
>3 thru 4	169	0.66	24979	98.26
>4 thru 5	14	0.06	24993	98.31
No transcript	429	1.69	25422	100.00

Latin

STUB0650	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24241	95.35	24241	95.35
>0 thru 1	262	1.03	24503	96.39
>1 thru 2	273	1.07	24776	97.46
>2 thru 3	127	0.50	24903	97.96
>3 thru 4	74	0.29	24977	98.25
>4 thru 5	16	0.06	24993	98.31
No transcript	429	1.69	25422	100.00

Japanese

STUB0660	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24661	97.01	24661	97.01
>0 thru 1	91	0.36	24752	97.36
>1 thru 2	120	0.47	24872	97.84
>2 thru 3	72	0.28	24944	98.12
>3 thru 4	43	0.17	24987	98.29
>4 thru 5	5	0.02	24992	98.31
Over 6.00	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Mandarin/Cantonese

STUB0670	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24904	97.96	24904	97.96
>0 thru 1	36	0.14	24940	98.10
>1 thru 2	20	0.08	24960	98.18
>2 thru 3	25	0.10	24985	98.28
>3 thru 4	7	0.03	24992	98.31
>4 thru 5	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Russian

STUB0680	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24966	98.21	24966	98.21
>0 thru 1	10	0.04	24976	98.25
>1 thru 2	9	0.04	24985	98.28
>2 thru 3	3	0.01	24988	98.29
>3 thru 4	4	0.02	24992	98.31
>4 thru 5	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Foreign Language - Other

STUB0690	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23539	92.59	23539	92.59
>0 thru 1	611	2.40	24150	95.00
>1 thru 2	518	2.04	24668	97.03
>2 thru 3	240	0.94	24908	97.98
>3 thru 4	61	0.24	24969	98.22
>4 thru 5	15	0.06	24984	98.28
>5 thru 6	4	0.02	24988	98.29
Over 6.00	5	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Computer-related Studies

STUB0700	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	9146	35.98	9146	35.98
>0 thru 1	11055	43.49	20201	79.46
>1 thru 2	3472	13.66	23673	93.12
>2 thru 3	925	3.64	24598	96.76
>3 thru 4	266	1.05	24864	97.81
>4 thru 5	73	0.29	24937	98.09
>5 thru 6	27	0.11	24964	98.20
Over 6.00	29	0.11	24993	98.31
No transcript	429	1.69	25422	100.00

Clerical & Data Entry

STUB0710	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16952	66.68	16952	66.68
>0 thru 1	6591	25.93	23543	92.61
>1 thru 2	1170	4.60	24713	97.21
>2 thru 3	226	0.89	24939	98.10
>3 thru 4	30	0.12	24969	98.22
>4 thru 5	5	0.02	24974	98.24
>5 thru 6	6	0.02	24980	98.26
Over 6.00	13	0.05	24993	98.31
No transcript	429	1.69	25422	100.00

Computer Applications

STUB0720	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	20975	82.51	20975	82.51
>0 thru 1	3309	13.02	24284	95.52
>1 thru 2	516	2.03	24800	97.55
>2 thru 3	107	0.42	24907	97.97
>3 thru 4	62	0.24	24969	98.22
>4 thru 5	7	0.03	24976	98.25
>5 thru 6	12	0.05	24988	98.29
Over 6.00	5	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Computer Science

STUB0730	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	17085	67.21	17085	67.21
>0 thru 1	7031	27.66	24116	94.86
>1 thru 2	753	2.96	24869	97.82
>2 thru 3	104	0.41	24973	98.23
>3 thru 4	8	0.03	24981	98.27
>4 thru 5	7	0.03	24988	98.29
>5 thru 6	4	0.02	24992	98.31
Over 6.00	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Consumer & Homemaking Education

STUB0800	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	14436	56.79	14436	56.79
>0 thru 1	7396	29.09	21832	85.88
>1 thru 2	2211	8.70	24043	94.58
>2 thru 3	687	2.70	24730	97.28
>3 thru 4	199	0.78	24929	98.06
>4 thru 5	46	0.18	24975	98.24
>5 thru 6	7	0.03	24982	98.27
Over 6.00	11	0.04	24993	98.31
No transcript	429	1.69	25422	100.00

General Labor Market

STUB0900	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	10169	40.00	10169	40.00
>0 thru 1	11396	44.83	21565	84.83
>1 thru 2	2419	9.52	23984	94.34
>2 thru 3	569	2.24	24553	96.58
>3 thru 4	213	0.84	24766	97.42
>4 thru 5	83	0.33	24849	97.75
>5 thru 6	54	0.21	24903	97.96
Over 6.00	90	0.35	24993	98.31
No transcript	429	1.69	25422	100.00

Typewriting 1

STUB0910	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	14742	57.99	14742	57.99
>0 thru 1	10054	39.55	24796	97.54
>1 thru 2	191	0.75	24987	98.29
>2 thru 3	4	0.02	24991	98.30
>3 thru 4	1	0.00	24992	98.31
>5 thru 6	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Introductory Industrial

STUB0920	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23803	93.63	23803	93.63
>0 thru 1	993	3.91	24796	97.54
>1 thru 2	127	0.50	24923	98.04
>2 thru 3	48	0.19	24971	98.23
>3 thru 4	18	0.07	24989	98.30
>4 thru 5	3	0.01	24992	98.31
Over 6.00	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Work Experience/Career

STUB0930	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	19556	76.93	19556	76.93
>0 thru 1	4360	17.15	23916	94.08
>1 thru 2	654	2.57	24570	96.65
>2 thru 3	189	0.74	24759	97.39
>3 thru 4	89	0.35	24848	97.74
>4 thru 5	42	0.17	24890	97.91
>5 thru 6	34	0.13	24924	98.04
Over 6.00	69	0.27	24993	98.31
No transcript	429	1.69	25422	100.00

General Labor Market Skills

STUB0940	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22987	90.42	22987	90.42
>0 thru 1	1787	7.03	24774	97.45
>1 thru 2	163	0.64	24937	98.09
>2 thru 3	46	0.18	24983	98.27
>3 thru 4	7	0.03	24990	98.30
>4 thru 5	1	0.00	24991	98.30
>5 thru 6	1	0.00	24992	98.31
Over 6.00	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Specific Labor Market

STUB1000	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	3564	14.02	3564	14.02
>0 thru 1	5667	22.29	9231	36.31
>1 thru 2	4449	17.50	13680	53.81
>2 thru 3	3407	13.40	17087	67.21
>3 thru 4	2691	10.59	19778	77.80
>4 thru 5	1852	7.29	21630	85.08
>5 thru 6	1289	5.07	22919	90.15
Over 6.00	2074	8.16	24993	98.31
No transcript	429	1.69	25422	100.00

Agriculture/Renewable Resources

STUB1010	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22603	88.91	22603	88.91
>0 thru 1	1300	5.11	23903	94.02
>1 thru 2	444	1.75	24347	95.77
>2 thru 3	277	1.09	24624	96.86
>3 thru 4	184	0.72	24808	97.58
>4 thru 5	84	0.33	24892	97.92
>5 thru 6	42	0.17	24934	98.08
Over 6.00	59	0.23	24993	98.31
No transcript	429	1.69	25422	100.00

Business

STUB1020	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	13121	51.61	13121	51.61
>0 thru 1	7602	29.90	20723	81.52
>1 thru 2	2656	10.45	23379	91.96
>2 thru 3	975	3.84	24354	95.80
>3 thru 4	383	1.51	24737	97.31
>4 thru 5	147	0.58	24884	97.88
>5 thru 6	56	0.22	24940	98.10
Over 6.00	53	0.21	24993	98.31
No transcript	429	1.69	25422	100.00

Marketing & Distribution

STUB1030	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22320	87.80	22320	87.80
>0 thru 1	1619	6.37	23939	94.17
>1 thru 2	479	1.88	24418	96.05
>2 thru 3	286	1.13	24704	97.18
>3 thru 4	181	0.71	24885	97.89
>4 thru 5	33	0.13	24918	98.02
>5 thru 6	46	0.18	24964	98.20
Over 6.00	29	0.11	24993	98.31
No transcript	429	1.69	25422	100.00

Health

STUB1040	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23243	91.43	23243	91.43
>0 thru 1	892	3.51	24135	94.94
>1 thru 2	272	1.07	24407	96.01
>2 thru 3	220	0.87	24627	96.87
>3 thru 4	112	0.44	24739	97.31
>4 thru 5	43	0.17	24782	97.48
>5 thru 6	188	0.74	24970	98.22
Over 6.00	23	0.09	24993	98.31
No transcript	429	1.69	25422	100.00

Occupational Home Economics

STUB1050	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	21962	86.39	21962	86.39
>0 thru 1	1870	7.36	23832	93.75
>1 thru 2	581	2.29	24413	96.03
>2 thru 3	242	0.95	24655	96.98
>3 thru 4	135	0.53	24790	97.51
>4 thru 5	71	0.28	24861	97.79
>5 thru 6	62	0.24	24923	98.04
Over 6.00	70	0.28	24993	98.31
No transcript	429	1.69	25422	100.00

Trade & Industry

STUB1060	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	16385	64.45	16385	64.45
>0 thru 1	4405	17.33	20790	81.78
>1 thru 2	1646	6.47	22436	88.25
>2 thru 3	979	3.85	23415	92.11
>3 thru 4	642	2.53	24057	94.63
>4 thru 5	355	1.40	24412	96.03
>5 thru 6	272	1.07	24684	97.10
Over 6.00	309	1.22	24993	98.31
No transcript	429	1.69	25422	100.00

Technical & Communications

STUB1070	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	15923	62.63	15923	62.63
>0 thru 1	6958	27.37	22881	90.00
>1 thru 2	1600	6.29	24481	96.30
>2 thru 3	343	1.35	24824	97.65
>3 thru 4	108	0.42	24932	98.07
>4 thru 5	23	0.09	24955	98.16
>5 thru 6	23	0.09	24978	98.25
Over 6.00	15	0.06	24993	98.31
No transcript	429	1.69	25422	100.00

Unidentified Subject

STUB1080	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	22865	89.94	22865	89.94
>0 thru 1	1016	4.00	23881	93.94
>1 thru 2	552	2.17	24433	96.11
>2 thru 3	275	1.08	24708	97.19
>3 thru 4	142	0.56	24850	97.75
>4 thru 5	51	0.20	24901	97.95
>5 thru 6	55	0.22	24956	98.17
Over 6.00	37	0.15	24993	98.31
No transcript	429	1.69	25422	100.00

General Skills

STUB1100	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	15001	59.01	15001	59.01
>0 thru 1	6515	25.63	21516	84.64
>1 thru 2	2180	8.58	23696	93.21
>2 thru 3	760	2.99	24456	96.20
>3 thru 4	291	1.14	24747	97.34
>4 thru 5	125	0.49	24872	97.84
>5 thru 6	50	0.20	24922	98.03
Over 6.00	71	0.28	24993	98.31
No transcript	429	1.69	25422	100.00

Personal Health & Physical Education

STUB1200	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	235	0.92	235	0.92
>0 thru 1	4440	17.47	4675	18.39
>1 thru 2	7893	31.05	12568	49.44
>2 thru 3	7111	27.97	19679	77.41
>3 thru 4	3438	13.52	23117	90.93
>4 thru 5	1264	4.97	24381	95.91
>5 thru 6	359	1.41	24740	97.32
Over 6.00	253	1.00	24993	98.31
No transcript	429	1.69	25422	100.00

Physical Education

STUB1210	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	4583	18.03	4583	18.03
>0 thru 1	10795	42.46	15378	60.49
>1 thru 2	6971	27.42	22349	87.91
>2 thru 3	1717	6.75	24066	94.67
>3 thru 4	805	3.17	24871	97.83
>4 thru 5	96	0.38	24967	98.21
>5 thru 6	21	0.08	24988	98.29
Over 6.00	5	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Health

STUB1220	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	6807	26.78	6807	26.78
>0 thru 1	17700	69.62	24507	96.40
>1 thru 2	447	1.76	24954	98.16
>2 thru 3	34	0.13	24988	98.29
>3 thru 4	1	0.00	24989	98.30
Over 6.00	4	0.02	24993	98.31
No transcript	429	1.69	25422	100.00

Driver Education

STUB1240	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	18456	72.60	18456	72.60
>0 thru 1	6525	25.67	24981	98.27
>1 thru 2	7	0.03	24988	98.29
>3 thru 4	4	0.02	24992	98.31
>4 thru 5	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Religion

STUB1300	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23533	92.57	23533	92.57
>0 thru 1	412	1.62	23945	94.19
>1 thru 2	229	0.90	24174	95.09
>2 thru 3	310	1.22	24484	96.31
>3 thru 4	490	1.93	24974	98.24
>4 thru 5	18	0.07	24992	98.31
>5 thru 6	1	0.00	24993	98.31
No transcript	429	1.69	25422	100.00

Military Science

STUB1400	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23742	93.39	23742	93.39
>0 thru 1	532	2.09	24274	95.48
>1 thru 2	244	0.96	24518	96.44
>2 thru 3	228	0.90	24746	97.34
>3 thru 4	172	0.68	24918	98.02
>4 thru 5	34	0.13	24952	98.15
>5 thru 6	22	0.09	24974	98.24
Over 6.00	19	0.07	24993	98.31
No transcript	429	1.69	25422	100.00

Special Education

STUB1500	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	23224	91.35	23224	91.35
>0 thru 1	619	2.43	23843	93.79
>1 thru 2	184	0.72	24027	94.51
>2 thru 3	152	0.60	24179	95.11
>3 thru 4	151	0.59	24330	95.70
>4 thru 5	96	0.38	24426	96.08
>5 thru 6	60	0.24	24486	96.32
Over 6.00	507	1.99	24993	98.31
No transcript	429	1.69	25422	100.00

All Courses Other Than Above

STUB1600	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	24530	96.49	24530	96.49
>0 thru 1	346	1.36	24876	97.85
>1 thru 2	70	0.28	24946	98.13
>2 thru 3	11	0.04	24957	98.17
>3 thru 4	13	0.05	24970	98.22
>4 thru 5	3	0.01	24973	98.23
>5 thru 6	5	0.02	24978	98.25
Over 6.00	15	0.06	24993	98.31
No transcript	429	1.69	25422	100.00

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	25422	100.00	25422	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	25422	100.00	25422	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	23900	94.01	23900	94.01
Unlinked	1522	5.99	25422	100.00

Student Exit Status

EXSTAT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Standard Diploma	23290	91.61	23290	91.61
2-Honors Diploma	1356	5.33	24646	96.95
3-Spec Ed Diploma	267	1.05	24913	98.00
4-Cert of Attendance	193	0.76	25106	98.76
5-Cert of Completion	142	0.56	25248	99.32
Unknown	174	0.68	25422	100.00

Imputation Flag for Student Graduation

GRAD_IMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	25248	99.32	25248	99.32
Yes	174	0.68	25422	100.00

Student Race/Ethnicity

DRVDRACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-White	15025	59.10	15025	59.10
2-Black	4772	18.77	19797	77.87
3-Hispanic	3645	14.34	23442	92.21
4-Asian/Pacific Isl	1712	6.73	25154	98.95
5-American Indian	223	0.88	25377	99.82
6-Other	45	0.18	25422	100.00

Imputation Flag for Student Race

RACE_IMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	24892	97.92	24892	97.92
Yes	530	2.08	25422	100.00

Student Grade Level In 1997-98

GRADE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Twelfth Grade	25422	100.00	25422	100.00

Student Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Male	11941	46.97	11941	46.97
2-Female	13273	52.21	25214	99.18
Not reported	208	0.82	25422	100.00

Student Month Born

BIRTHMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Jan	2025	7.97	2025	7.97
Feb	1956	7.69	3981	15.66
Mar	2056	8.09	6037	23.75
Apr	2084	8.20	8121	31.94
May	2055	8.08	10176	40.03
Jun	2060	8.10	12236	48.13
Jul	2182	8.58	14418	56.71
Aug	2332	9.17	16750	65.89
Sep	2305	9.07	19055	74.95
Oct	2256	8.87	21311	83.83
Nov	1962	7.72	23273	91.55
Dec	2149	8.45	25422	100.00

Student Year Born

BIRTHYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1976	38	0.15	38	0.15
1977	145	0.57	183	0.72
1978	877	3.45	1060	4.17
1979	8334	32.78	9394	36.95
1980	15758	61.99	25152	98.94
1981	258	1.01	25410	99.95
1982	9	0.04	25419	99.99
1983	3	0.01	25422	100.00

Imputation Flag for Student Birthdate

BIRT_IMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	25254	99.34	25254	99.34
Yes	168	0.66	25422	100.00

Student Disability Status

HCFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Not Disabled	461	1.81	461	1.81
1-Disabled	776	3.05	1237	4.87
9-Not reported	17612	69.28	18849	74.14
Unknown	6573	25.86	25422	100.00

Disabling Condition

HCTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
00-Not Disabled	461	1.81	461	1.81
01-Multidisabled	74	0.29	535	2.10
02-Learning disabled	502	1.97	1037	4.08
03-Hearing impaired	9	0.04	1046	4.11
04-Visual impaired	6	0.02	1052	4.14
05-Speech impaired	4	0.02	1056	4.15
06-Mental impaired	119	0.47	1175	4.62
07-Emotional disturbed	23	0.09	1198	4.71
08-Orthopedic impaired	8	0.03	1206	4.74
09-Traumatic Brain Injury	4	0.02	1210	4.76
10-Other	27	0.11	1237	4.87
99-Missing	24185	95.13	25422	100.00

Jackknife Variance Stratum

REPGRP1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-47	25422	100.00	25422	100.00

Jackknife Variance Unit

DROPGRP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-2	25422	100.00	25422	100.00

NAEP Assessment Completed by Student

SUBJECT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-50-min Writing	2846	11.20	2846	11.20
2-Reading	6529	25.68	9375	36.88
3-Civics	3890	15.30	13265	52.18
4-25-min Writing	9658	37.99	22923	90.17
Missing	2499	9.83	25422	100.00

Type of High School Program

TYPE_PGM	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Standard	23380	91.97	23380	91.97
2-Vocational	299	1.18	23679	93.14
3-Other	1318	5.18	24997	98.33
Not Reported	425	1.67	25422	100.00

Date Entered School - Month

ENTRMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Jan	162	0.64	162	0.64
Feb	73	0.29	235	0.92
Mar	54	0.21	289	1.14
Apr	34	0.13	323	1.27
May	135	0.53	458	1.80
Jun	140	0.55	598	2.35
Jul	50	0.20	648	2.55
Aug	6219	24.46	6867	27.01
Sep	2974	11.70	9841	38.71
Oct	100	0.39	9941	39.10
Nov	84	0.33	10025	39.43
Dec	39	0.15	10064	39.59
Not reported	15358	60.41	25422	100.00

Date Entered School - Year

ENTRYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1992-1998	24908	97.98	24908	97.98
Not Reported	514	2.02	25422	100.00

Graduation Date - Month

GRADMO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Jan	51	0.20	51	0.20
Feb	7	0.03	58	0.23
Mar	6	0.02	64	0.25
Apr	6	0.02	70	0.28
May	7171	28.21	7241	28.48
Jun	16874	66.38	24115	94.86
Jul	81	0.32	24196	95.18
Aug	65	0.26	24261	95.43
Sep	2	0.01	24263	95.44
Oct	2	0.01	24265	95.45
Nov	2	0.01	24267	95.46
Dec	3	0.01	24270	95.47
Not reported	1152	4.53	25422	100.00

Graduation Date - Year

GRADYR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1998	24991	98.30	24991	98.30
Missing	431	1.70	25422	100.00

Number days absent in Grade 9

ABS09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1239	4.87	1239	4.87
1 - 10	7527	29.61	8766	34.48
11 - 20	2052	8.07	10818	42.55
21 - 30	442	1.74	11260	44.29
31 - 40	133	0.52	11393	44.82
41 - 50	60	0.24	11453	45.05
Over 50	65	0.26	11518	45.31
Not reported	13904	54.69	25422	100.00

Number days absent in Grade 10

ABS10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1203	4.73	1203	4.73
1 - 10	7236	28.46	8439	33.20
11 - 20	2177	8.56	10616	41.76
21 - 30	582	2.29	11198	44.05
31 - 40	170	0.67	11368	44.72
41 - 50	90	0.35	11458	45.07
Over 50	79	0.31	11537	45.38
Not reported	13885	54.62	25422	100.00

Number days absent in Grade 11

ABS11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	851	3.35	851	3.35
1 - 10	7044	27.71	7895	31.06
11 - 20	2646	10.41	10541	41.46
21 - 30	799	3.14	11340	44.61
31 - 40	270	1.06	11610	45.67
41 - 50	121	0.48	11731	46.15
Over 50	102	0.40	11833	46.55
Not reported	13589	53.45	25422	100.00

Number days absent in Grade 12

ABS12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	758	2.98	758	2.98
1 - 10	6170	24.27	6928	27.25
11 - 20	3007	11.83	9935	39.08
21 - 30	954	3.75	10889	42.83
31 - 40	364	1.43	11253	44.26
41 - 50	161	0.63	11414	44.90
Over 50	150	0.59	11564	45.49
Not reported	13858	54.51	25422	100.00

Grade Point Avg (Computed)

GPA_C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00 - 1.49	123	0.48	123	0.48
1.50 - 1.99	1579	6.21	1702	6.69
2.00 - 2.49	5492	21.60	7194	28.30
2.50 - 2.99	7458	29.34	14652	57.64
3.00 - 3.49	6120	24.07	20772	81.71
3.50 - 3.99	3873	15.23	24645	96.94
4.00 and up	325	1.28	24970	98.22
Not Reported	452	1.78	25422	100.00

Grade Point Avg (Transcript)

GPA_T	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Numeric	23007	90.50	23007	90.50
Not Reported	2415	9.50	25422	100.00

Class Rank

CLRANK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Numeric	19878	78.19	19878	78.19
Missing	5544	21.81	25422	100.00

Class Size

CLSIZE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1 - 100	2584	10.16	2584	10.16
101 - 200	4975	19.57	7559	29.73
201 - 300	4548	17.89	12107	47.62
301 - 400	4583	18.03	16690	65.65
401 - 500	1998	7.86	18688	73.51
Over 500	2522	9.92	21210	83.43
Not Reported	4212	16.57	25422	100.00

Academic Track

ACAD_TRK	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Academic	17243	67.83	17243	67.83
2-Vocational	1032	4.06	18275	71.89
3-Both	5010	19.71	23285	91.59
4-Neither	1708	6.72	24993	98.31
No transcript	429	1.69	25422	100.00

Urbanicity

TYPLOC_R	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Large city	4169	16.40	4169	16.40
2-Mid-size city	5063	19.92	9232	36.32
3-Urban fringe of large	7041	27.70	16273	64.01
4-Urban fringe of small	2946	11.59	19219	75.60
5-Large town	120	0.47	19339	76.07
6-Small town	3253	12.80	22592	88.87
7-Other rural	2830	11.13	25422	100.00

Census Region

CENSREGN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Northeast	3303	12.99	3303	12.99
2-Midwest	5122	20.15	8425	33.14
3-South	9869	38.82	18294	71.96
4-West	7128	28.04	25422	100.00

NAEP Region

NAEPREGN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Northeast	4624	18.19	4624	18.19
2-Southeast	6746	26.54	11370	44.73
3-Central	5122	20.15	16492	64.87
4-West	8930	35.13	25422	100.00

Public/Nonpublic School

PUBPRIV	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Public	24297	95.57	24297	95.57
2-Private	1125	4.43	25422	100.00

Graduation Requirements Level Flag

GRREQFLG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-CarnegieUnit > Req	23625	92.93	23625	92.93
2-CarnegieUnit > 75%	1227	4.83	24852	97.76
3-CarnegieUnit = 75%	6	0.02	24858	97.78
4-CarnegieUnit < 75%	564	2.22	25422	100.00

Biology + Chemistry (2.00)

STUB0281	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	24993	98.31	24993	98.31
No transcript	429	1.69	25422	100.00

Biology + Chemistry + Physics (3.00)

STUB0282	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	24993	98.31	24993	98.31
No transcript	429	1.69	25422	100.00

3 Yrs Physical Education + Health (3.50)

STUB1230	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	23404	92.06	23404	92.06
1-Met threshold	1589	6.25	24993	98.31
No transcript	429	1.69	25422	100.00

4E+3SS+3SCI+3MATH+1/2COMP+2FL

STUB2001	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	21470	84.45	21470	84.45
1-Met threshold	3523	13.86	24993	98.31
No transcript	429	1.69	25422	100.00

4E+3SS+3SCI+3MATH+1/2COMP

STUB2002	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	20574	80.93	20574	80.93
1-Met threshold	4419	17.38	24993	98.31
No transcript	429	1.69	25422	100.00

4E+3SS+3SCI+3MATH+2FL

STUB2003	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	14633	57.56	14633	57.56
1-Met threshold	10360	40.75	24993	98.31
No transcript	429	1.69	25422	100.00

4E+3SS+3SCI+3MATH

STUB2004	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	11590	45.59	11590	45.59
1-Met threshold	13403	52.72	24993	98.31
No transcript	429	1.69	25422	100.00

4E+3SS+2SCI+2MATH

STUB2005	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Failed threshold	6326	24.88	6326	24.88
1-Met threshold	18667	73.43	24993	98.31
No transcript	429	1.69	25422	100.00

Appendix J

1998 High School Transcript Study Codebook
for Course Offerings File

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR COURSE OFFERINGS FILE
 January 1, 2000

Question Name Column Number(s)

PSU 0001-0003 Primary Sampling Unit

103-494 = PSU

SCHOOL 0004-0007 School ID (within PSU)

3011-3574 = School

NOTE : Both PSU and school ID must be combined to uniquely identify a school within the data file.

CATSRCE 0008 Source of Catalog Titles

0 = Course list generated from transcripts
 1 = Course list provided by schools

NOTE : Course lists provided by schools came in different formats. See variable CATTTYPE.

CATTTYPE 0009 Type of Catalog Provided by School

0 = No materials available
 1 = District level course catalog
 2 = School course list
 3 = School course catalog
 9 = Unknown catalog type

NOTE : A course list does not include descriptive information regarding course content. A course catalog contains descriptive information regarding course content that was used in assigning CSSC codes.

CRSENAME 0010-0101 Course Title

Alphanumerics = Title of course, as it appeared in the school's course listing.

NOTE : Left justified

Question Name	Column Number(s)	
OFFCAMP	0102	Taught off Campus (Flag) <hr/> 0 = No 1 = Yes, at Area Vo Tech 2 = Yes, at Special Ed Center 3 = Yes, Other 4 = Yes, at Multiple Locations
OTHLANG	0103	Taught in Language Other Than English/ESL (Flag) <hr/> 0 = No 1 = Yes
REMED	0104	Remedial or Below Grade Level (Flag) <hr/> 0 = No 1 = Yes
HONORS	0105	Honors or Gifted/Talented Course (Flag) <hr/> 0 = No 1 = Yes
COMBO	0106	Combination Course (Flag) <hr/> 1 = Not a Combination Course (i.e., Course Not Split) 2 = Course Split Into 2 Parts 3 = Course Split Into 3 Parts 4 = Course Split Into 4 Parts 5 = Course Split Into 5 Parts NOTE: This flag indicates that the course was part of a combination course that has been split into its component parts. Credits were allocated equally among the parts.
CSSC	0107-0112	Course CSSC Code <hr/> 010111-569401 = CSSC Code

[2]

Question Name Column Number(s)

SPEDFLAG 0113 Special Education Flag

0 = Functional SPED
1 = Regular Course
2 = Resource SPED
9 = Unknown

SEQ 0114 Sequence Flag

0 = Not Part of a Course Sequence
1 = Introductory Course in a Course Sequence
2 = Advanced Course in a Course Sequence
9 = Unknown

1998 HIGH SCHOOL TRANSCRIPT STUDY
Course Offerings File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103 - 494	38359	100.00	38359	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011 - 3574	38359	100.00	38359	100.00

Source of Catalog Titles

CATSRCE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Transcript	1762	4.59	1762	4.59
1-School Provided	36597	95.41	38359	100.00

Type of Catalog Provided by School

CATTYPE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No Materials	1762	4.59	1762	4.59
1-District Level	2549	6.65	4311	11.24
2-School List	1891	4.93	6202	16.17
3-School Catalog	30102	78.47	36304	94.64
Unknown	2055	5.36	38359	100.00

Course Offerings File

Course Title

CRSENAME	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Alphanumerics	38359	100.00	38359	100.00

Taught Off Campus (Flag)

OFFCAMP	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-On Campus	37105	96.73	37105	96.73
1-Vocational Ed	410	1.07	37515	97.80
2-Spec Ed Center	2	0.01	37517	97.80
3-Other	365	0.95	37882	98.76
4-Mult Location	477	1.24	38359	100.00

Taught in Other Than English/ESL (Flag)

OTHLANG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	37531	97.84	37531	97.84
1-Yes	828	2.16	38359	100.00

Remedial or Below Grade Level (Flag)

REMED	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	37878	98.75	37878	98.75
1-Yes	481	1.25	38359	100.00

Course Offerings File

Honors or Gifted/Talented Course (Flag)

HONORS	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-No	34159	89.05	34159	89.05
1-Yes	4200	10.95	38359	100.00

Combination Course (Flag)

COMBO	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1-Not Combination	37939	98.91	37939	98.91
2-Split 2 Parts	402	1.05	38341	99.95
3-Split 3 Parts	7	0.02	38348	99.97
5-Split 5 Parts	11	0.03	38359	100.00

Course CSSC Code

CSSC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
010000-099999	4120	10.74	4120	10.74
100000-199999	5124	13.36	9244	24.10
200000-299999	11919	31.07	21163	55.17
300000-399999	3742	9.76	24905	64.93
400000-499999	7405	19.30	32310	84.23
500000-599999	6049	15.77	38359	100.00

Special Education Flag

SPEDFLAG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Functional SpEd	948	2.47	948	2.47
1-Regular Course	35580	92.76	36528	95.23
2-Resource SpEd	1829	4.77	38357	99.99
Unknown	2	0.01	38359	100.00

Course Offerings File

Sequence Flag

SEQ	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0-Not Sequence	21395	55.78	21395	55.78
1-Intro Course	9342	24.35	30737	80.13
2-Advanced Course	7576	19.75	38313	99.88
Unknown	46	0.12	38359	100.00

Appendix K

1998 High School Transcript Study Codebook for NAEP Writing Data

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR NAEP WRITING DATA
 JANUARY 1, 2000

Question Name	Column Number(s)	
PSU	0001-0003	Primary Sampling Unit <hr/> 103-494 = PSU
SCHOOL	0004-0007	School ID (Within PSU) <hr/> 3011-3574 = School ID NOTE: Both PSU and School ID must be combined to uniquely identify a school within the data file.
STUDENT	0008-0017	Unique Student ID <hr/> 0000000001-9899999999 = Student ID (NAEP booklet number) 9900000000-9909999999 = Student ID (Student not linked to NAEP)
PROF_1	0018-0024	PROF_1. Writing Proficiency - est 1 <hr/> 11-265 = Estimate 1
PROF_2	0025-0031	PROF_2. Writing Proficiency - est 2 <hr/> 26-276 = Estimate 2
PROF_3	0032-0038	PROF_3. Writing Proficiency - est 3 <hr/> 21-273 = Estimate 3
PROF_4	0039-0045	PROF_4. Writing Proficiency - est 4 <hr/> 19-269 = Estimate 4
PROF_5	0046-0052	PROF_5. Writing Proficiency - est 5 <hr/> 16-259 = Estimate 5

1998 HIGH SCHOOL TRANSCRIPT STUDY
NAEP Writing File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	7558	100.00	7558	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	7558	100.00	7558	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	7558	100.00	7558	100.00

Writing Proficiency - est 1

PROF_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11 - 265	7558	100.00	7558	100.00

Writing Proficiency - est 2

PROF_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
26 - 276	7558	100.00	7558	100.00

NAEP Writing File

Writing Proficiency - est 3

PROF_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
21 - 273	7558	100.00	7558	100.00

Writing Proficiency - est 4

PROF_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
19 - 269	7558	100.00	7558	100.00

Writing Proficiency - est 5

PROF_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
16 - 259	7558	100.00	7558	100.00

Appendix L

1998 High School Transcript Study Codebook
for NAEP Civics Data

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR NAEP CIVICS DATA
 JANUARY 1, 2000

Question Name	Column Number(s)	
PSU	0001-0003	Primary Sampling Unit <hr/> 103-494 = PSU
SCHOOL	0004-0007	School ID (Within PSU) <hr/> 3011-3574 = School ID
NOTE: Both PSU and School ID must be combined to uniquely identify a school within the data file.		
STUDENT	0008-0017	Unique Student ID <hr/> 0000000001-9899999999 = Student ID (NAEP booklet number) 9900000000-9909999999 = Student ID (Student not linked to NAEP)
PROF_1	0018-0024	PROF_1. Civics Proficiency - est 1 <hr/> 0-245 = Estimate 1
PROF_2	0025-0031	PROF_2. Civics Proficiency - est 2 <hr/> 0-240 = Estimate 2
PROF_3	0032-0038	PROF_3. Civics Proficiency - est 3 <hr/> 15-240 = Estimate 3
PROF_4	0039-0045	PROF_4. Civics Proficiency - est 4 <hr/> 27-239 = Estimate 4
PROF_5	0046-0052	PROF_5. Civics Proficiency - est 5 <hr/> 22-241 = Estimate 5

[1]

1998 HIGH SCHOOL TRANSCRIPT STUDY
NAEP Civics File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	3032	100.00	3032	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	3032	100.00	3032	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	3032	100.00	3032	100.00

Civics Proficiency - est 1

PROF_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0 - 244	3032	100.00	3032	100.00

Civics Proficiency - est 2

PROF_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0 - 240	3032	100.00	3032	100.00

NAEP Civics File

Civics Proficiency - est 3

PROF_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
15 - 239	3032	100.00	3032	100.00

Civics Proficiency - est 4

PROF_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
27 - 239	3032	100.00	3032	100.00

Civics Proficiency - est 5

PROF_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
22 - 241	3032	100.00	3032	100.00

Appendix M

1998 High School Transcript Study Codebook for NAEP Reading Data

1998 HIGH SCHOOL TRANSCRIPT STUDY
 CODEBOOK FOR NAEP READING DATA
 JANUARY 1, 2000

Question Name	Column Number(s)	
PSU	0001-0003	Primary Sampling Unit <hr/> 103-494 = PSU
SCHOOL	0004-0007	School ID (Within PSU) <hr/> 3011-3574 = School ID
NOTE: Both PSU and School ID must be combined to uniquely identify a school within the data file.		
STUDENT	0008-0017	Unique Student ID <hr/> 0000000001-9899999999 = Student ID (NAEP booklet number) 9900000000-9909999999 = Student ID (Student not linked to NAEP)
RD_LE_1	0018-0024	RD_LE_1. Literary Proficiency - est 1 <hr/> 38-416 = Estimate 1
RD_LE_2	0025-0031	RD_LE_2. Literary Proficiency - est 2 <hr/> 49-464 = Estimate 2
RD_LE_3	0032-0038	RD_LE_3. Literary Proficiency - est 3 <hr/> 65-429 = Estimate 3
RD_LE_4	0039-0045	RD_LE_4. Literary Proficiency - est 4 <hr/> 67-441 = Estimate 4
RD_LE_5	0046-0052	RD_LE_5. Literary Proficiency - est 5 <hr/> 60-447 = Estimate 5
RD_IN_1	0053-0059	RD_IN_1. Information Proficiency - est 1 <hr/> 139-400 = Estimate 1 [1]

Question Name	Column Number(s)	
RD_IN_2	0060-0066	RD_IN_2. Information Proficiency - est 2 ----- 158-399 = Estimate 2
RD_IN_3	0067-0073	RD_IN_3. Information Proficiency - est 3 ----- 143-392 = Estimate 3
RD_IN_4	0074-0080	RD_IN_4. Information Proficiency - est 4 ----- 139-397 = Estimate 4
RD_IN_5	0081-0087	RD_IN_5. Information Proficiency - est 5 ----- 153-397 = Estimate 5
RD_PT_1	0088-0094	RD_PT_1. Perform a Task Proficiency - est 1 ----- 82-435 = Estimate 1
RD_PT_2	0095-0101	RD_PT_2. Perform a Task Proficiency - est 2 ----- 123-428 = Estimate 2
RD_PT_3	0102-0108	RD_PT_3. Perform a Task Proficiency - est 3 ----- 104-416 = Estimate 3
RD_PT_4	0109-0115	RD_PT_4. Perform a Task Proficiency - est 4 ----- 107-416 = Estimate 4
RD_PT_5	0116-0122	RD_PT_5. Perform a Task Proficiency - est ----- 120-403 = Estimate 5
READING1	0123-0129	READING1. Reading Composite Score 1 - Composite proficiency estimate 1 ----- 125-393 = Composite estimate 1 NOTE: READING1 = 0.35 * RD_LE_1 + 0.45 * RD_IN_1 + 0.20 * RD_PT_1

[2]

Question Name Column Number(s)

READING2 0130-0136

READING2. Reading Composite Score 2 -
Composite proficiency estimate 2

139-425 = Composite estimate 2

NOTE: READING2 = 0.35 * RD_LE_2 + 0.45 *
RD_IN_2 + 0.20 * RD_PT_2

READING3 0137-0143

READING3. Reading Composite Score 3 -
Composite proficiency estimate 3

115-399 = Composite estimate 3

NOTE: READING3 = 0.35 * RD_LE_3 + 0.45 *
RD_IN_3 + 0.20 * RD_PT_3

READING4 0144-0150

READING4. Reading Composite Score 4 -
Composite proficiency estimate 4

130-404 = Composite estimate 4

NOTE: READING4 = 0.35 * RD_LE_4 + 0.45 *
RD_IN_4 + 0.20 * RD_PT_4

READING5 0151-0157

READING5. Reading Composite Score 5 -
Composite proficiency estimate 5

139-410 = Composite estimate 5

NOTE: READING5 = 0.35 * RD_LE_5 + 0.45 *
RD_IN_5 + 0.20 * RD_PT_5

[3]

1998 HIGH SCHOOL TRANSCRIPT STUDY
NAEP Reading File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103-494	4826	100.00	4826	100.00

School ID (within PSU)

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011-3574	4826	100.00	4826	100.00

Student ID (within School)

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Linked	4826	100.00	4826	100.00

Literary Proficiency - est 1

RD_LE_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
38 - 416	4826	100.00	4826	100.00

Literary Proficiency - est 2

RD_LE_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
49 - 464	4826	100.00	4826	100.00

NAEP Reading File

Literary Proficiency - est 3

RD_LE_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
65 - 429	4826	100.00	4826	100.00

Literary Proficiency - est 4

RD_LE_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
67 - 441	4826	100.00	4826	100.00

Literary Proficiency - est 5

RD_LE_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
60 - 447	4826	100.00	4826	100.00

Information Proficiency - est 1

RD_IN_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
139 - 400	4826	100.00	4826	100.00

Information Proficiency - est 2

RD_IN_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
158 - 399	4826	100.00	4826	100.00

NAEP Reading File

Information Proficiency - est 3

RD_IN_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
143 - 392	4826	100.00	4826	100.00

Information Proficiency - est 4

RD_IN_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
139 - 397	4826	100.00	4826	100.00

Information Proficiency - est 5

RD_IN_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
153 - 397	4826	100.00	4826	100.00

Perform a Task Proficiency - est 1

RD_PT_1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
82 - 435	4826	100.00	4826	100.00

Perform a Task Proficiency - est 2

RD_PT_2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
123 - 428	4826	100.00	4826	100.00

NAEP Reading File

Perform a Task Proficiency - est 3

RD_PT_3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
104 - 416	4826	100.00	4826	100.00

Perform a Task Proficiency - est 4

RD_PT_4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
107 - 416	4826	100.00	4826	100.00

Perform a Task Proficiency - est 5

RD_PT_5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
120 - 403	4826	100.00	4826	100.00

Reading Composite Score 1 - est 1

READING1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
125 - 393	4826	100.00	4826	100.00

Reading Composite Score 1 - est 2

READING2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
139 - 425	4826	100.00	4826	100.00

NAEP Reading File

Reading Composite Score 1 - est 3

READING3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
115 - 399	4826	100.00	4826	100.00

Reading Composite Score 1 - est 4

READING4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
130 - 404	4826	100.00	4826	100.00

Reading Composite Score 1 - est 5

READING5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
139 - 410	4826	100.00	4826	100.00

Appendix N

1998 High School Transcript Study NAEP 50-Minute
Writing Codebook

1998 HIGH SCHOOL TRANSCRIPT STUDY
 NAEP 50 MINUTE WRITING DATA CODEBOOK
 JANUARY 1, 2000

Question Name	Column Number(s)	
PSU	0001-0003	Primary Sampling Unit
		103-494 = PSU
SCHOOL	0004-0007	School ID (Within PSU)
		3011-3574 = School ID
NOTE: Both PSU and School ID must be combined to uniquely identify a school within the data file.		
STUDENT	0008-0017	Unique Student ID
		2410900397- 2430954204 = Student ID (NAEP booklet number)
TST_TYP	0018	Writing Test Type
		1 = Ancient Tree (Narrative Writing)
		2 = Vandalism (Informative Writing)
		3 = Campaign Speech (Persuasive Writing)
TST_SCR	0019	Writing Test Score
		1 = Inappropriate
		2 = Insufficient
		3 = Uneven
		4 = Sufficient
		5 = Skillful
		6 = Excellent
		8 = Not Scored
		9 = Omitted / Not Reached

1998 HIGH SCHOOL TRANSCRIPT STUDY
50 Minutes Writing Assessment File

Primary Sampling Unit

PSU	Frequency	Percent	Cumulative Frequency	Cumulative Percent
103 - 494	2266	100.00	2266	100.00

School ID

SCHOOL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3011 - 3574	2266	100.00	2266	100.00

Student ID

STUDENT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2410900397 - 2430954204	2266	100.00	2266	100.00

Writing Test Type

TST_TYP Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent
---1-Ancient Tree (Narrative Writing)	759	33.50	759	33.50
2-Vandalism (Informative Writing)	767	67.34	1526	67.34
3-Campaign Speech (Persuasive Writing)	740	100.00	2266	100.00

50 Minutes Writing Assessment File

Writing Test Score

TST_SCR Percent	Frequency	Percent	Cumulative Cumulative Frequency	
1 - Inappropriate	92	4.06	92	4.06
2 - Insufficient	200	8.83	292	12.89
3 - Uneven	542	23.92	834	36.80
4 - Sufficient	834	36.80	1668	73.61
5 - Skillful	413	18.23	2081	91.84
6 - Excellent	133	5.87	2214	97.71
8 - Not Scored	22	0.97	2236	98.68
9 - Omitted / Not Reached	30	1.32	2266	100.00

Appendix O

High School Transcript Study Codebook for Master CSSC File

HIGH SCHOOL TRANSCRIPT STUDY
CODEBOOK FOR MASTER CSSC FILE
January 1, 2000

Question Column
Name Number(s)
----- -----

CSSC 0001-0006 CSSC Course Code

010100-600000 = CSSC CODE

NOTE : There is an implied period between
positions 2 and 3.

NOTE : CSSC codes are defined in a separate
document, Classification of Secondary School
Courses, developed by Evaluation Technologies
Incorporated in 1982 and revised by Westat and
Policy Studies Associates in 1987.

A given CSSC course code may have more than
one course title listed in the CSSC
definitions. In that case, the CSSC course
code is repeated for each relevant course
title.

SPEDFLAG 0007 Special Education Flag

0 = Functional Special Education Course
1 = Regular Course
2 = Resource Special Education Course

TITLE 0008-0132 Course Title

Alphanumerics = Title of Course

[1]

476

Question Name	Column Number(s)
------------------	---------------------

SEQ

0133

Sequence Flag

0 = Not part of a course sequence
1 = Introductory course in a course sequence
2 = Advanced course in a course sequence

[2]

1998 HIGH SCHOOL TRANSCRIPT STUDY
Master CSSC File

CSSC Course Code

CSSC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
010000-099999	335	14.75	335	14.75
100000-199999	439	19.33	774	34.08
200000-299999	416	18.32	1190	52.40
300000-399999	148	6.52	1338	58.92
400000-499999	466	20.52	1804	79.44
500000-599999	466	20.52	2270	99.96
600000	1	0.04	2271	100.00

Special Education Flag

SPEDFLAG	Cumulative		Cumulative	
	Frequency	Percent	Frequency	Percent
0-Functional SpEd	302	13.30	302	13.30
1-Regular Course	1928	84.90	2230	98.19
2-Resource SpEd	41	1.81	2271	100.00

Course Title

TITLE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Alphanumerics	2271	100.00	2271	100.00

Sequence Flag

SEQ	Cumulative		Cumulative	
	Frequency	Percent	Frequency	Percent
0-Not Sequence	1687	74.28	1687	74.28
1-Intro Course	211	9.29	1898	83.58
2-Advanced Course	373	16.42	2271	100.00

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